

JOB ADVERTISEMENT

TEACHING AND LEADERSHIP ADVISER (NT)

Employment Type: Part time (open to 0.5 FTE)
Maximum term contract until 31 Dec 2024 (possibility of extension, aligned to funding)

Location: Northern Territory (Central Region preferred - Alice Springs)

Teach For Australia would like to acknowledge the many Traditional Custodians of the lands throughout Australia. We pay our respects to their Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Australia's first peoples.

- Opportunity to work with an engaged community of educators - working to **close the education gap**
- **Flexible work practices**, including the option to work from home
- Allowance and time off work for **professional development**
- Join us in our commitment and vision for [Reconciliation](#), in a space where we learn and grow together

About the Position

As a Teaching and Leadership Adviser, you play the integral role of supporting, coaching and developing Teach For Australia Associates to become effective teachers and leaders committed to addressing educational disadvantage. This role collaborates across various functions to contribute to the design and delivery of the regional professional development for our Associates. The role also works with a wide range of external stakeholders in order to provide cohesive, holistic support for Associates.

Please note: this role services schools across the Northern Territory. We encourage those who are willing and able to travel to remote, regional and metropolitan areas, to apply.

About the Team

The Program Operations team are responsible for developing Associates to be effective teachers and leaders, working closely with key stakeholders to lead the delivery and implementation of the Leadership Development Program (LDP) in each partner State and Territory.

About You

- Have a recognised teaching qualification
- Minimum of 5 years of teaching experience
- Experience in coaching others to success
- Ability to work collaboratively with a variety of stakeholders
- Full driver's license and willingness to travel as required to fulfil the duties of the role
- Currently based in NT or willing to relocate

Teach For Australia encourages applicants of all backgrounds to apply.

How to Apply

For an opportunity to take your place in this life-changing organisation [Apply here](#), by 11:59pm AEST on **Sunday 22 May 2022.**

All enquiries can be directed to jobs@teachforaustralia.org.

Please note that you must have the appropriate right to work in Australia in order to be eligible for this role. For more information about Teach For Australia and its impact on educational disadvantage, please visit <https://www.teachforaustralia.org/>.

POSITION DESCRIPTION

TEACHING AND LEADERSHIP ADVISER

Role Title:	Teaching & Leadership Adviser (NT)	Financial Accountability:	\$NIL
Function:	Program Operations	People Management:	0 first level (direct) 0 second level (indirect)
Reports To:	Territory Manager, Northern Territory		

Role Purpose

Coach and develop Associates to be effective teachers as leaders in line with the Leadership Development Program (LDP). Working with the national LDP frameworks the role also can be expected to design and deliver professional development that addresses the needs of the Associates' development. Finally, the TLA is required to build new relationships and strengthen current relationships with diverse constituents, both internally and externally, contributing to a cohesive community that is connected to the greater movement for education equity.

Qualifications and Experience

Essential

- A recognised teaching qualification
- At least 5 years of teaching experience
- Experience in formally or informally coaching others to success
- Full driver's license and willingness to travel as required to fulfil the duties of the role

Desirable

- Familiarity with adult learning theory and experience facilitating professional development workshops for a group
- Experience in teaching in disadvantaged secondary school settings
- Current teacher registration
- Previous experience and/or exposure to the Teach For Australia program or affiliated Teach For All programs
- Familiarity with the Northern Territory School system

Skills, Attributes and Knowledge

Essential

- Evidence of strong commitment to addressing educational inequity
- Demonstrated ability to build relationships with diverse stakeholders
- Coaching skills and strong desire to develop others, including the provision of positive and constructive feedback
- Ability to apply knowledge of teaching and learning to prioritize and then address Associate needs, in order to improve student learning
- Proven ability to influence and motivate others
- Exceptional time management and planning skills
- Demonstrated ability to work collaboratively with many stakeholders



Desirable

- Highly skilled at instructional leadership
- Knowledgeable and skilled at delivering professional development

Key Accountabilities

Coach and Develop Associates to be Effective Teachers and Leaders

- In line with the national coaching framework, coach and develop Associates to successfully achieve the Leadership Development Program's outcomes, primarily through classroom observations, coaching and debriefs
- Support Associates to successfully achieve Master of Teaching (Secondary) (Leading Learning) outcomes
- Summarise progress towards outcomes, which support continuous improvement and quality assurance
- Support incoming Associates to prepare for and understand the context of their placement school and surrounding community

Associate Wellbeing

- Provide Associates with strategies to build their resilience in line with internal policies and procedures
- Referrals to additional support services where required
- Contribute to building a cohesive community whereby Associates are connected to their peers, their communities and the greater movement for educational equity

Relationship Management

- Collaborate with your state based team to share best practices and lessons learned locally and nationally
- As part of the state team, work collaboratively to deliver on annual state priorities
- Under the guidance of the State Manager and the Regional Program Delivery Manager collaborate cross functionally with National Curriculum, Recruitment, Alumni, Marketing and Communications and Strategy and Impact teams to support Associate success
- Collaborate with School Mentors and Academic Mentors to provide cohesive, holistic support for Associates
- Represent TFA at the school level and work with school leadership to ensure placement conditions in schools meet minimum expectations and work collaboratively with the Regional Program Delivery Manager to resolve any issues or concerns in alignment with the school partnership agreement
- Under the guidance of the State Manager work with school leadership to derive placement needs and to assess school readiness
- Support relationship management and external representation with relevant department of education and professional associations where appropriate

Design and Deliver Regional Professional Development

- Working within nationally designed frameworks, contribute to planning, design and/or implementation regional professional development on a quarterly basis
- Contribute to planning, design and/or implementation Regional Residential (intensive mode, January)



- and Mid-Year Residential (intensive mode, July)
- Support implementation of our National Residential (intensive mode, November – December)



Our Values

Serve the Students

Everyone at TFA works in service of our vision for children and young people: an Australia where education gives every child, regardless of background, greater choice for their future. Our partnerships – with teachers and leaders in schools and across communities, organisations and systems – is in service of making their future fairer and brighter.

Have High Expectations

Having high expectations – for ourselves, of others, and of what should be possible for students – is essential. The students we serve deserve no less. This does not mean setting unrealistic expectations that cannot be met, however this does mean having a sense of possibility and being motivated by a bold ambition.

Make It Happen

To best serve students and their futures, we know there is a lot of work to be done. Not all of it will be straightforward. We act with deliberate intent. 'Hope is not a strategy'; we use data, creativity and the wisdom of experience to plan then execute. Our work is a marathon not a sprint, so we pace ourselves, working hard and smart.

Get There Together

We have a big vision and mission. We can't – and won't – achieve it on our own. Authentic, mutually reciprocal relationships come first. We know that relationships – with students, colleagues, the TFA community, and countless others involved in this work – underpin everything else. Through trusting relationships, we can harness the power of collaboration and foster a collective sense of belonging.

Celebrate Along the Way

We find joy and possibility in the big vision of what could be. We celebrate the strength and uniqueness of every student, and those who work in service of them. To sustain ourselves, we strive to laugh often and celebrate the small wins along the way. We believe in acknowledging contributions, recognising how far we have come by leveraging our strengths, and working with gratitude, humour and a bit of fun to keep us motivated for the journey ahead.

