Role Description
Behaviour Specialist Practitioner

NSW GOVERNMENT | Education

Role Description Fields	Details
Cluster	Education
Department/Agency	NSW Department of Education
Division/Branch/Unit	School Performance - North / Student Support and Specialist Programs / Delivery Support 1
Role number	Various
Classification/Grade/Band	Clerk Grade 9/10
Senior executive work level standards	Not Applicable
ANZSCO Code	511112
PCAT Code	1138292
Date of Approval	02 August 2022
Agency Website	https://education.nsw.gov.au/

Agency overview

The NSW Department of Education serves the community by providing world-class education for students of all ages.

We ensure young children get the best start in life by supporting and regulating the early childhood education sector. We are the largest provider of public education in Australia with responsibility for delivering high-quality public education to two-thirds of the NSW student population. We are committed to fostering vibrant, sustainable and high-performing vocational and higher education sectors.

We are responsible for enacting NSW Government policy, driving improvement in education, and overseeing policy, funding and compliance issues relating to non-government schools. We respect and value Aboriginal and Torres Strait Islander people as First Peoples of Australia.

Primary purpose of the role

This position will work as part of the behaviour specialist team, providing support to schools. The Behaviour Specialist Practitioner will develop and deliver high quality, evidence-based interventions and strategies to assist schools to support students with behaviours of concern in public schools across NSW.

The Behaviour Specialist Practitioner will use their skills and experiences in supporting children and young people with behaviours of concern to build the capacity of school staff and reduce the frequency and or severity of challenging behaviours. (Behaviours of concern may be associated with communication difficulties, trauma, sensoryneeds, social skills development or disability).

The Behaviour Specialist Practitioner will work with school staff to develop tools, plans and approaches to support and build capacity in the area of student behaviour.

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Key accountabilities

- Utilise knowledge and skills to support schools understanding of and management of complex student behaviour to achieve positive outcomes for students preschool to year 12 in prevention, early targeted and individual interventions.
- Provide and deliver specialist advice and consultation to develop flexible and adaptive strategies as required that support schools and individual students with behaviours of concern in the school setting.
- Develop and provide staff professional learning and support schools to enable strategic and responsive approaches to meet the behavioural support needs of students from diverse backgrounds and to contribute to the development of inclusive school cultures and practices.
- Provide and deliver advice and guidance building the capacity of staff to implement preventative strategies suitable to all students, early and targeted interventions and intensive, individualised interventions and supports.
- Prepare correspondence and written reports that are informative and aligned with the Department policies and procedures.
- Liaise and work with other government and non-government agencies to provide expert advice to develop support strategies for students with behaviour support needs.
- Be responsive and flexible to the needs of schools to tailor or customise approaches to explicitly support young children with behaviour support needs to engage and successfully participate in their learning, class and school environment.
- Collaborate and work across the Public Schools NSW portfolio to co-design effective approaches to develop social emotion learning (SEL) skills in children with behaviour support needs that may impact on their learning.

Key challenges

- Supporting the identification and access to services to meet the needs of students.
- Working flexibly and adapting to the changing needs of the school community to provide timely and appropriate behaviour support.
- Managing consultations and negotiations with diverse stakeholders, within agreed timelines, given their varying expectations, viewpoints and interests.

Key relationships

Internal

Who	Why
Leader	- Provide advice and contribute to decision making; - Escalate issues and propose solutions; - Receive guidance and provide regular updates on projects, issues and priorities.
Team Members	- Support, mentor and encourage colleagues - Share information to Public schools NSW and other Department officers, as appropriate; - Develop plans and work on projects with team members.
Customers and stakeholders	- Provide advice and information to a range of stakeholders including schools and school based and non-school based the Department staff; - Develop and maintain effective relationships and open channels of communication; - Build trust and relationships.

External

Who	Why
External Stakeholders	• Develop collaborative relationships with external agencies and organisations; • Communicate professionally with a range of providers of health care.

Role dimensions

Decision making

This role acts independently in performing its core work functions in accordance with relevant policies, procedures and guidelines. In matters that are sensitive or complex the role consults with the supervisor or manager as required.

Reporting line

The role reports to – Leader Behaviour Specialist.

Direct reports

The role has no direct reports.

Budget/Expenditure

The role has financial delegations in accordance with the Department's policy.

Key knowledge and experience

- Knowledge and understanding of current research and best practice in behaviour supports and interventions.
- Knowledge of and commitment to implementing the Department's Aboriginal Education Policy and upholding the Department's Partnership Agreement with the NSW AECG and to ensure quality outcomes for Aboriginal people.

Essential requirements

- Tertiary qualifications in Speech Therapy, Occupational Therapy, psychology, Youth Work or related discipline and extensive experience in a field related to complex behaviour support.
- Hold a current and valid Working with Children Check (WWCC) for paid employment.
- Current and valid driver's licence and willingness to travel.

Capabilities for the role

The NSW public sector capability framework describes the capabilities (knowledge, skills and abilities) needed to perform a role. There are four main groups of capabilities: personal attributes, relationships, results and business enablers, with a fifth people management group of capabilities for roles with managerial responsibilities. These groups, combined with capabilities drawn from occupation-specific capability sets where relevant, work together to provide an understanding of the capabilities needed for the role.

The capabilities are separated into focus capabilities and complementary capabilities

Focus capabilities

Focus capabilities are the capabilities considered the most important for effective performance of the role. These capabilities will be assessed at recruitment.

The focus capabilities for this role are shown below with a brief explanation of what each capability covers and the indicators describing the types of behaviours expected at each level.

Focus capabilities

Capability group/sets	Capability name	Behavioural indicators	Level
Personal Attributes	**Manage Self** Show drive and motivation, an ability to self-reflect and a commitment to learning	• Keep up to date with relevant contemporary knowledge and practices • Look for and take advantage of opportunities to learn new skills and develop strengths • Show commitment to achieving challenging goals • Examine and reflect on own performance • Seek and respond positively to constructive feedback and guidance • Demonstrate and maintain a high level of personal motivation	Adept
Personal Attributes	**Value Diversity and Inclusion** Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	• Encourage and include diverse perspectives in the development of policies and strategies • Take advantage of diverse views and perspectives to develop new approaches to delivering outcomes • Build and monitor a workplace culture that enables diversity and fair and inclusive practices • Implement practices and systems to ensure that individuals can participate to their fullest ability • Recognise the value of individual differences to support broader organisational strategies • Address non-inclusive behaviours, practices and attitudes within the organisation • Champion the business benefits generated by workforce diversity and inclusive practices	Advanced

	Communicate Effectively Communicate clearly, actively listen to others, and respond with understanding and respect	• Present with credibility, engage diverse audiences and test levels of understanding • Translate technical and complex information clearly and concisely for diverse audiences • Create opportunities for others to contribute to discussion and debate • Contribute to and promote information sharing across the organisation • Manage complex communications that involve understanding and responding to multiple and divergent viewpoints • Explore creative ways to engage diverse audiences and communicate information • Adjust style and approach to optimise outcomes • Write fluently and persuasively in plain English and in a range of styles and formats	Advanced
	Work Collaboratively Collaborate with others and value their contribution	• Encourage a culture that recognises the value of collaboration • Build cooperation and overcome barriers to information sharing and communication across teams and units • Share lessons learned across teams and units • Identify opportunities to leverage the strengths of others to solve issues and develop better processes and approaches to work • Actively use collaboration tools, including digital technologies, to engage diverse audiences in solving problems and improving services	Adept
	Think and Solve Problems Think, analyse and consider the broader context to develop practical solutions	• Research and apply critical-thinking techniques in analysing information, identify interrelationships and make recommendations based on relevant evidence • Anticipate, identify and address issues and potential problems that may have an impact on organisational objectives and the user experience • Apply creative-thinking techniques to generate new ideas and options to address issues and improve the user experience • Seek contributions and ideas from people with diverse backgrounds and experience • Participate in and contribute to team or unit initiatives to resolve common issues or barriers to effectiveness • Identify and share business process improvements to enhance effectiveness	Adept

Complementary capabilities

Complementary capabilities are also identified from the Capability Framework and relevant occupation-specific capability sets. They are important to identifying performance required for the role and development opportunities.

Note: capabilities listed as 'not essential' for this role are not relevant for recruitment purposes however may be relevant for future career development.

Capability group/sets	Capability name	Description	Level
Personal Attributes	Display Resilience and Courage	Be open and honest, prepared to express your views, and willing to accept and commit to change	Adept
Personal Attributes	Act with Integrity	Be ethical and professional, and uphold and promote the public sector values	Adept
Relationships	Commit to Customer Service	Provide customer-focused services in line with public sector and organisational objectives	Adept
Relationships	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Intermediate
Results	Deliver Results	Achieve results through the efficient use of resources and a commitment to quality outcomes	Intermediate
Results	Plan and Prioritise	Plan to achieve priority outcomes and respond flexibly to changing circumstances	Intermediate
Results	Demonstrate Accountability	Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	Intermediate
Business Enablers	Finance	Understand and apply financial processes to achieve value for money and minimise financial risk	Intermediate
Business Enablers	Technology	Understand and use available technologies to maximise efficiencies and effectiveness	Intermediate
Business Enablers	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Intermediate
Business Enablers	Project Management	Understand and apply effective planning, coordination and control methods	Intermediate