

JOB ADVERTISEMENT

TEACHING AND LEADERSHIP ADVISER (VIC)

Employment Type: 1.0 FTE (0.8 can be negotiated)
Maximum term contract until 31 Dec 2024 (possibility of extension, aligned to funding)

Location: Victoria

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. We are seeking professionals who can adapt and innovate, be agile and responsive to a range of teaching and learning contexts. Our Associates will be working in government schools (which from time to time may be delivering online or in dual delivery situations depending on regulations around COVID developments into the future).

The position will be based in **South Western Victoria**, and may cover schools across:

- Central Highlands
- Wimmera South West
- Barwon
- Brimbank Melton
- Western Melbourne

Note: The position requires regular travel, and may include servicing some metropolitan schools. Candidates based in regional Victoria, willing and able to travel, are strongly encouraged to apply.

About the Team

The Leadership Development Program (LDP) team is responsible for developing Associates to be effective teachers and leaders, working closely with key stakeholders to lead the delivery and implementation of the 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
- Understanding of adult learning, particularly flexible dual mode/online
- Ability to work collaboratively with a variety of stakeholders
- Full driver's licence and willingness to travel as required to fulfil the duties of the role

Teach For Australia welcomes applicants of all backgrounds to apply, and encourages applications from Aboriginal and Torres Strait Islander people.

How to Apply

For an opportunity to take your place in this life-changing organisation [Apply here](#), by 11:59pm AEDT on **Sunday 15 May 2022**.

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

Please ensure that you indicate which region you are interested in as we will be considering all applications concurrently.

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/>.



JOB DESCRIPTION

Role Title:	Teaching and Leadership Adviser				
Function:	Program Operations			Financial Accountability:	\$NIL
Reports To:	Regional Programs Delivery Manager, Victoria			People Management:	0 first level (direct) 0 second level (indirect)

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, including online/distance learning
- 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

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
- Flexibility and capacity to quickly adapt to changing circumstances and to moderate coaching approach accordingly
- 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



- Coaching skills for online or dual platform delivery
- 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 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 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 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 which may include 'Super Saturdays' or workshops during Victorian School term holidays
- Contribute to planning, design and/or implementation of key events - Regional Intensive (which may be dual mode, virtual or face to face, January)
- and other Regional events throughout the year
- Support implementation of our National Intensive (intensive mode, November – December)
- Support the program of School Mentor Development and actively participate in planning, design and/or implementation of the MDP (Mentor Development Program) – currently delivered virtually



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.

