

Job description

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| Agency | Department of Education | Work unit | Teaching and Learning Services, Secondary Years and Post School Pathways – Transitions Support Unit |
| Job title | Senior Information and Reporting Advisor | Designation | Administrative Officer 7 |
| Job type | Full time | Duration | Fixed to 21/12/2023 |
| Salary | \$111,704 - \$120,171 | Location | Darwin |
| Position number | 42477 RTF 278893 | Closing | 11/10/2023 |
| Contact officer | Greg Franks, Transitions Support Unit Director on 0426 629 847 or greg.franks@education.nt.gov.au | | |
| About the agency | https://education.nt.gov.au/ | | |
| Apply online | https://jobs.nt.gov.au/Home/JobDetails?rtfld=278893 | | |

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 Information and Reporting Advisor leads the development, delivery and management of reporting and analysis services relating to students from remote communities transitioning to boarding schools. This includes strategic analysis of relevant data and ensuring high quality data standards for the Transition Support Unit (TSU).

Context statement

Teaching and Learning Services (TLS) provides a holistic range of culturally responsive services and support to early childhood settings and schools to maximise outcomes for Territory children and young people. This includes services and support for quality teaching and learning, transition support, early childhood quality and integration, and policy coordination. TLS also strategically implements government priorities, provides advice to the Minister and the department's senior executive, and engages with a broad range of stakeholders to benefit our clients.

The Transition Support Unit is a major initiative of the Department of Education's Indigenous Education Strategy 2015-2024. It is responsible for the provision of support services for very remote Indigenous students 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 and pathway through secondary schooling in urban and regional schools.

Key duties and responsibilities

1. Provide advice to achieve quality system reporting capacity and delivery within the Transition Support Unit.
2. Provide specialist advice on the collation (from several sources), analysis and interpretation of student data to ensure informed targeting of resources, trends and policy development relating to students transitioning to boarding schools as well as how it relates to the broader department.
3. Provide quality training to corporate staff and managers in the use of systems such as Boarding NT to case manage and record information, Business Intelligence Centre to report and track students, and eDash to search for student information.
4. Manage the implementation of data systems, including business analysis, preparing detailed technical and requirement specifications, planning and scheduling, testing and delivery, stakeholder meetings and the application of data quality guidelines.
5. Under the direction of the Director, lead and plan a range of projects that develop, improve and promote the accessibility, coverage, use and quality of boarding related data within Department of Education.
6. Provide in depth and high level reporting and analysis that acts as evidence for executive management, national bodies, stakeholders and both local and federal government to ensure the efficient and timely requirements are fulfilled for federal government funding.

Selection criteria

Essential

1. Demonstrated project management experience with business intelligence frameworks, tools and techniques to cost effectively implement recommended changes.
2. Demonstrated strong interpretive and analytical skills including the ability to think clearly, concisely and interpret non-specific requirements of management and professionals as well as the ability to develop, review and edit requirements, business processes and recommendations to assist in the development of functional and system design specifications.
3. High level ability to collate and interpret complex data sets from diverse sources including proficiency in associated software applications. Demonstrated high level communication skills including the ability to write for different audiences and strong interpersonal skills including the ability to negotiate solutions to complex issues and influence decisions making.
4. Demonstrated ability to use data collation, analysis, and change management to drive continuous improvement in activities. Also the ability to facilitate, monitor and measure program implementation through monitoring and evaluation.
5. Demonstrated commitment to personal development and using the experience of others to support program delivery and demonstrated capacity to provide leadership and mentoring in data collection, storage, reporting and analysis, and work effectively with internal and external clients from a range of professional, cultural and geographic backgrounds.

Desirable

1. Relevant degree including IT or project management.

Further information

This position requires a current NT Working with Children Notice (Ochre Card) and NT Driver's licence or the ability to obtain.

The successful applicant will need to provide these requirements prior to commencement.

Approved: September 2023

Sue Healy, Secondary Years and Post School Pathways Senior Director