

Position Description

Policy and Project Officer English as an Additional Language or Dialect (EALD) – Primary

Why work with us

Every child and young person deserves a great education.

We have a strategy that aims to unlock every child's potential now and into the future, one that in partnership with learners, students, parents and the wider South Australian community will build a world-leading public education system. One that is equitable and prioritises learning and wellbeing.

Together we will make our education system the best it can be.

When our children and young people thrive, so do our communities and our state.

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

The EALD and Aboriginal Languages Unit, within the Curriculum Directorate of Curriculum and Learning Division, supports EALD learners to accelerate their English language development through three key programs: the EALD General Support Program, the Intensive English Language Program, and the EALD Hub Project

The Policy and Project Officer EALD collaborates with other EALD team members to lead ongoing policy and implementation improvements within the General Support program which provides data informed funding and support to public schools across South Australia.

The Policy and Project Officer, EALD co-designs and leads state-wide professional learning using LEAP Levels, including LEAP App quality assurance processes to ensure consistent, high quality EALD data collection. The project officer works collaboratively to build professional learning communities and

implement effective, evidence informed EALD practices to empower educators to respond to the needs of learners of EALD in local contexts.

Position title	Policy and Project Officer EALD – Primary
Classification	STL3
Division	Curriculum and Learning
Directorate	Curriculum
Location	Ground Floor, Education Support Hub 8 Milner Street, Hindmarsh, 5007
Reports to	Program Manager, EALD
Direct reports	Nil
Role description date	July 2026

What you will do (key outcomes)

1. Provide consistent, timely and evidence informed advice and resources that support schools to implement quality EALD practice that is contemporary, measurable and consistent, achieving equity and excellence for all learners of EALD.
2. Develop, lead and review professional learning, projects and resources using LEAP Levels, including internal moderation and external quality assurance processes, to ensure consistent, robust EALD learner data collection, informing EALD teaching and learning practices in local contexts.
3. Collaborate across the Curriculum and Learning Division and other directorates, with internal and external stakeholders to ensure consistent advice and evidence informed resources, driving effective teaching, learning and assessment practices to achieve successful education outcomes for R–6 learners of EALD.
4. Provide advice and support to leaders and teachers in regional and remote schools with newly arrived learners with minimal English proficiency to implement intensive English programs that accelerate the Standard Australian English (SAE) proficiency needed for mainstream curriculum learning.
5. Evaluate current programs and strategies, to measure, analyse and report on associated feedback, data, results, impacts or issues and use what is learnt to inform policy and practice at system level.
6. Operate within a highly public, responsive, accountable, dynamic and politically sensitive environment considering diverse contexts and prioritising equity, learner agency and student wellbeing.
7. Commit to promoting a safe and inclusive working environment, proactively reporting incidents, hazards and injuries.

The capabilities you will bring (key competencies)

- **Collaborative leadership:** Demonstrated collaborative leadership, with shared understanding of purpose across directorates, divisions and with external stakeholders to plan and implement system wide school improvement programs.
- **Pedagogical leadership:** Extensive knowledge and experience in contemporary evidenced informed EALD practices that are inclusive of all learners and accelerate Standard Australian English

development within the context of curriculum learning, and that are in alignment department EALD policy, and with the Strategy for Public Education.

- **Research Skills:** Demonstrated experience to analyse and translate extensive knowledge of language and literacy research, measure for impact using evidence and data, and to design, deliver and evaluate EALD professional learning and resources.
- **Communication:** Strong oral and written communication skills, with proven experience in developing positive and collaborative working relationships and networks with diverse groups, ensuring clear and effective messaging.
- **Role management:** Proven experience of managing complex and competing priorities and developing effective resolutions using political nous both individually and through working with others.
- **Promote and create a safe and inclusive work environment:** commitment to maintaining a safe, healthy and equitable working environment by actively reporting incidents that may pose a risk to physical, psychological or cultural wellbeing.

Who you will work with (key relationships)

Reports to the Program Manager, EALD.

Internal Working Relationships

Works closely with:

- other EALD team officers and administrative staff
- leaders and officers within Curriculum and Learning division.
- leaders and officers from divisions and directorates across the department
- teachers and leaders in schools.

External working relationships

- Consults and negotiates with key partners and stakeholders in the community, other state and commonwealth government departments, non-government education sectors, principal, parent and professional associations.

Eligibility

Applicants must be either currently registered or able to be registered 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 must have 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: Hannah Matthews, P&C Consultant		Approved by: Bev White, Assistant Director, EALD and Aboriginal Languages	
Date: July, 2026		Date: July, 2026	