

ADVERTISEMENT – SENIOR MANAGER, TFA MENTOR PROGRAM

Employment Type: Full Time (two year contract) **Location:** Melbourne (Flinders Lane)

- Flexible work practices (choice of where and when to work), enabling achievement of outcomes.
- Passionate, professional and ambitious team, working together to close the education gap.

About Teach For Australia

At age 15, students from low socioeconomic backgrounds are on average almost three years behind their counterparts from high socioeconomic backgrounds. Teach For Australia's vision is of an Australia where *all* children, regardless of background, attain an excellent education.

We work towards this vision by recruiting highly competent individuals from diverse academic backgrounds and training and developing them to become exceptional teachers and inspirational leaders that meet the needs of schools in low socioeconomic communities and the broader education system.

By 2020, Teach For Australia aspires to partner with schools in all states and territories, be nationally renowned for developing leaders in classrooms and schools and across the education sector and have sustainable government and non-government funding streams.

About the Position

This newly created role plays a critical role in service of our organisation's impact priority, ensuring that school-based support (in-school mentors) provided to Teach For Australia Associates enable our Associates to successfully integrate, flourish, and achieve positive impact in their classrooms and more broadly in their school communities.

About You

Your experience in curriculum design and adult learning, with direct experience in mentoring or coaching is critical in this role.

Your project management capability will play a pivotal role in establishing this new program as well as your ability to build and maintain trusting and motivational relationships with internal and external stakeholders.

Prioritisation, flexibility in achieving work outcomes to deadlines and ability to travel (intrastate and interstate) is needed.

How to Apply

For an opportunity to take your place in this life-changing organisation, apply by submitting your CV and a cover letter via email to Michael Witter, Teaching & Leadership Director, michael.witter@teachforaustralia.org with subject line 'Application: Senior Manager, TFA Mentor Program via TFA website/LinkedIn' by midnight on Monday 17th April 2017.

Enquiries can also be directed to Michael Witter on 0434 429 823.

POSITION DESCRIPTION

Position Title:	Senior Manager – TFA Mentor Program		
Department:	Teaching and Leadership	Financial Accountability:	~\$50K opex
Grade Classification:	Senior Manager		
Reports To:	Teaching and Leadership Director	Reports:	0
Location:	Melbourne (Flinders Lane)		
Employment Type:	Full time (two year contract)		

Teaching & Leadership at Teach For Australia

The Teaching & Leadership function is responsible for the oversight of curriculum development, coaching & support of Associates, mentor training, and the university partnership.

Role Purpose

The Senior Manager – TFA Mentor Program plays a critical role in ensuring that school-based support (in-school mentors) provided to Teach For Australia Associates enable our Associates to successfully integrate, flourish, and achieve positive impact in their classrooms and more broadly in their school communities.

Central to this role is establishing and delivering on a vision for effective and high quality in-school mentoring of Teach For Australia Associates. The role will project manage the whole mentor program, including designing curriculum and delivering resources, delivering training and quality management systems to ensure that mentors are effectively inducted into their role, and equipped with the requisite skills to effectively mentor TFA Associates.

The Senior Manager – TFA Mentor Program works closely with numerous internal and external stakeholders, including our Teaching and Leadership Advisors (who support Associates and manage relationships with in-school mentors), our regional teams (who manage School and Community Partnerships), our university partner (who oversees academic course requirements) and our actual participating schools and in school mentors.

Qualifications and Experience

- At least a tertiary degree in a relevant discipline
- 5-10 years of professional experience, specifically designing curriculum and/or professional learning for adults (preferably in relation to school-based mentoring and/or instructional coaching)
- Direct experience in mentoring or coaching early career and/or student teachers
- School leadership and/ or teaching experience in a disadvantaged community, with demonstrated positive impact on students

Skills, Attributes and Knowledge

Essential

- Ability to structure and design program to maximise adult learning, working backwards from key program outcomes
- Strong understanding requisite knowledge and skills that drive effective school mentorship, as well as understanding of current best practice in this area
- Exceptional oral and written skills

- Project management capability, specifically setting goals, devising work-plans and managing implementation for long-term projects, both for own work and for projects involving many team members
- Strong ability to support or coach others – including listening, questioning, giving feedback and applying a strengths-based approach
- Ability to motivate others, specifically ability to develop and leverage relationships toward achievement of goals
- Flexibility and ability to adapt to a growing organisation
- Willingness to travel as required to fulfil the duties of the role

Desirable

- Previous experience as staff member of TFA partner or strong understanding of TFA program is beneficial but not required
- Experience in designing and delivering school-based mentor training programs
- Strong understanding of the strengths, contexts, and needs of early career teachers in disadvantaged schools

Key Accountabilities

Primary

Curriculum design and development

- Create overall vision for TFA in-school mentor role and set overarching program objectives for participant learning, and translate into delivery mechanisms, program scope and sequence
- Build evaluative framework for all aspects of the mentor program, including measurement of program learning objectives as well as mentor quality and impact
- Design and/or adapt practical and engaging face-to-face learning modules that support program participants to be effective in-school mentors
- Build and/or adapt content for an online platform to provide virtual ongoing support, resources, and connections for TFA in-school mentors
- Oversee the design or identification of supplementary resources to support in-school mentors
- Design and/or adapt other program components (eg. coaching, in-school activities, peer-to-peer learning) to enhance the quality and impact of TFA in-school mentors
- Work in close partnership with other members of the T&L team to ensure that design is informed by a broad set of expertise, is aligned to the overarching program objectives and reflects the latest thinking and research on relevant topics
- Establish and/or manage partnerships with other organisations/contractors to design and deliver specific program components
- Test and refine curriculum, with input from current school leaders and potential program participants
- Design and implement quality management standards for all program components, and build associated systems for monitoring quality of delivery
- Facilitate selected program modules, as relevant

Program delivery and evaluation

- Oversee and lead the project management of the TFA Mentor Program, including planning, scheduling, resourcing and directing the logistical support team
- Manage and support the work of facilitators to ensure integrated, consistent and high-quality learning for program participants
- Serve as the primary facilitator and trainer for face-to-face mentor professional learning

- Evaluate program delivery components, through establishing a range of data collection mechanisms and analysing findings to make improvements
- Ensuring program evaluation (and by default design) is aligned with deliverables related to program funding; collecting and reporting on all required information for philanthropic supports of TFA mentoring
- Continuously review and improve the communications strategy and timetable for TFA's communications with in-school mentors

Contributory

- Ensure alignment and sharing of learning between Teach For Australia's 2-year Associate program, including Associates' Masters of Teaching coursework for beginning teachers and the TFA mentor program
- Provide advice and support as relevant on Teach For Australia Associate program, based on teaching and leadership expertise
- Support the relationship management of this program's key philanthropic supporter.

Our Values

Empowering Greatness

We see great possibilities and strive to bring them to life. We seek to lead by example and are agents for change in ourselves, in students and in our society. We create empowering learning environments that enable others to excel.

Collaboration

We strive to build effective, professional relationships within and across sectors. We have a collaborative mindset that opens us to the opportunities and expertise available through partnerships. We work together - within the organisation, with Associates and with partners, to achieve the individual and systemic changes we seek.

Innovation

We bring energy and creativity to everything we do. We are excited by new ideas and look for new ways to do things that will bring us closer to achieving our goals. We embrace the opportunity to operate outside our comfort zone as a chance to grow and innovate.

Outcome Driven

We are inspired by ambitious goals and pursue them with determination. We use fact-based data to think critically about problems and solutions. We take personal responsibility for delivering meaningful, measurable impact within timeframes that are challenging and motivating.

Humility and Learning

We respect and seek to learn from the communities we serve and the people with whom we work. We recognise the limits of our own experience, ask questions and seek diverse perspectives to inform our views. We work with curiosity and resourcefulness, engage in honest self-reflection and look for ways to continuously improve.

Resilience

We are resilient when faced with obstacles and undaunted by the scale of the change we seek. We rise to the challenge and never forget why we do what we do.

Approvals

Approved By: Michael Witter, Teaching & Leadership Director

Date Approved: 28 March 2017

Review Date:

28 March 2018