

JOB DESCRIPTION

Agency	Department of Education		Work Unit	Transition Support Unit	
Job Title	Transition Support Officer		Designation	Senior Teacher 1	
Job Type	Full Time		Duration	Fixed to 31/12/2020	
Salary	\$119,239		Location	Darwin	
Position Number	35972	RTF	181656	Closing	21/01/2020
Contact	Laurie Zio on 0427 554 726 or laurie.zio@nt.gov.au				
Agency Information	www.education.nt.gov.au				
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?rtfld=181656				

Primary Objective: Transition Support Officers provide leadership and guidance to achieve optimal educational outcomes and support for students in Year 6 and 7, their parents and school communities in the transition to secondary boarding schools and residential facilities. They are accountable for the implementation of program support to meet the needs of remote students preparing for transition to secondary schools in Darwin, Nhulunbuy, Katherine, Tennant Creek and Alice Springs, as well as interstate.

Context Statement: The Transition Support Unit is responsible for the provision of support services for remote Indigenous students and their families with educational options and transition to secondary school pathways. Transition Support Teams operate across the Territory to support students and parents with the transition to secondary schooling in urban and regional schools.

Key Duties and Responsibilities:

1. Lead the delivery of support to schools in remote Indigenous communities in relation to preparation for transition to secondary schooling environments.
2. Facilitate student identification at school level along with key school staff.
3. Lead positive communication with schools, parents and students on the transition process, and pathway choices.
4. Implement transition programs to meet the needs of year 6/7 remote students transitioning to secondary boarding school environments, in line with the school and Department of Education policies and Indigenous Education Strategy 2015-2024.
5. Provide professional support, including curriculum, pedagogy, career development and transition planning to teaching staff and business units, particularly in relation to remote community pedagogical contexts.
6. Facilitate workshops on a regular basis with community members and parents to share information on boarding processes.

Selection Criteria

Essential:

1. Demonstrated high level ability to interact effectively with people from diverse cultural backgrounds and maintain effective relationships in cross cultural contexts, in particular remote and very remote communities in the NT.
2. Demonstrated knowledge of career development principles, pathways and transition planning, to assist students in making informed decisions when selecting secondary pathways and residential options.
3. Demonstrated extensive knowledge and understanding of Indigenous societies, practices and cultures, in particular relating to remote and very remote communities in NT.
4. Knowledge of and experience in the provision of case management and assistance to students and families making transitions to boarding school environments.
5. Demonstrated knowledge and experience in the secondary education context, particularly dealing with the complexities of student transitions to secondary schools from remote and very remote communities.
6. Eligibility for registration as a teacher in the NT.

Desirable:

1. Formal qualifications in relevant discipline.

Further Information: The successful applicant will be required to hold a current Working with Children Clearance Notice (Ochre Card) and will be required to conduct regular travel to remote communities in light aircraft or four-wheel drive. This position often requires staying overnight in remote communities.