



<p><b>Title of Position:</b> Coordinator, Disabilities and Well Being, Aboriginal Lands District.</p> <p><b>Classification Code:</b> Seconded Teacher Level 2 or MPS2</p> <p>PSM Act conditions</p> <p><b>Type of appointment:</b></p> <p><input type="checkbox"/> Ongoing <input type="checkbox"/> Temporary      Term <input type="checkbox"/> Other              Term <input checked="" type="checkbox"/> Tenure</p> <p><b>Tenure:</b> 21 Jan 2005 – 21 Jan 2008</p> <p><b>Position Reference Number:</b></p>	<p><b>Agency:</b> Department of Education and Children's Services</p> <p><b>Division:</b> Office of Learning and Service Delivery</p> <p><b>Branch:</b> Aboriginal Lands District</p> <p><b>Location:</b> Anangu Education Services Office 87 Folland Avenue, Northfield</p> <p><b>Position Number</b></p> <p><b>Funding Source:</b>      State, Project 150</p> <p><b>Version Number:</b> 1</p> <p><b>Version Date:</b> 14 September 2004</p>
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**Job and Person Specification Approval**

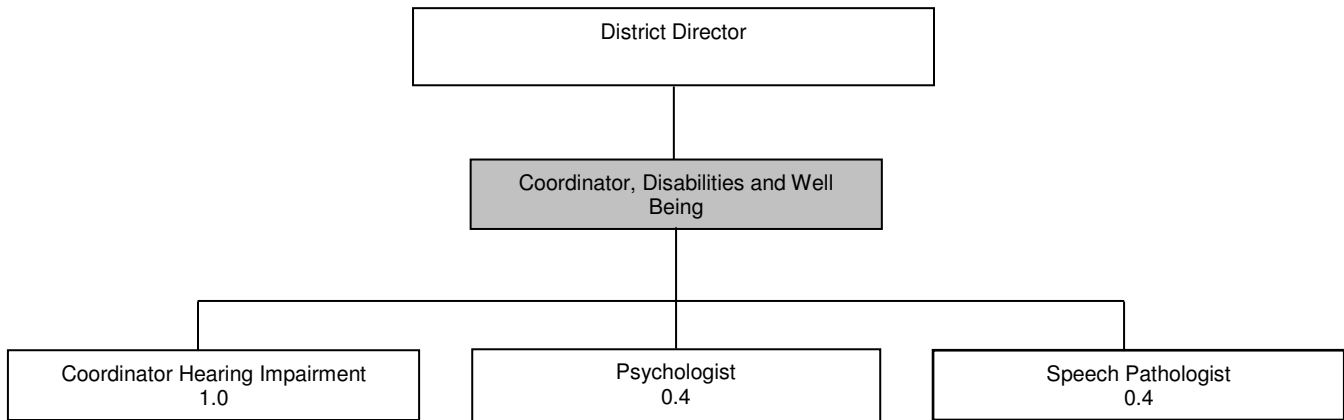
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CPE or CEO or Delegate

**JOB SPECIFICATION**

<p>1. Summary of the broad purpose of the position and its responsibilities/duties.</p> <p>The Coordinator, Disabilities and Well Being, Aboriginal Lands District is accountable to the District Director for:</p> <p>4.1. Providing high level leadership and support to the District schools and their communities by assisting with the provision of a timely and high quality service by the provision of skills and knowledge for students with additional needs, disabilities and health care.</p> <p>4.2. Providing high-level leadership and support to the District Schools and their communities by assisting in the development of appropriate school discipline and student management practices.</p> <p>4.3. Provide high-level advice and support to the District Director and senior DECS Officers about current and emerging needs in the service provision for students and children in the District.</p> <p>4.4. Managing and planning the service provision, activities and movement of the ALD Special Service and Student Needs Assessment Team in schools, centres and sites in the District.</p> <p>4.5. Providing Well Being and Disability Services in conjunction with statewide services, non-government and government agencies.</p>
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## 2. Reporting/Working Relationships

Reporting lines are as follows:



Key working relationships required to support performance outcomes are:

**Internal:** The Coordinator, Disabilities and Well Being reports to the District Director and works collaboratively as a member of the District team.

The Coordinator, Disabilities and Well Being coordinates and manages the activities of a number of service providers working with Anangu students with disabilities, additional needs and health care needs.

The Coordinator, Disabilities and Well Being works with the District and Statewide Well Being and Disabilities service providers.

**External:** The Coordinator, Disabilities and Well Being works with a range of government and non-government agencies and services to support preschools/schools in managing and developing programs and supporting the learning of students with disabilities and behavioural, social and emotional difficulties

## 3. Special Conditions

**Travel:** Extensive intrastate travel will be required

**Current Driver's License:** Current driver's license is essential.

**Out-of-hours:** Some out of hours work may be required by negotiation with the District Director

**Location:** Aboriginal Lands District, Anangu Education Services Office, Northfield

**Performance targets:** The incumbent will be required to achieve performance targets that are negotiated and mutually agreed with the District Director

**Conditions:** Flexible working arrangements by negotiation with the District Director.

4. Statement of Key Outcomes

- 4.1. Ensure the appropriate management, organization and provision of high quality client driven services that extend the expertise of preschool/school staff in the delivery of services and appropriate curriculum for Anangu children and students with additional needs, disabilities and health care needs by working with both the ALD Special Service Delivery and Student Needs Assessment Team and statewide service providers.
- 4.2. Ensure that schools are directly supported in managing student behaviour by providing advice and training on the implementation of the DECS School Discipline policy and suspension, exclusion, expulsion procedures and alternative placements.
- 4.3. Ensure that schools and sites are supported in managing the implications of the appropriate legislation and DECS policy and procedures for Anangu students with additional needs, disabilities, behaviour problems and health care needs by working collaboratively with Principals, site managers, staff, their communities and maintaining statewide data requirements.
- 4.4. Ensure that schools are supported by delivering or facilitating training and development in current theory and inclusive teaching practice to improve teaching and learning for children and students with additional needs, disabilities, behaviour problems and health care needs and leading appropriate programs for staff and school communities in collaboration with the ALD Special Service and Student Needs Assessment Team.
- 4.5. Providing high quality advice to the District Director and Executive Director, Schools and Children's Services through quality briefing on educational and policy matters affecting the schooling and educational programs of Anangu children and students with additional needs, disabilities, behaviour problems and health care needs.
- 4.6. In collaboration with the District Director, ensure the work of the ALD Special Service Delivery and Student Needs Assessment Team is line managed, coordinated, monitored and supported through leadership for the planning processes, undertaking data collection, reporting and accountability requirements and participating in District and regional committees.
- 4.7. Ensure that coordination of Well Being and Disability Service provision and defined projects occurs with other government agencies and non-government specialist Aboriginal agencies.
- 4.8. Participate in Training and Development with District and Statewide Verification and Professional Support Team and with Well Being and Disability Coordinators.

5. Authority

- 5.1. Departmental delegations and policies define levels/limits of authority in relation to finance, human resources and administrative requirements.

6. Position Challenges/Context

- 6.1. The person must be able to work with other members of the district team. In addition, liaison is also required with staff in other districts and with service coordinators and providers within and outside the district.
- 6.2. The position requires the ability to thrive in an environment where the management of competing priorities is often required. Self-management with limited supervision and highly developed interpersonal skills, in order to deal with sensitive issues in remote and isolated locations is required.

Acknowledged by occupant ..... /...../.....

## **PERSON SPECIFICATION**

**Essential Minimum Requirements** (Those characteristics considered absolutely necessary).

### **Educational/Vocational Qualifications**

An appropriate tertiary qualification in the field of psychology, speech pathology, behaviour or other behavioural science or teaching (if applying as a tenured STL2).

### **Personal Abilities/Aptitudes/Skills**

- Demonstrated high order oral and written communication skills that facilitate communication with a diversity of groups and individuals in a range of forums.
- Demonstrated ability to lead a collaborative team with other services and organizations to achieve educational and organisational outcomes for children and/or students.
- Demonstrated ability to manage conflict, mediate contentious situations and handle confidential and sensitive issues with discretion.

### **Experience (including community experience)**

- Successful experience in teaching children with additional needs and/or students with disabilities and/or significant behavioural difficulties.
- Successful experience in the implementation of professional development programs which improve teaching and learning in preschools/schools.
- Successful experience in project management leading to the improvement of learning outcomes.

### **Knowledge**

- Sound knowledge of a range of government and non-government resources and agencies available to support the work of preschools/schools.
- Sound knowledge and understanding of current trends and initiatives and inclusive teaching and learning practices related to Aboriginal or Anangu children and students with additional needs and disabilities.
- A knowledge and understanding of State and Commonwealth Legislation and DECS policies and procedures relevant to children and students with additional needs, disabilities and behavioural difficulties.

For further information contact:

Mr Richard Costi  
District Director, Aboriginal Lands  
Ph: 8359 4626

Application:

Three (3) copies of your application, addressing the person specification, and a maximum of five (5) pages including curriculum vitae, and the name and contact numbers of three (3) referees (including current line manager), should be sent to:

Mr Richard Costi  
District Director, Aboriginal Lands  
87-101 Folland Avenue  
Northfield 5085

to reach the office no later than 5.00pm on Thursday \_\_\_\_\_ 2004.