

JOB DESCRIPTION

Agency	Department of Education	Work Unit	Student Wellbeing and Inclusion
Job Title	Early Childhood Intervention Education Advisor	Designation	Senior Teacher 1
Job Type	Full Time	Duration	Ongoing
Salary	\$116,331	Location	Katherine
Position Number	19211 RTF 174856	Closing	11/11/2019
Contact	Christine Absalom, Senior Education Advisor Early Childhood Intervention on 08 8944 9394 or christine.absalom@nt.gov.au		
Agency Information	https://nt.gov.au/education		
Information for Applicants	Applications must be limited to a one-page summary sheet and an attached resume/cv For further information for applicants and example applications: click here		
Information about Selected Applicant's Merit	If you are selected and accept this position, a detailed summary of your merit (including work history, experience, qualifications, skills, information from referees, etc.) will be provided to other applicants, to ensure transparency and better understanding of the reasons for the decision. For further information: click here		
Inclusion & Diversity	The NTPS values diversity and aims for a workforce which is representative of the community we serve. We strongly welcome and encourage people from all diversity groups to apply and strive to accommodate people with disability by making reasonable workplace adjustments when required. If you require an adjustment for the recruitment process or job, please discuss this with the contact officer.		
Special Measures	Under an approved Special Measures recruitment plan, Aboriginal and Torres Strait Islander applicants will be given priority consideration and preference in selection for this vacancy if they meet all essential selection criteria and are suitable at the position level.		
Apply Online Link	https://jobs.nt.gov.au/Home/JobDetails?rtfId=174856		

Primary Objective: Provide Early Childhood Intervention (0-6 years), Special Educational support and assistance to families and school communities to enable children/students to participate in appropriate educational programs in line with the Students with Disabilities Policy.

Context Statement: Student Wellbeing and Inclusion works collaboratively with schools, students and their families to strengthen a whole of system approach to assist students to develop into healthy, resilient young people who can maximise their learning opportunities and wellbeing. Student Wellbeing and Inclusion is part of Education Policy and Programs, which is focused on quality teaching and ensuring all children and students (from birth to Year 12) can learn to their potential. The Education Advisor Early Childhood is part of a multi-disciplinary team of specialist advisory teachers who work with other service providers from government and non-government agencies.

Key Duties and Responsibilities:

1. Plan and deliver an effective advisory service to families and school communities for children/students based within Early Childhood Intervention best practice.
2. Provide professional support (eg. assessment, advice, mentoring, intervention programs, resources and professional learning including online learning) to individuals, groups, school communities and other agencies, in cross-cultural and multilingual contexts.
3. Work in consultation with schools, families and related government and non-government agencies to identify special educational needs and design inclusive education programs for children/students.
4. Manage an allocated caseload and participate in individual case conferences, ensure adequate records are maintained and Student Wellbeing and Inclusion protocols and processes are implemented.
5. Participate in the development and implementation of relevant policies, procedures and projects

Selection Criteria:

Essential:

1. Registration, or ability to register with the Teacher Registration Board of the Northern Territory, Possess a current Working with Children Clearance Notice (Ochre Card).
2. A recognised qualification relevant to Early Childhood, Special Education and/or extensive knowledge in working with young children in an early intervention context.
3. Recent demonstrated school experience with proven outcomes in an early childhood, special education context, with demonstrated knowledge, experience, skills and potential to provide support services for children/students within early childhood intervention; incorporating mentoring, planning intervention programs and provision of professional learning including online learning for agencies and school communities.
4. Within a culturally diverse context, ability to establish positive working relations with children/students, families, professionals from diverse specialist backgrounds, school communities and related agencies.
5. Ability to provide input to the development and implementation of relevant policies, procedures and projects.

Further Information: Office-based conditions apply to this position. A current NT driver's license is required. Visits to schools may necessitate travel by 4x4 vehicle or light aircraft, including overnight stays of up to four days.