Position Description

Inclusive Support and Advice Lead

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 & INTRITY	 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 Inclusive Support and Advice Lead is responsible for providing state-wide system leadership for children and students with disability. The role will provide timely, strategic, informed and future orientated, best practice advice about policies, programs, strategies and learning environments that best support children and students with diverse needs. This may include oversight of the Site Support Function, Inclusive Support and Advice improvement and operations, Preschool or Disability Advice and Research streams.

Position title	Inclusive Support and Advice Lead
Classification	STL3
Division	Support and Inclusion
Directorate	Inclusive Teaching and Learning

Location	31 Flinders Street, Adelaide, with flexible working arrangements available
Reports to	Manager, Inclusive Support and Advice
Direct reports	4-6
Role description date	Sept 2024

What you will do (key outcomes)

1. Lead statewide, system level operations that support the delivery of programs and services and the development and review of policies and procedures to ensure that children and students are supported to improve their educational achievement, participation and inclusion outcomes.
2. Research best practice educational settings that will contribute to educational achievement, participation and inclusion outcomes children and students with disability including analysing evidence-based strategies and recommending approaches that promote inclusive learning environments while aligning with relevant policies and standards.
3. Lead and develop best practice papers, resources and tools to build preschools and schools capacity to better meet the functional needs of children and students with disability.
4. Develop, implement and review pilots and trials of innovative, evidence informed strategies and programs to improve educational achievement, participation and inclusion outcomes for children and students.
5. Undertake high-level data analysis to identify trends, service gaps and forecast future needs to support the development of strategic professional learning requirements for leaders, teachers and support staff that builds system wide capacity.
6. Understand and use change management principles throughout the development, implementation and review of any policy, program or processes to ensure they effectively support the needs of children and students.
7. Provide specialised advice to preschools, schools and Student Support Services, applying a significant level of specialised discipline, operational and policy knowledge and experience.
8. Help to maintain a safe and healthy working environment by proactively reporting incidents, hazards and injuries.

The capabilities you will bring (key competencies)

- Supervision and Direction: Demonstrated experience to supervise others and direct a major project or have a major state-wide and national responsibility as a consultant.
- Specialised Knowledge: Demonstrated knowledge and experience in a particular specialised field relating to inclusive education and demonstrate a high level of initiative and judgement.
- Review Research: Proven ability to review and analyse research into educational strategies, programs and pedagogies that support inclusion and equity for children and students with disability and apply learnings to the South Australian context.
- Communication skills: High level written and interpersonal communication skills to develop collaborative working relationships and networks with a wide range of people at all levels of the

department. Experience in providing advice and developing best practice papers and other resources and tools to increase understanding of supporting the functional needs of children and students with disability.

- Program development: Demonstrated successful experience in developing, implementing and reviewing evidence-based strategies and programs that improve educational achievement, participation and inclusion outcomes for children and students with disability.
- Data Analysis: Experience undertaking data analysis to support the identification and evaluation of educational trends. Ability to apply strategic and analytical thinking in response to findings of the data analysis to frame practical solutions that support inclusion for children and students with disability.
- Change Management: Successful experience in using change management principles to implement evidence-based best practice strategies or processes that support inclusion and outcomes for children and students with disability.
- Workplace safety: Demonstrated 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)
• Manager, Inclusive Support and Advice • Senior leaders and officers within the Inclusive Teaching and Learning directorate • Support and Inclusion Division senior leaders and officers • Curriculum and Learning Division senior leaders • Local Education Teams • Staff at all levels across the schooling sector • Senior staff within other State and Commonwealth Government agencies • External organisations and peak stakeholder groups
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 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: Jayne Hoffmann People and Culture Consultant		**Approved by:** Rhoni McFarlane, Director, Inclusive Teaching and Learning directorate	
Date: Sept 2024		**Date:** Sept 2024	