## A4 DET portrait header

Role Description

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| **Regional Community Education Counsellor (Identified)** | Job Ad Reference | **QLD/CQR/199645/15** | | |
| Job Evaluation No. | **15758** | TRIM No. | **15/472919** |
| Work Unit | **Regional Office**  **Central Queensland Region**  **State Schools Division** | | |
| Location | **Mackay OR Rockhampton OR Gladstone OR Emerald** | | |
| Classification | **Level 4 – Community Education Counsellors’ Award – State 2012** | | |
| Job Type | **Temporary Full-time until 9 December 2016 unless otherwise determined** | | |
| Salary Range | **$75, 372 - $81, 868 per annum**  *Plus superannuation contributions of up to 12.75% of your annual salary.* | | |
| Contact Officer | **David Eborn** | | |
| Contact Telephone | **(07) 4977 7014** | | |
| Closing Date | **Wednesday, 9 December 2015** | | |

## Your employer

The Department of Education and Training (DET) is committed to ensuring Queenslanders have the education and skills they need to contribute to the economic and social development of Queensland. The department delivers world class education and training services for people at every stage of their personal and professional development. We are also committed to ensuring our education and training systems are aligned to the state’s employment, skills and economic priorities. DET is a diverse organisation with the largest workforce in the state. We provide services through the following service delivery areas:

* State Schools Division delivers high quality education to more than 70 percent of all Queensland school students at primary and secondary levels.
* Training and Skills Division works to meet the current and future needs of the economy through building a world class training system to enhance the skills of Queenslanders and optimise employment opportunities. The division achieves this through the regulation of the state’s apprenticeship and traineeship system, strategic investment in training and skills, informing consumers, supporting a quality Vocational Education and Training (VET) sector and providing whole of government leadership on training and skills issues.
* Policy, Performance and Planning Division takes a strategic approach to driving the business of the portfolio, across, schooling, training and employment, early childhood, education and care and Indigenous education policy. The division engages in policy development and intergovernmental relations, legislation, governance and planning, and monitors and reviews the department’s performance framework.
* Early Childhood Education and Care Division is responsible for the strategic management and implementation of early childhood sector reforms, coordination of early childhood education and care programs, approval and regulation of services, supporting assessment and ratings and the quality improvement for all early childhood development and education services in Queensland; working with stakeholders and service providers to meet government goals, commitments and targets.

State Schools Division is responsible for ensuring that every day, in every lesson, every student in state schooling is learning and achieving within a safe, supportive, inclusive and disciplined learning environment and supported by strong governance and efficient business operations. State Schools Division provides support for high quality projects and processes to support schools to be united in their pursuit of excellence.

State Schools Division develops the strategic direction for state schools, supported by operational policies and ensuring their implementation in regions and schools.

For more information about the department, please visit our website at [www.dete.qld.gov.au](http://www.dete.qld.gov.au)

## Your opportunity

As the Regional Community Education Counsellor (Identified) you will:

* Provide educational counselling and support services within specific secondary school/s to ensure that the best possible services are available to Aboriginal and Torres Strait Islander secondary students and communities. This may include individual and group support to students in the areas of personal, academic and social skills and behaviour management
* Provide cross cultural awareness training to the broader school community in order to enhance understanding and empathy for the educational and related social needs of Aboriginal and Torres Strait Islander secondary students.

The Regional Community Education Counsellor (Identified) reports to the Principal Advisor, Education Services for the region.

## Your role

You will have responsibility for leading the following activities and undertaking the following key tasks:

* Develop and provide support service programs for school/s that will assist in encouraging the educational participation of Aboriginal and Torres Strait Islander secondary students. Such activities will include state and commonwealth funded school based programs.
* Establish and maintain links with external bodies and support services to meet the needs of Aboriginal and Torres Strait Islander secondary students.
* Manage the provision of educational counselling and support services.
* Provision of policies, operations and services advice to regional senior management.
* Plan and coordinate development programs and education and training activities.
* Development of activities which promote productive partnerships between individual and group members of the regional educational community
* Coordinate, monitor and evaluate state and commonwealth funded regional programs and leading and/or participating in regional, school and community based teams.
* Provide professional supervision of Community Education Counsellors in a school environment.

**A mandatory requirement of this role is**:

* For this position, it is a genuine occupational requirement that it be filled by an Aboriginal person or a Torres Strait Islander person as set out in Section 7 of the *Anti Discrimination Act 1991* for the purposes contained in Section 25 of that Act.

**Verification of Aboriginality and/or Torres Strait Island heritage**

* For administrative purposes, in relation to an Aboriginal and/or Torres Strait Islander role, an Aboriginal and/or Torres Strait Islander person is a person who:
  + identifies as an Aboriginal and/or Torres Strait Islander person
  + is of Aboriginal and/or Torres Strait Islander descent
  + is accepted as an Aboriginal and/or Torres Strait Islander person by the Aboriginal and/or Torres Strait Islander community in which he or she lives.
* Note, that by definition a person who is not an Aboriginal and/or Torres Strait Islander cannot be employed (on any basis) to perform the duties of an Aboriginal and/or Torres Strait Islander identified role.
* Applicants to this position **may have** to provide confirmation of their Aboriginal and/or Torres Strait Islander heritage. Requesting proof of Aboriginal and/or Torres Strait Islander heritage from applicants helps to make sure that this intention is honoured.

## How you will be assessed

Within the context of the role described above, the ideal applicant will be someone who has the following key capabilities:

1. **Supports strategic direction**

Demonstrated ability to design, implement and evaluate culturally appropriate counselling and support services for Aboriginal and Torres Strait Islander secondary students.

1. **Achieves results**

Ability to develop, implement and manage comprehensive professional development and other training programs for a diverse group of secondary students whether these are Aboriginal, or Torres Strait Islander, or from other communities.

1. **Supports productive working relationships**

Proven ability to apply Aboriginal and Torres Strait Islander social and education cultural protocols in a variety of individual and group settings.

1. **Displays personal drive and integrity**

Knowledge of, or demonstrated ability to rapidly acquire knowledge of, and skills in areas of budget, resource and project management.

1. **Communicates with influence**

Demonstrated high level interpersonal skills and an ability to apply these in cross cultural contexts.

## Additional information

* The duration of this position will be dependent on work demands and the availability of ongoing funding.
* Whilst not mandatory possession of a degree in community/social welfare or similar from a recognised tertiary institution, or other equivalent formal qualifications which, in the opinion of the Director-General, Department of Education and Training or delegate, are acceptable is highly desirable.
* The *Child Protection Reform Amendment Act 2014* requires the preferred applicant to be subject to a working with children check as part of the employment screening process. The department is legally obliged to warn applicants that it is an offence for a disqualified person to sign a blue card application form. Further details regarding the blue card system is available at: [www.bluecard.qld.gov.au/](http://www.bluecard.qld.gov.au/)
* Confirmation of employment is conditional upon the preferred applicant being issued with a Blue Card from the Public Safety Business Agency (PSBA).
* Travel and overnight absences from base may be required of this position.
* A criminal history check will be initiated on the successful applicant.
* A serious discipline history check may be initiated on the successful applicant.
* A non-smoking policy applies in Queensland government buildings, offices and motor vehicles.
* If the successful applicant has been engaged as a lobbyist, a statement of their employment is required.
* You may be required to complete a period of probation in accordance with the *Public Service Act 2008*.
* Staff are required to actively participate in consultation and communication with supervisors and management regarding health, safety and wellbeing issues and comply with all provisions of the relevant workplace health and safety legislation and related health, safety and wellbeing responsibilities and procedures developed by the department.
* You will work for an organisation that values its people and promotes leadership and innovation. We respect professionalism, embrace diversity and encourage a balance between work and life commitments.
* Departmental employees are required to acknowledge they understand their obligations under the Queensland Government *Code of Conduct* and the department’s *Standard of Practice* and agree to align their professional conduct to these obligations.
* All roles in the department are responsible for creating, collecting, maintaining, using, disclosing, duplicating and disposing of information, as well as managing and using communication devices (for example email, internet and telephone) and public resources (for example computers and network resources).  Staff must undertake these tasks in accordance with the department’s information management policies and procedures (for example recordkeeping, privacy, security and email usage).
* You will be actively supported as an individual and will have access to a range of flexible work options, an employee assistance program and learning and development opportunities.
* All role descriptions and recruitment and selection processes are required to be aligned with the Queensland Government Capability and Leadership Framework (CLF). For more information about the CLF, visit [www.psc.qld.gov.au](http://www.psc.qld.gov.au)
* Additional information is available online at: [www.smartjobs.qld.gov.au](http://www.smartjobs.qld.gov.au/)

## Your application

* Applicants are to submit a brief resume; contact details for 2 referees (one of whom should be your current supervisor); and a maximum 2 page written response outlining your suitability for the role referring to the key capabilities under “How you will be assessed”.
* Applicants are encouraged to apply using the ‘apply online’ facility available on the Smart Jobs and Careers website ([www.smartjobs.qld.gov.au](http://www.smartjobs.qld.gov.au)).
* For further information refer to the Department of Education and Training’s Applicant Information Package (available through [www.smartjobs.qld.gov.au](http://www.smartjobs.qld.gov.au) and searching on a specific Job Ad Reference).