| Agency | Department of Education | | | Work unit | Student Wellbeing and Inclusion |
| --- | --- | --- | --- | --- | --- |
| Job title | Education Advisor – Inclusion | | | Designation | Senior Teacher 1 |
| Job type | Full Time | | | Duration | Ongoing Commencing 01/03/2021 |
| Salary | $122,220 | | | Location | Tennant Creek |
| Position number | 19275 | RTF | 204523 | Closing | 28/01/2021 |
| Contact | Kath Midgley, Senior Manager Inclusive Practice on 8944 9347 or [kath.midgley@nt.gov.au](mailto:kath.midgley@nt.gov.au) | | | | |
| About the agency | <https://nt.gov.au/education> | | | | |
| Apply online | <https://jobs.nt.gov.au/Home/JobDetails?rtfId=204523> | | | | |
| Information for applicants Applications must be limited to a one-page summary sheet and detailed resume.  The NTPS values diversity and aims for a workforce that represents the community. The NTPS encourages people from all diversity groups to apply for vacancies. For more information about applying for this position and the merit process, go to the [OCPE website](https://ocpe.nt.gov.au/employment-conditions-appeals-grievances/applying-for-and-filling-jobs/information-for-applicants).  Under the agency’s Special Measures Recruitment Plan eligible Aboriginal and Torres Strait Islander (Aboriginal) applicants will be granted priority consideration for this vacancy. For more information on Special Measures, go to the [OCPE website](https://ocpe.nt.gov.au/employment-conditions-appeals-grievances/special-measures). | | | | | |

# Primary objective

Contribute to the development and implementation of innovative policies, strategies and services that are aligned with current trends related to students with disabilities, enabling their participation in meaningful educational programs in a range of school and community settings, according to the Students with Disabilities Policy and Framework for Inclusion.

# 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 Early Years and Education Services, which is focused on quality teaching and ensuring all children and students (from birth to Year 12) can learn to their potential. Education Advisor Inclusion is part of a multi-disciplinary team of specialist advisory teachers who work with other service providers from government and non-government agencies in urban, rural and remote schools, varying in size from large schools to small one-teacher and homeland schools.

# Key duties and responsibilities

1. Plan and deliver an effective advisory service to children/student, families and at all levels of the Northern Territory education sector and school communities in relation to the needs of students with disabilities and special needs.

2. Manage an allocated caseload and develop, implement, and monitor appropriate programs and projects for students with disabilities, ensuring adequate records are maintained and Student Wellbeing and Inclusion protocols and processes are implemented.

3. Support compliance with National and NT policies, standards and legislation in relation to students with disabilities preparing to leave school e.g. Disability Discrimination Act, NT Anti-Discrimination Act, Disability Standards in Education, DoE Students with Disabilities Policy.

4. Participate in the design, organisation, delivery and evaluation of professional support (e.g. 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.

5. Participate in the development and support the implementation of frameworks, protocols and procedures to inclusion advisory support services in schools including providing consultancy and advice in accordance with Northern Territory and National Policy and Legislation.

# Selection criteria

## **Essential**

1. Registered, or ability to register, with the Teacher Registration Board of the Northern Territory with a recognised qualification relevant to Special Education and/or extensive current knowledge in this field. Hold or obtain a current Working with Children Clearance Notice (Ochre Card) and a current NT Driver’s Licence.
2. School expertise relevant to this position, with demonstrated knowledge, experience, skills and potential to provide support services for students with disabilities; incorporating needs assessment, mentoring, planning intervention programs and provision of professional learning including online learning for agencies and school communities.
3. Demonstrated high level interpersonal, negotiation and communication skills to work collaboratively and effectively with team members, school staff, government and non-government agencies and community members across geographical locations and with people from diverse cultures and backgrounds.
4. Ability to use data to inform decision-making and provide input to the development and implementation of relevant policies, procedures and projects requiring sound knowledge of current research, legislation, policies and practices in relation to the education of students with a disability.
5. Demonstrated ability to work autonomously and as a member of a multi-disciplinary team to achieve whole of system outcomes in schools.

## **Desirable**

1. Sound knowledge of current research, legislation, policies and practices in relation to education of children/students with a disability.
2. Registered as a User Level B with Pearsons Clinical, Australia and New Zealand.

# Further information

Office-based conditions apply to this position. Visits to remote schools may necessitate travel by 4x4 vehicle on unsealed roads or light aircraft and include overnight stays in remote communities of up to four days.

**Approved:** **November 2020 Amanda Hubber, General Manager, Student Wellbeing and Inclusion**