

Position Description

Senior Educator

Why work with us

We're building a public education system which is genuinely recognised as world-class - where every preschool and school is great and where there is growth for every child and student.

We are one team, statewide. Everyone in public education works together, united behind our vision because what we're doing today will improve the futures of children in South Australia.

We're making a difference so South Australia thrives.

Our values

We are part of the South Australian public sector and share the values of:

							
SERVICE	PROFESSIONALISM	TRUST	RESPECT	COLLABORATION & ENGAGEMENT	HONESTY & INTEGRITY	COURAGE & TENACITY	SUSTAINABILITY
We proudly service the community and the South Australian Government.	We strive for excellence.	We have the confidence in the ability of others.	We value every individual.	We create solutions together.	We act truthfully, consistently, and fairly.	We never give up.	We work to get the best results for current and future generations of South Australians.

About this role

Student Support Services works with schools and preschools to provide support to assist them in meeting the needs of all children. The role requires the incumbent to positively lead and participate in the ongoing development and review of a service model that supports the provision of integrated, proactive and targeted services to sites to assist them in meeting the needs of children and young people with additional needs.

The trend of increasing learner complexity is well documented in the literature. Increasing numbers of children and young people are being identified with complex learning difficulties and disabilities often with co-existing conditions such as autism and attention deficit/hyperactivity disorder. Increasing numbers of children are in schools who have difficulties arising from premature birth, have survived infancy due to advances in medical interventions, have rare neurological disorders and foetal alcohol syndrome. Behavioural issues are becoming increasingly more challenging and complex with a range of co-morbidity factors (including mental health) that require skills and expertise to identify underlying causes to better address the needs of the children and young people.

The Senior Educator provides delegated line management, professional support and supervision to special educators, special educators (hearing) and behaviour support coaches and works with children and young people with developmental, cognitive, social, emotional, behavioural and physical difficulties, and



exceptional needs (including giftedness) and their families. The Senior Educator is placed in a team and works closely with the team manager, other senior educators, special educators, special educators (hearing), behaviour support coaches, other Student Support Services Staff, preschool and school staff, and parents to develop evidence based interventions that include proactive, targeted and intensive strategies that can be adapted for learning and home contexts. This position will have a greater focus on proactive whole site and Partnership approaches. The role requires the recruitment, retention, induction and professional support, development and supervision of special educators, special educators (hearing) and behaviour support coaches with a focus on meeting professional and service delivery standards.

Position title	Senior Educator
Classification	STL3
Division	Support and Inclusion
Directorate	Student Support Services
Location	Local Student Support Services office, with flexible working arrangements available
Reports to	Team Manager
Direct reports	Special Educators and Special Educators (Hearing), Behaviour Support Coaches
Role description date	June 2022

What you will do (key outcomes)

1. Provide effective and efficient line management of special educators, special educators (hearing) and behaviour support coaches through recruitment, retention, induction and professional support, supervision and development strategies.
2. Provide leadership in the implementation, monitoring and evaluation of professional and service delivery standards for special educators, special educators (hearing) and behaviour support coaches with a focus on outcomes and to achieve service goals and priorities.
3. Apply professional knowledge and professional judgment in the selection and adaptation of evidence based interventions in a range of contexts, including individual, group, whole site and Partnership level in collaboration with preschool and school staff and parents.
4. Undertake complex case coordination and management for learners requiring multiple services within and outside the agency, in collaboration with other team members.
5. Participate and contribute as a member the team leadership structures to ensure a continuous proactive change agenda in line with the endorsed Department for Education and Student Support Services identified goals.
6. Lead the management and prioritisation of personal and team work load by developing transparent practices and coordinating workload management plans and efficiency initiatives across a team and contribute to ongoing evaluation of services.
7. Respond positively to client complaints and feedback, and, as required, contribute to investigations of client complaints, with a view to informing systematic improvements in services.
8. Contribute to discipline-specific and multi-professional research, service development, innovative practices and initiatives, and advances of techniques used. This may include research (under direction), data analysis, evaluation of services and development of recommendations to assist

management decision making at a local and statewide level.

9. Consult and liaise with non-government and other government organisations in the provision of services.
10. Contribute to the provision of strategic information for the department by the analysis and interpretation of local data on behalf of the Team Manager. Ensure that efficient work practices are maintained and upheld through effective decision making and judgement, use of delegated authority, and appropriate human resource and financial management.
11. Manage Special Options processes for the Education Office using agreed state-wide procedures.
12. Provide leadership in the development of pedagogical practices and shape the practice of others to intervene across the 3 waves of intervention that include proactive, targeted and intensive management strategies in partnership with preschools, school staff and carers.
13. Help to maintain a safe and healthy working environment by proactively reporting incidents, hazards and injuries.

The capabilities you will bring (key competencies)

- Demonstrates knowledge regarding evidence based interventions gained through achievement of a recognised qualification and can apply in-depth professional knowledge and aptitude in the context of a school or preschool for children and young people with additional needs.
- Effectively leads change and strongly communicates a positive sense of direction to team members. Guides team members on job requirements and the achievement of individual and team goals.
- Initiates relationships with other professionals in needs based assessments and development and implementation of evidence based proactive and targeted strategies to support sites to understand and manage the range of needs of children and young people.
- Models effective work practices and maintains positive outlook under pressure. Manages setbacks, criticism and tension in meeting the service needs of the client group. High level communication skills and works collaboratively and develops productive relationships with peers, staff and stakeholders. Interacts confidently and employs perception, good listening and questioning skills and is able to communicate with people from diverse cultures and backgrounds. Values individual diversity and models this in all interactions.
- Leads a team to collaborate with preschools and schools to provide whole of site, whole of class and individual child/student services that enhance the site's ability to cater for children with complex needs.
- Demonstrate knowledge and commitment to promoting and creating a safe and inclusive work environment, and the legislative requirements of Equal Opportunity and Work Health and Safety legislation.

Who you will work with (key relationships)

Direct working relationship

- Team manager, special educators, special educators (hearing) and behaviour support coaches

Internal Working Relationships

- Support services assistant directors, team managers, senior speech pathologists and speech

pathologists, senior psychologists and psychologists other senior educators, occupational therapists, social workers truancy, behaviour support coaches, special educators, special educators (hearing), educators and site leaders in pre-schools and schools, relevant state office personnel

External working relationships

- Government and non-government agencies, professional associations and interstate systems/sectors, families and community groups.

Eligibility

Applicants must hold a current full teacher registration to teach in South Australia. If not permanent with the Education Department, applicants must meet the department’s minimum employment requirements before taking up an appointment.

Minimum departmental employment requirements for teachers include recognised teaching qualifications and registration as a teacher in South Australia and, in addition, for all applicants who are not permanent with the department will include an active on-line application in the Employable Teacher Register (ETR), a cleared Education Department Employment Declaration, Australian residency or current work permit, Reporting Abuse and Neglect training (previously known as Mandatory Notification), and an approved First Aid Certificate.

At the conclusion of a term of appointment:

- permanent Education Department employees will be placed according to the terms of their substantive appointment and the policies in operation at the time
- employees originally from other public sector organisations with a right of return, will be managed according to the provisions of the Public Sector Act 2009 (SA) and any applicable public sector determination or policies
- applicants who are not permanent employees of the department do not hold placement rights with the Department for Education at the conclusion of the appointment.

Corporate responsibilities	Special conditions
Keep accurate and complete records Act appropriately in line with the Public Sector Code of Ethics at all times Support diversity and promote an inclusive workplace for everyone Maintain a commitment to Work Health and Safety legislative requirements	You may need a current driver’s license and be willing to drive You may be asked to work out of hours You may need to travel within or outside South Australia You need to achieve mutually agreed performance goals

Assessed by: Sharadha Gray, People & Culture Consulting, Workforce Central		Approved by: Cheryl Malone A/Director, Student Support Services	
Date: November 2022		Date: February , 2023	