



Department of Education
and Children's Services



Government
of South Australia

JOB AND PERSON SPECIFICATIONS
(EXTERNAL TEACHER POSITIONS [EXCEPT PRINCIPAL POSITIONS] – EDUCATION ACT)

Position title:	Project Officer: Literacy, Yalata and Oak Valley Schools		
Classification:	Seconded Teacher, Level 2		
Location:	Anangu Education Services, Northfield		
Period of appointment:	from:	2 2 0 1 0 4	to: 2 1 0 1 0 7
			Fraction of time: 1 . 0

Job and Person Specification Approval

by Principal/Manager: _____ / /

JOB SPECIFICATION:

1. Role Description

The Project Officer will work in collaboration with the Anangu Education Services (AES) Curriculum Support Team and will be based at AES (Adelaide), with significant travel to Oak Valley and Yalata Aboriginal Schools. The Role includes the promotion and support of designated literacy programs as agreed by the schools and coordination of the monitoring of literacy outcomes, and other curriculum support as negotiated. This role will require collaboration with AES and Aboriginal Education Unit Personnel, including Wiltja Program at Woodville High School and Aboriginal Education Officers.

2. Reporting/Working Relationships

The Project Officer will be directly responsible to the District Director: Aboriginal Lands, through the Manager: Curriculum and Induction (Anangu Education)

3. School Context/Site Context

This position based at Anangu Education Services Adelaide Office at Northfield will service Yalata Aboriginal School located Far West Coast and is accessed on bitumen roads via the Eyre Highway. Oak Valley Aboriginal School is located 350km north-west of Yalata and is accessed via Yalata on a dirt road. These schools are on lands held under two separate Lands Rights Acts and therefore people not covered under this legislation require permits to enter and work in these schools. These communities retain strong cultural and language links with communities in the Anangu-Pitjantjatjara Lands. Both Communities have a store, clinic and fuel outlets. Teacher accommodation is generally of a high standard, furnished and air conditioned. Rent is subsidised. Modification of standard curriculum documents to meet the needs of these students is on going. In 2002, Yalata and Oak Valley schools participated in a quality Teacher Project which trialed the Scaffolded Literacy pedagogy in the two schools. The results of this project showed improved literacy outcomes for students, improved teacher satisfaction and improved transition of students between the two schools. Staff have continued that pedagogy in 2003 and are looking for consistent and sustained support.

4. Expected Outcomes

Provide high level advice, training and development to teachers and Principals re consistent English Literacy, including oral language programs, initiatives and structures.
Facilitate cohesion between the Wiltja programme at Woodville High School, Principals and teachers of students in Yalata and Oak Valley Aboriginal communities concerning English Literacy curriculum and pedagogy.
Promote and model high quality English literacy programs and teaching practice, and assist in the development of a culture of success for all students.
Working with staffs to use the ESL Scope and Scales and other agreed assessment tools to assess and monitor the literacy outcomes of Aboriginal students in the schools.
Promote and support literacy teaching with teachers, using the Scaffolding approach to teaching literacy within the SACSA Framework.
Support schools in the implementation of SACSA as it pertains to Literacy learning, assignment of levels in English and the ESL Scope and Scales.
In conjunction with AES staff, support the development and implementation of Literacy and English language acquisition resources relevant to the agreed Literacy pedagogies.
Support schools in other curriculum areas as negotiated.

5. Special Conditions

The Project Officer will be based at the AES office in Adelaide, and will need to spend significant time each term in Yalata and Oak Valley schools. Travel to other schools may be negotiated on an ad-hoc basis.
Extensive travel (intrastate) and some out of hours work will be required.
Current drivers license is required.

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**PERSON SPECIFICATION:
ESSENTIAL REQUIREMENTS:**

1. Eligibility

Applicants must hold a permanent PAT, TPT or contract position (not TRT) at this worksite during the period for which applications are being accepted for the position.

Please note

- If a PAT or contract teacher is the successful applicant for the coordinator 1 position, then the initial appointment can be extended only if the absence of the teacher being replaced is extended.
- If a PAT or contract teacher is the successful applicant for the coordinator, assistant principal, deputy principal or principal position, then initial appointment may be extended for the duration of the advertised tenure, if a vacancy exists.

If a TPT is the successful applicant, DECS reserves the right to place the TPT in a vacancy in another school if the need arises.

2. Personal Skills and Abilities

Demonstrated skills in establishing effective working relationships with staff students in a cross cultural setting.
Ability to use 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 the area of Literacy.

3. Knowledge

A sound knowledge of the learning issues facing Anangu/Aboriginal children and their education.
A sound understanding of effective teaching practices which improve learning outcomes for all students, particularly in English Literacy.
A working knowledge of the ESL scope and scales.

4. Experience (including community experience)

Demonstrated experience in achieving agreed organisational and education goals in collaboration with others.
Demonstrated successful use of the Scaffolded Literacy pedagogy in classrooms.

5. Qualifications

Applicants must hold teacher registration before taking up the position. (Delete if not applicable).

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

DESIRABLE REQUIREMENTS:

1. Personal Skills and Abilities

2. Knowledge

3. Experience (including community experience)

4. Qualifications

JOB AND PERSON SPECIFICATIONS – NOTES

(EXTERNAL TEACHER POSITIONS [EXCEPT PRINCIPAL POSITIONS] – EDUCATION ACT)

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. Reference must be made to the school/site context statement.

4. Expected Outcomes

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

5. 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 should not have more than 6 criteria under "Evidence". 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 criteria should be avoided. The criteria used should be related to the job description and the school context, and expressed in a way which optimises objective assessment.

Holding registration as a teacher before taking up the position is essential for all teacher leadership 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 Personnel Consultant about possible Essential Qualification Requirements.