



**THE DEPARTMENT OF EDUCATION AND CHILDREN'S SERVICES
JOB AND PERSON SPECIFICATION**

<p>Title of Position: Coordinator: Hearing Impairment</p> <p>Classification Code: Coordinator 3</p> <p>Type of appointment:</p> <p>Tenure of appointment: 21 Jan 2005 -21 January 2008</p> <p>Position Reference Number:</p>	<p>Administrative Unit: Department of Education and Children's Services</p> <p>Directorate: Aboriginal Lands District, Office of Learning and Service Delivery</p> <p>Unit/Section: Aboriginal Lands District Special Services</p> <p>Position Analysis:</p> <ul style="list-style-type: none"> • Originated by: Quenten Iskov, Richard Costi • Classified by: <p>Version Number: 1 Version Date: 16/9/04</p>
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Job and Person Specification Approval

D. G. Mellen

22 /09 /04

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 Hearing Impairment is accountable to the District Director for:</p> <ul style="list-style-type: none"> • Coordinating the work of a trans-disciplinary service team, which provides timely and quality support for children/students with special needs and staff in Aboriginal Lands District schools and child-care centres • providing a service that is integrated, flexible and responsive to local needs whilst meeting state-wide service delivery standards, district and DECS priorities through direct service, consultancy and professional advice • undertaking a caseload and providing specialist expertise in the field of hearing impairment • ensuring the delivery and maintenance of efficient and effective work practices within the district team are consistent with legislative responsibilities in terms of OHS&W, EO, DDA etc.
<p>2. Reporting/Working Relationships</p> <p>Reporting lines are as follows;</p> <div style="text-align: center;"> <pre> graph TD A["District Director, Aboriginal Lands District"] --> B["Coordinator: Disabilities and Well Being"] B --> C["0.4 Speech Pathologist"] B --> D["Coordinator, Hearing Impairment"] B --> E["0.4 Psychologist"] </pre> </div> <p>INTERNAL: The Coordinator reports to the District Director, through the Coordinator Disabilities and Well Being, coordinating a team including a Speech Pathologist (0.4) and Psychologist (0.4), and responds to the needs of children/students and sites in relation to special needs, impairments and disabilities</p> <p>EXTERNAL: The Coordinator works in partnership with families, early childhood and preschool/school personnel, support service staff, allied health agencies and professionals, to ensure coordinated and integrated</p>

service delivery for students with disabilities , including those who are Deaf or Hearing Impaired.

JOB SPECIFICATION (continued)

3. Special Conditions

Travel:	Intrastate & interstate travel and overnight stays in school communities
Out-of-hours:	Some out-of-hours work will be required.
Location:	Anangu Education Services Office, Ernabella
Conditions:	Current drivers license is essential

4. Statement of Key Responsibilities/Duties

The Coordinator Hearing Impairment will assist the District Director in:

4.1 Coordinating a support services Team, to cater for the learning needs of children and students with additional needs or at educational risk across the district by:

- collaboratively coordinating a trans-disciplinary team who provide high quality, timely, responsive and integrated support services to sites and families, managing the implications of Legislation and DECS policy for students with impairment by working with and advising staffs of appropriate practices and processes.
- applying a range of skills in identifying the needs of individuals and groups, by providing contextually appropriate assessment and diagnostic services including the use of formal and informal assessment, in partnership with carers, staff and other service providers.
- facilitating the assessing of applications for disability funding and allocation of resources
- actively developing and maintaining networking with other relevant Government, non-Government and community agencies to ensure a holistic approach to developing delivery models for student support.
- undertaking data collection, reporting and accountability requirements and participating in district and regional committees, including maintaining an audiology database
- participating in a range of district and statewide committees focused on service provision and programs.

4.2 Providing specialised expertise and quality advice that is culturally and contextually appropriate, which facilitates access and participation of Aboriginal children and students with special needs through the development and implementation of a range of student support by:

- undertaking a case load and providing specialist expertise in the field of hearing impairment, that extends the expertise of preschool/school staff in the delivery of services and appropriate curriculum for students who are Deaf or Hearing Impaired by working collaboratively with other services.
- advising preschools/schools on the management of listening devices and modifications to the acoustic environment to support the learning of Deaf and Hearing Impaired children/students.
- advising schools on the implications of hearing loss, auditory, speech, language and social development.
- providing reports on achievements and identifying areas for improvement in programs at the site and district level, and providing advice at the local and state level
- facilitating professional development, and providing training in current theory and effective classroom practice to improve teaching and learning for students with impairments

Acknowledged by Occupant _____ / /

Certified by Branch Manager _____ / /

PERSON SPECIFICATION

Essential Minimum Requirements (Those characteristics considered absolutely necessary.)

Eligibility
<p>Persons who are members of one of the following groups are eligible to apply for this position:</p> <ul style="list-style-type: none">• Permanent employees• Persons appointed by the Department on a temporary or casual basis (including contract and temporary relieving teachers), on any day during the period for which applications are being accepted for the position.• Eligible public sector employees as listed in the Notice of Vacancies for the South Australian public sector. <p>At the conclusion of their appointment, permanent DECS employees will be placed according to the terms of their substantive appointment and the policies in operation at the time. The placement of employees from other public sector organisations will be the responsibility of these organisations.</p> <p>DECS is an equal opportunity employer.</p>
Personal Abilities/Aptitudes/Skills
<ul style="list-style-type: none">• Ability to provide collaborative coordination of a team, to facilitate efficient and effective delivery of support services in educational contexts.• High-level problem solving skills, including the ability to analyse information, evaluate alternatives and instigate a range of strategies.• Ability to respond sensitively, flexibly and effectively to the needs of students and their families, and school/preschool staffs, including cross cultural settings.
Experience (including community experience)
<ul style="list-style-type: none">• Successful experience planning, coordinating and managing complex projects to achieve outcomes.• Successful experience in the implementation of professional development programs which improve teaching and learning in preschools/schools, including cross-cultural settings.• Successful experience in working with children and students who are Deaf or hearing impaired, including formal and informal assessment, intervention strategies and programming.
Knowledge
<ul style="list-style-type: none">• Sound knowledge of policies and legislative requirements pertaining to children's services and education particularly in the area of student support and disability, including DDA, OHSW and EEO• Knowledge of current trends and issues in inclusive education of children and students with impaired hearing, including the audiological management of children and students who are Deaf or Hearing Impaired in a range of educational settings.• Sound knowledge of a range of student support services provided by DECS and other agencies to children's services, preschools and schools
2. Qualifications Applicants must hold teacher registration before taking up the position.
DESIRABLE REQUIREMENTS
3. Personal Skills and Abilities: Ability to communicate using Signed English and/or Auslan
4. Knowledge
5. Experience (including community experience)
6. Qualifications: Post Graduate qualifications in Special Education – Hearing Impairment

