

Job description

Agency	Department of Education	Work unit	Student Wellbeing and Inclusion Programs and Services - Professional Practice and Intake
Job title	Professional Practice Leader	Designation	Professional 3
Job type	Full time	Duration	Fixed to 11/04/2024 Ongoing
Salary	\$108,699 - \$121,738	Location	Darwin
Position number	43644 RTF 274563	Closing	26/10/2023
Contact officer	Karrina Betschart, Director Professional Practice and Intake on 0457 528 141 or Karrina.betschart1@education.nt.gov.au		
About the agency	https://education.nt.gov.au/		
Apply online	https://jobs.nt.gov.au/Home/JobDetails?rtfId=274563		

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

To provide professional leadership and practice expertise to senior teachers, psychologists, behaviour advisors, occupational therapist, social workers and speech pathologists who are part of a multi-disciplinary team who support schools to improve wellbeing and inclusion through whole school and targeted approaches. Develop a culture of practice excellence through ongoing quality improvement activities and carry a small caseload when required.

Context statement

Student Wellbeing and Inclusion Programs and Services (SWIPS) 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. SWIPS 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. Lead, influence and support staff to exercise best practice professional judgement and decision making in operational policy and practice matters including complex casework.
2. Promote evidence based best practice service delivery in accordance with legislative and policy requirements.
3. Identify areas of high risk and/or requiring practice improvement and work with the work unit and management team to implement strategies to strengthen practice capability in these areas and undertakes ongoing research, data collection and continuous improvement to measure the impact of services.
4. Develop and implement professional development strategies and activities including mentoring, coaching and training to address identified needs.
5. Contribute to high level improvement of practice by supporting the building of best practices in conjunction with other practice leaders, managers and education leadership staff in the delivery of wellbeing and inclusion programs/interventions in schools.
6. Manage and provide services through virtual platforms, webinars, phone and face to face experiences.
7. Triage requests from schools through a service intake centre.
8. Maintain an awareness of quality standards, work health and safety policies to ensure safe workplaces.

Selection criteria

Essential

1. Recognised tertiary qualification in education, social work, psychology, speech pathology or occupational therapy, and full registration or ability to register or obtain membership with, Australian Health Practitioner Regulation Authority (AHPRA), Australian Association of Social Work (AASW), Speech Pathology Australia (SPA), Northern Territory Teacher Registration Board, depending on relevant profession.
2. Demonstrated high level experience, skills and knowledge in the delivery of preventative, targeted and individual practices, including complex case management and service delivery.
3. Demonstrated strong interpersonal skills, oral and written communication skills, including the ability to effectively negotiate outcomes, manage conflict and maintain effective working relationships with internal and external stakeholders.
4. Proven ability to review complex case decisions, analyse information, problem solve and develop evidence-based recommendations.
5. Comprehensive knowledge and application of service provision in practitioner roles including the application of theoretical frameworks, practice standards, ethical issues and relevant standards and quality processes relating to the work unit.
6. Demonstrated strong cross-cultural understanding skill with the ability to interact effectively with a broad range of internal and external stakeholders' groups from diverse cultural backgrounds, across socio-economic, geographic and cultural groups.
7. Proven ability to work independently under limited direction with the ability to coach and mentor other practitioners using best practice that is up to date and evidence based.

Further information

1. [Holds a current NT Working with Children Notice \(Ochre Card\)](#) Corporate conditions apply to this position with possible travel to schools in urban and remote areas by car and or light aircraft, including overnight stays.

Approved: August 2023

Amanda Hubber, Senior Director Student Wellbeing Inclusion Programs and Services