

## JOB ADVERTISEMENT

### TEACHING AND LEADERSHIP ADVISER

**Employment Type:** Part time  
Maximum term contract until 31 December 2024

**Location:** Southern Tasmania

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

Coach and develop Associates to be effective teachers as leaders in line with the Leadership Development Program (LDP) across Southern Tasmania. 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.

#### About Teach For Australia

Our vision is an Australia where education gives every child, regardless of background, greater choice for their future. The mission is to grow a community of leaders committed to equity for children and young people, by recruiting and developing exceptional people to teach and lead across Australian schools

#### About You

- 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

**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 please [Apply here](#), by 9am AEDT on **Friday, 16 December 2022.**

All enquiries can be directed to [jobs@teachforaustralia.org](mailto:jobs@teachforaustralia.org).

Please note that you must have the appropriate right to work in Australia in order to be eligible for this role.

Successful candidates will be required to undertake a National Police Clearance, and obtain a valid Working With Children Check.

For more information about Teach For Australia and its impact on educational disadvantage, please visit <https://teachforaustralia.org/>.

Please note, Teach For Australia will be closed over the end of the year holidays. Candidates may not be contacted until early next year.

## JOB DESCRIPTION

|                    |  |                                  |   |
|--------------------|--|----------------------------------|---|
| <b>Role Title:</b> | Teaching & Leadership Adviser (TLA)<br>(Southern Tasmania) |                                  |   |
| <b>Function:</b>   | Leadership Development Program                             | <b>Financial Accountability:</b> | \$NIL   |
| <b>Reports To:</b> | State Manager, Tasmania                                    | <b>People Management:</b>        | 0 first level (direct)<br>0 second level (indirect) |

### Role Purpose

Coach and develop Associates to be effective teachers as leaders in line with the Leadership Development Program (LDP) across Southern Tasmania. 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
- Experience in working or knowledge of the Southern Tasmanian region
- 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
- 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

## Primary 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

### 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.

