

Instructional Specialist

STATEMENT OF DUTIES

SEPTEMBER 2024

Number	Generic
Portfolio	Schools and Early Years
Branch	Specified School/College
Section/Unit/School	Specified School/College
Supervisor	Principal
Award	Teaching Service (Tasmanian Public Sector) Award
Classification	Band 2
Employment Conditions	Fixed-term, part-time or full time, up to 70 hours per fortnight, 52 weeks per year including 11 weeks annual leave to be taken during the period of appointment. Teachers are part of a statewide public education system and may, in accordance with the provisions of the State Service Act 2000, and the Transfer and Isolated Locations Incentives Agreement 2000 as incorporated into the Teaching Service (Tasmanian Public Sector) Award 2005, be transferred to any other location on a temporary or permanent basis. If the assignment or variation of duties extends beyond 12 months, the employee will be assigned duties at an alternative location but will maintain their assigned (substantive) classification.
Location	Specified School/College

Context

The Schools and Early Years portfolio is responsible for taking purposeful and meaningful action to inspire, support and engage all children and young people to learn more, every day. Forming part of this portfolio, the Learning Services branch undertakes school improvement initiatives, providing operational support to schools, colleges and Child Family Learning Centres, to support and ensure the health and wellbeing of all students, children and young people within their services.

Primary Purpose

The primary focus of this role is to support the implementation and embedding of the minimum schooling guarantee for reading and, where there is capacity, to include attention on strengthening numeracy practices. The role will do this through enabling school leadership staff and teaching teams to implement evidence-based, consistent and aligned strategies for the teaching of literacy and numeracy, to improve the learning outcomes for all students within the classroom.

The role will support the implementation of the essential elements of the multi-tiered system of supports (MTSS) framework. This will include a focus on quality Tier 1 instruction, and processes and practices for Tiers 2 and 3.

Level of Responsibility/Direction and Supervision

The occupant is responsible for management of the functions assigned, in accordance with Departmental guidelines and procedures for literacy and numeracy.

The occupant receives direction from the Principal and utilises the expertise and professional knowledge of the Teaching and Learning Team.

It is the responsibility of the occupant to actively participate, promote and model behaviours which are consistent with the Department's commitment to the safety and wellbeing of children and young people. This includes the prevention, identification and reporting of child abuse and behaviours which are not consistent with the Department's values.

The occupant is responsible for complying with all Agency policies and procedures, including those relating to fraud and corruption control, record management, confidentiality, conduct and behaviour, mandatory reporting, education, training and assessment.

The Department has a range of delegations across the operational portfolio's which include Finance, People and Culture (P&C) and Facilities. The occupant is responsible for ascertaining the delegations that are assigned to these duties and is expected to exercise any applicable delegations prudently and in accordance with a range of Acts, Regulations, Awards, administrative authorities and functional arrangements.

Primary Duties

1. Lead and support colleagues in school leadership and teaching teams to implement and embed the minimum schooling guarantee for reading, and where there is capacity, the quality teaching of mathematics to improve numeracy outcomes within the classroom.
2. Strengthen teacher's knowledge and their capability of quality Tier 1 instruction for reading, and where there is capacity, mathematics, through the delivery of system developed training, guidance, department-endorsed resources, co-planning, modelling and the provision of relevant and timely feedback.

3. Build teachers' understanding around the use of the agreed screening and assessment tools which monitor student growth and achievement and measure the impact of teacher practice within a multi-tiered system of supports.
4. Support teachers and leadership teams to implement the core elements of a multi-tiered system of supports, including data-based decision making, and the provision of Tier 2 and Tier 3 intervention.
5. Work with the leadership team to monitor the implementation of evidence-based instructional practices for literacy, and where capacity, numeracy, to ensure consistency and fidelity across the school, and support continuous improvement initiatives.
6. The incumbent can expect to be allocated duties, not specifically mentioned in this document, that are within the capacity, qualifications and experience normally expected from persons occupying positions at this classification level.
7. In accordance with the *Work Health and Safety Act 2012* the incumbent will actively participate in and contribute to the maintenance of safe working conditions and practices, including the development and implementation of improvement initiatives, safeguarding practices and all mandatory training requirements.

Selection Criteria

The following specific selection criteria must be addressed by candidates. The nominated position objective and duties contained in this statement of duties must also be used to assist in the interpretation of these selection criteria.

1. Demonstrated exemplary teaching practice aligned to the evidence-base for learning, and sound knowledge of the curriculum, assessment and monitoring processes.
2. Demonstrated experience of initiating collaborative relationships, working effectively within teams, to drive strong professional practice, including the use of data to inform decision making, planning and monitoring for impact.
3. Knowledge and understanding of, and experience in leading colleagues, to understand the current evidence-base for how students learn and how this informs the Department's educational guidelines, policies and practices.
4. Demonstrated commitment to ongoing professional development for self and others, aligned to departmental priorities and the ability to apply this to support the implementation of consistent, evidence-based teaching practices to improve student outcomes.
5. Demonstrated high-level interpersonal skills including communication, collaboration and negotiation to work with individuals and teams for ongoing improvement.
6. Demonstrated commitment to equal opportunity and access to the curriculum, supported by evidence-based teaching, with the explicit goal of improving all student outcomes.
7. A demonstrated capacity to commit to the Department's values, with the ability to apply them through individual behaviours and actions.

Requirements

Registration/licences that are essential requirements of this role must remain current and valid at all times whilst employed and the status of these may be checked at any time during employment. It is the employee's responsibility to advise the Department if there is any change to the status of a registration/licence. This includes notifying the Department of any new criminal charges or convictions and/or if a registration/licence is revoked, cancelled or has conditions applied.

Essential

- Current Tasmanian Registration to Work with Vulnerable People (Registration Status – Employment)
- A registered teacher with full registration within the meaning of the *Teachers Registration Act 2000*.

Desirable

- Four years or more training as defined in the Teaching Service (Tasmanian Public Sector) Award 2005.

Working within the Department for Education, Children and Young People



Connection



Courage



Growth



Respect



Responsibility

Our values of **Connection, Courage, Growth, Respect, Responsibility** represent the foundation of our Department's culture and guide us in all that we do to ensure **Bright lives. Positive futures** for every child and young person in Tasmania.

We bring our values to life through our everyday behaviours and actions. We want to attract, recruit and retain people who uphold these values and are committed to building a strong values-based culture.

Our Department is committed to building inclusive workplaces and a workforce that reflects the diversity of the community we serve. We do this through a culture that ensures everyone is respected, and has equal access to opportunities and resources. We recognise and respect individual differences as well as people's career path, life experiences and education, and we value how these differences can have a positive influence on problem solving, team dynamics and decision making within our organisation.

We are committed to providing a safe workplace for all employees and have zero tolerance to all forms of violence, including child abuse and harm. The Department is a smoke-free work environment, and smoking is prohibited in all State Government workplaces, including vehicles and vessels.

Employment within the Department is governed by the *State Service Act 2000*. All employees are responsible for ensuring that the standards of behaviour and conduct specified in the State Service Principles and Code of Conduct are adhered to. All employees are expected to act ethically and with integrity in the undertaking of their duties. Employees who breach the code of conduct may have sanctions imposed.

The State Service Principles and Code of Conduct are contained in the *State Service Act 2000* and can be found on the State Service Management Office website at <http://www.dpac.tas.gov.au/divisions/ssmo> together with Employment Direction No. 2 *State Service Principles*. All employees must read these and ensure they understand their responsibilities.

All employees are expected to utilise information management systems in a responsible manner in line with the DECYP Condition of Use policy statement located at [Department for Education, Children And Young People: Information technology policies](#)

Commitment to Children and Young People

This is a Department built entirely for children, young people and their communities. Our ultimate goal is to work together to ensure that every child and young person in Tasmania is known, safe, well and learning. The child is at the centre of everything we do, and the way we do it.

The Department is committed to providing a culturally safe environment which upholds the safety and wellbeing of all children and young people in Tasmania. The Department's Safeguarding Framework, *Safe. Secure. Supported.* underpins this commitment.

All employees must demonstrate and model behaviours which value and respect children and young people, show a commitment to child safety and wellbeing, and display an understanding of the developmental needs of children and culturally safe practices relevant to their position.

APPROVED BY P&C DELEGATE: 973874 – Deputy Director Strategic Recruitment and Payroll Operations – August 2024

Request:

Date Duties and Selection Criteria Last Reviewed: 08/24 SW
