

JOB AND PERSON SPECIFICATIONS

(EXTERNAL POSITIONS)

Position title: Secondary Coordinator

Classification: Level 3

Location: Anangu Education Services, Ernabella Office

Period of appointment: from:

2	3	0	1	20	05
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 to:

2	3	0	1	20	07
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Job and Person Specification Approval

by Assistant Director, Staffing: _____ / /

JOB SPECIFICATION:

1. Role Description

- The Coordinator Secondary will work as a team member with the Anangu Education Services Curriculum Support Team and will be based at the Ernabella Office.
- The role includes the promotion and support of successful programs and teaching practice for secondary students in Anangu Schools.
- This role will require close liaison and cooperation with the Manager: Curriculum and Induction and other members of the Curriculum Support Team, the Wiltja Programme at Woodville High School, Coordinating Principal, Principals and Secondary teachers, AEW's and Anangu Coordinators in the Anangu schools to
 - a) Manage and monitor the development and implementation of vocational learning and VET programs in Anangu Schools.
 - b) Oversee case management of senior secondary students and assist with transition from school to work & further training.
 - c) Liaise with the TAFE Manager and Principals re RTOs and SSABSA to ensure students receive appropriate accreditation.

2. Reporting/Working Relationships

- The Coordinator Secondary is directly responsible to the Coordinating Principal,
- The Coordinator Secondary will work closely with the Manager Curriculum and Induction and other members of the Curriculum Support Team to plan, deliver and evaluate a cohesive across Anangu Lands service to schools.
- The Coordinator will work collaboratively with Anangu Schools' staff, community members, key agencies & service providers, DECS and the DECS EVE team.
- The Coordinator is required to work under the directions set by the Pitjantjatjara Yankunytjatjara Education Committee (PYEC)
- May be required through negotiation to service the educational needs of students at Yalata and Oak Valley.

3. Desired Outcomes

- Provide high-level advice and training for across Anangu Lands secondary education initiatives and structures.
- Facilitate liaison between the Wiltja programme at Woodville High School, SSABSA, Open Access College, Futures Connect, Principals, Anangu Coordinators, Secondary teachers & AEW's in Anangu Lands communities concerning secondary education
- Promote high quality secondary education programs and teaching practice, and assist in the development of a culture of success for secondary students.
- Support the development, implementation and monitoring of secondary education targets for Anangu Schools.
- Support schools in the implementation of SACSA re middle and senior bands of learning and assignment of levels.
- Coordinate and support SACE curriculum development and delivery across Anangu schools.
- Coordinate the presentation of VET reports from schools as required.
- Promote and monitor vocational learning and VET programs in Anangu schools through liaison with the CETEP Manager.
- Cooperate with the other members of the Anangu Education Curriculum Support Team to contribute to and promote all the curriculum initiatives of PYEC / AES within the team and in the schools.

4. Special Conditions

- This position is based at Ernabella, South Australia.
- Extensive travel and some out of hours work will be required.
- Current drivers licence is required.

PERSON SPECIFICATION:
ESSENTIAL REQUIREMENTS:**1. Eligibility**

To be eligible to apply for this position, persons must meet current DECS employment requirements and be employed by the Department as teachers, including contract and temporary relieving teachers, on any day during the period applications are being accepted for the position (that is, from the date of issue of the circular to the closing date for applications.)

Other eligible public sector employees are also invited to apply.

All applicants must meet any essential qualification requirements.

2. Personal Skills and Abilities

- Demonstrated skills in establishing effective working relationships with staff and students in a cross-cultural setting.
- Ability to use a planning process to achieve desired outcomes.
- Demonstrated communication skills, which facilitate understanding by a diversity of groups and individuals.
- Ability to provide on-going curriculum and methodological support for staff in Secondary curriculum areas.

3. Knowledge

- A sound knowledge of the learning styles and issues facing Anangu/Aboriginal children and their education.
- A sound understanding of effective middle school and secondary teaching practices which improve learning outcomes for all students.

4. Experience (including community experience)

- Demonstrated experience in achieving agreed organisational and educational goals in collaboration with others.
- Demonstrated success in modelling and promoting good teaching practice.

5. Qualifications

Registration as a teacher or able to be registered as a teacher.

DESIRABLE REQUIREMENTS:**1. Personal Abilities and Skills****2. Knowledge****3. Experience (including community experience)**

- Have taught in an Anangu or Aboriginal community

4. Qualifications

JOB AND PERSON SPECIFICATIONS - NOTES

(EXTERNAL POSITIONS)

JOB SPECIFICATION

1. Role Description

This is an overview of the general responsibilities of the position.

2. Reporting/Working Relationships

This provides a context for the position within the worksite. It should include:

- the line management position to which the person will report (eg principal)
- the number (FTE) and employment categories of staff whom the person will manage
- other personnel with whom the person will be working.

3. Desired Outcomes

These should be in priority order and appropriate to the level and tenure of the position.

4. Special Conditions

These could include features such as out of hours work, extensive travel etc.

PERSON SPECIFICATION

The "Essential Requirements" section of the person specification must include the sections as stated on the form with an advised maximum of eight criteria. These requirements need to be appropriate to the level of the position and should specify only those elements which are essential for the position. Overlap between requirements should be minimal.

Registration as a teacher or ability to be registered as a teacher is essential for all teacher positions and seconded teacher positions. This requirement may be deleted for other positions.

Desirable requirements are used to discriminate between applicants only after all essential requirements have been taken into consideration by the panel. Use of one or more of the stated sections is optional.

ADDITIONAL INFORMATION

Circular 50 from the Commissioner for Public Employment - "Preparation of Job and Person Specifications" - provides guidelines on the preparation of job and person specifications. While this has been cancelled as a Circular the information it contains is still useful.

Any essential qualification or knowledge must be clearly relevant to the duties. These must not exclude people who might reasonably be able to carry out the duties properly after a short period of familiarisation. Higher qualifications should only be desirable requirements.

For non-school based positions, line managers are advised to consult the Promotions Officer about possible Essential Qualification Requirements.

CONTEXT STATEMENT

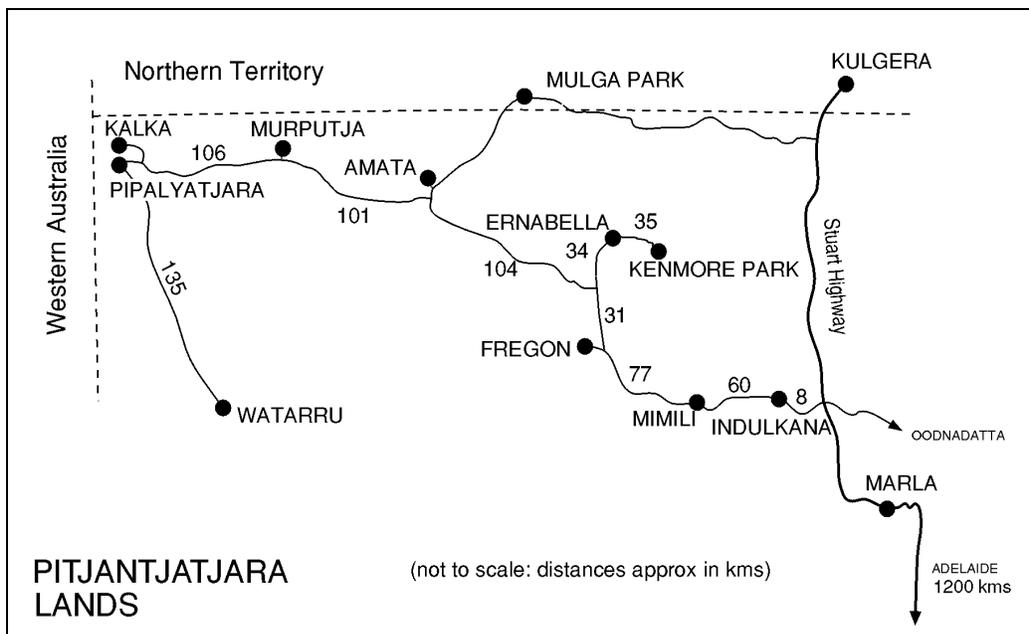
COORDINATOR 3 Secondary Education: ANANGU SCHOOLS

Location

This position is based in Ernabella Community on the Pitjantjatjara Lands (The Lands) in north-west South Australia. The Lands are held on freehold title under the terms of the Pitjantjatjara Land Rights Act. People not covered under the terms of this legislation require permits to enter and work on The Lands. Issue of permits to DECS employees is initially negotiated between DECS and Anangu Pitjantjatjara, the land management body.

Entry to The Lands when travelling from Adelaide is usually made near Indulkana, which is approximately 1,200 north of Adelaide on the main road to Alice Springs. All roads on The Lands are unsealed.

The location of Ernabella can be seen on the map below.



Background

Over a number of years, there has been a steadily developing trend for Anangu (Anangu is the word that people in these communities use in reference to themselves) to seek greater involvement in school issues and policy/curriculum directions. In line with the request from Anangu and in line with DECS policy on community involvement, this movement was formalised in agreement between the Minister of Education, Anangu Education Services and the Pitjantjatjara Yankunytjatjara Education Committee.

Individual communities and their School Councils have a strong role to play in decisions associated with the education of their children. It is part of the responsibility of individual school Principals to ensure that this link between school and community is maintained and developed so that genuine empowerment of the community in matters relating to education and school occurs.

Each community also has representatives who serve on the Pitjantjatjara Yankunytjatjara Education Committee (PYEC). This body is a committee associated with Anangu Education Services and meets regularly to make determinations related to policy and curriculum matters associated with education across The Lands.

The various communities range in size from the small community at Kenmore Park (school population approximately 25 children) to Ernabella (approximately 100 children). All schools run programmes from Pre-school to Secondary.

An additional element of the resources support structure for these schools is the Anangu Education Services: Ernabella Office. This is an administrative, curriculum and financial support office managed by Anangu Education Services with Training and Development facilities, and includes coordinators in library management, resource based learning, ESL, IT and secondary education.

Accommodation for teaching staff is high quality, furnished and air-conditioned. Rentals are subsidised and reasonable. Accommodation ranges from two-bedroom duplexes to three bedroom houses.

Ernabella has a store, clinic and fuel outlet.

Curriculum areas are coordinated between schools and are based on the South Australian Curriculum and Standards (SACSA). The schools have a strong history of curriculum and policy development and documentation, aided by regular meetings of curriculum working parties. Modification of standard curriculum documents to meet the needs of Anangu students is on-going.

To assist in language acquisition programmes, ESL methodology is encouraged in all schools, with schools allocating staff to ensure that ESL practice is implemented.

In 1991, DETE and PYEC commenced the implementation of 2-Way schooling, a programme of domain recognition where AEWs and community are responsible for Anangu cultural learning and teachers for non-Anangu cultural learning.

Teachers work in teaching teams with Anangu Education Workers (AEWs).

Regular AEW training and development sessions are conducted in school time when AEWs are released from classroom commitments to participate.

AEWs and community members also participate in the Anangu Teacher Education Programme, a course designed by the University of South Australia at the Underdale campus. The course is offered in three stages by DECS and AnTEP staff .

Applications

Please send 4 copies of your application, marked confidential, to:

Mr Keith Beal
Coordinating Principal
C/- AES:EO
PMB Ernabella
via ALICE SPRINGS NT 0872