

Job Description

Agency	Department of Education	Work unit	Student Wellbeing and Inclusion Professional Practice and Intake
Job title	Senior Advisor Training and Resources	Designation	Administrative Officer 7
Job type	Full time	Duration	Ongoing
Salary	\$111,704 - \$120,171	Location	Darwin
Position number	43657 RTF 294166	Closing	28/04/2024
Contact officer	Debra Bennett, Assistant Director, Training and Resources, Professional Practice and Intake on 08 8944 9441 or Debra.Bennett@education.nt.gov.au		
About the agency	https://education.nt.gov.au/		
Apply online	https://jobs.nt.gov.au/Home/JobDetails?rtfId=294166		
APPLICATIONS MUST INCLUDE A ONE-PAGE SUMMARY ABOUT YOU, A DETAILED RESUME AND COPIES OF YOUR TERTIARY QUALIFICATIONS.			
Information for applicants – inclusion and diversity and Special Measures recruitment plans			
The NTPS values diversity. The NTPS encourages people from all diversity groups to apply for vacancies and accommodates people with disability by making reasonable workplace adjustments. If you require an adjustment for the recruitment process or job, please discuss this with the contact officer. For more information about applying for this position and the merit process, go to the OCPE website .			
Aboriginal applicants will be granted priority consideration for this vacancy. For more information on Special Measures plans, go to the OCPE website .			

Primary objective

The Senior Advisor Training and Resources is responsible for developing, publishing and co-ordinating production and quality assurance of educational and professional learning resources in collaboration with professional practice and other SWIPS leaders. This may include managing contracts for specialists for digital and media production, quality assurance and stakeholder engagement. This position is responsible for collaborating with SWIPS Assistant Directors to co-ordinate and continuously improve training in schools for SWIPS sponsored programs, both online and face-to-face.

Context statement

Student Wellbeing and Inclusion Programs and Services is part of Inclusion and Engagement Services, which provides differentiated support services to reform inclusion and improve engagement and access to learning for children, students and communities. Student Wellbeing and Inclusion Programs and Services provides advice, guidance and support to clients and stakeholders to ensure all children and students are welcomed into an inclusive learning environment and are able to engage effectively with education and learn to their full potential.

Key duties and responsibilities

1. Develop, research, consult, and manage training projects and their implementation strategies to progress the work of Student Wellbeing and Inclusion.
2. Develop and maintain effective and timely communication with other relevant stakeholders to ensure the delivery of responsive and appropriate services that meet the needs of regions and schools across the Northern Territory.
3. Conduct quantitative and qualitative data collection, research and analysis to inform training strategic direction and training program evaluation.
4. Use departmental and divisional plans to develop team goals, strategies and individual work plans, and collect and evaluate data on individual performance and regional goals.
5. Develop effective networks and strategies to support Student Wellbeing and Inclusion, schools and other stakeholders to achieve improved outcomes for all students in a range of NT school settings.
6. Provide a high degree of leadership, utilising contemporary management skills to provide advice and support to enable staff to develop skills; have clear goals and objectives and promote a progressive and innovative work culture.

Selection criteria

Essential

1. Demonstrated ability in strategic planning, information management, project management, contract management and the development of training and resourcing solutions.
2. High-level experience in the design, development, implementation and evaluation of resource and training program initiatives and in the development of evidence-based capacity building strategies.
3. Sound knowledge of digital technologies, ICT infrastructure, hardware and software as it relates to delivering resources and training to a large and highly dispersed client base within the educational context.
4. Proven client service ethos and commitment to improving work practices, professional learning and promoting a positive work culture in a team environment.
5. Demonstrated strong a cross-cultural understanding and the ability to interact effectively with a broad range of internal and external stakeholders' groups from diverse cultural backgrounds, in particular Aboriginal and young people and their families across socio-economic, geographic and cultural groups.
6. Demonstrated high degree of self-motivation and initiative to contribute to departmental priorities within the social, organisational and political environment, and ability to develop creative and flexible approaches to challenging issues.

Desirable

1. Relevant tertiary or other recognised qualification in training or training instructional design.
2. Sound knowledge of current research, legislations, policies and practices in relation to the education of students with additional needs.

Further information

1. Office based conditions apply to this position. Ability to obtain a Working with Children check (Ochre Card)
2. Please refer to the [Capability Framework](#)