

Dara School

Section A: ROLE DESCRIPTION AND EMPLOYEE SPECIFICATION

DETAILS	
Title of Role:	Teacher
Classification:	Registered to teach in South Australia
Tenure:	Part time
Standard Terms and Employment Conditions:	As per award
Hours:	8.00am to 4.30pm, Days negotiable
Classification Level:	As per Dara EB
Induction day:	As per notification by the Principal.
Official Commencement date:	Monday, 22 nd January 2024 at 8am
Performance and Review	End of Term 2 2024

Section B: ROLE DESCRIPTION

Position Overview

Teachers at Dara School understand giftedness and are passionate about teaching gifted students. They are attuned to the characteristics of gifted students and have the expertise to proactively work with them. Teachers at Dara School have integrity, compassion, strive for excellence, and are empowered with a sense of purpose for the future. They abide by the Staff Code of Conduct and make professional decisions that align with the school's mission and vision statements.

Reporting / Working Relationships

Teachers at Dara School report directly to the Principal.

Collaborate with colleagues to:

- Develop, implement, and review quality curriculum for gifted learners,
- Work within a Professional Learning Community (PLC) to facilitate a dynamic and responsive educational approach to teaching and learning,
- Engage in a Student Review Professional Learning Community (SRPLC) using individual students' data in planning appropriate interventions to improve students' progress, wellbeing and outcomes,
- Ensure that each student's data is up-to-date and to access data prior to reviewing a Personalised Education Plan (PEP).

Partner with parents and caregivers to:

- Develop and maintain positive, child-centred partnerships,
- Develop, maintain and review the Personalised Education Plan (PEP) of each student that the teacher mentors.

Engage with the wider community to:

- Develop strong collaborations with educators, business and community members to explore opportunities for extended curriculum, work-integrated learning and community-based service learning.

Key Duties and Responsibilities

Teachers at Dara School will:

Mentor

- Establish and maintain respectful relationships with students through which they gain insights into the characteristics and needs of each student,
- Develop, implement, and regularly review PEPs for each student they mentor,
- Mentor students for the duration, where possible, of their schooling at Dara School, empowering them to set, meet and reflect on SMART goals,
- Facilitate regular progress reviews of the students they mentor.

Teach

- Develop, implement, and review Unit Plans and Lesson Plans that cater for students' diverse characteristics according to their PEP and pre-tested understandings,
- Use teaching practices that effectively cater for students' diverse abilities, characteristics and interests,
- Teach students the skills and knowledge that contribute to their own and others' learning and wellbeing.

Assess and Report

- Use diagnostic pre-assessment, formative and summative assessment to inform and personalise curriculum design,
- Provide constructive feedback to students regarding opportunities for further extension opportunities,
- Ensure feedback is timely, constructive and contributes to students' learning,
- Interpret data to evaluate and improve pedagogy as well as student achievement,
- Report student achievement according to progress from relative starting point in line with relevant ACARA Achievement Standards,
- Communicate effectively with students and parents/caregivers when reporting on student progress and monitoring achievement.

Learn

- Contribute actively, productively, and collaboratively to PLCs,
- Engage in professional learning opportunities in order to implement evidence-based practices in teaching and learning,
- Develop expertise in using and embedding IT systems adopted by Dara School in curriculum design and implementation as appropriate,
- Undertake and contribute to ongoing professional learning within and beyond Dara School,
- Engage in research and present findings to appropriate audiences (e.g. Dara Board of Governance, Conferences),
- Contribute to the development and implementation of Dara School,
- Participate actively in policy and procedure development.

Special Conditions

Some after-hours work is an expectation in the fulfilment of duties as outlined above.

Performance Management

Key Performance Indicators (KPIs) are drawn from the Australian Professional Standards for Teachers so performance can be measured and acknowledged annually.

Professional SMART goals are aligned with Dara School's goals and the Australian Professional Standards for Teachers.

Section C: SELECTION CRITERIA

Essential Qualifications
<ul style="list-style-type: none">• Hold recognised tertiary qualifications and experience relevant to teaching,• Hold, or be willing to undertake study towards, a Graduate Certificate or higher in Gifted Education,• Be registered to teach in South Australia and hold a current South Australian Teachers' Registration Board Certificate,• Have current eligibility to work in Australia.
Desirable Educational Qualifications
<ul style="list-style-type: none">• Postgraduate qualifications in Gifted Education,• Specialist teaching qualifications in a curriculum focus area.
Personal skills, abilities, and aptitudes
<ul style="list-style-type: none">• Effective interpersonal skills,• Willingness to learn,• Understanding of social and emotional wellbeing,• Able to work collaboratively as part of a team,• Able to model the school values,• Able to model higher-order thinking, creativity, and metacognitive practices,• Able to demonstrate innovative use of technology,• Able to use ICT safely, responsibly, and ethically.
Knowledge
<p><i>Students</i></p> <ul style="list-style-type: none">• Characteristics of giftedness,• Characteristics of giftedness combined with other diversities,• Importance of building relationship. <p><i>Content</i></p> <ul style="list-style-type: none">• Deep level of knowledge and understanding, and expertise in teaching at least one discipline in the Australian Curriculum. <p><i>Process</i></p> <ul style="list-style-type: none">• Cater for gifted students' learning characteristics and social and emotional wellbeing,• Consider philosophy, principles, and practices of curriculum differentiation,• Plan, implement and review curriculum for gifted students,• Develop Unit Plans and Lesson Plans for gifted students that are based on clear learning intentions and success criteria,• Use models of best practice in gifted education. <p><i>Environment</i></p> <ul style="list-style-type: none">• Purposeful and flexible grouping of students,• Development and maintenance of a supportive and inclusive learning environment,• Development and maintenance of a physically, affectively, and intellectually safe environment,• Provision of appropriately challenging learning opportunities that honour what students have already mastered. <p><i>Resources</i></p> <ul style="list-style-type: none">• Resources that are discipline-authentic,• Digital technologies,• Assessment tools.

Section D: APPLICATION PROCESS

Each applicant for this role is required to:

1. Include a covering letter addressing each of the selection criteria using previous experience to demonstrate suitability.
2. Include in your letter your vision for this position at the school.
3. Submit a recent curriculum vitae including the names and contact details of 3 referees.

Applications that do not meet the above criteria will not be considered.

Applications close at 4:00 pm on Monday 27th November 2023 and are to be marked CONFIDENTIAL and emailed to principal@daraschool.sa.edu.au.

Applicants who are short listed for interview will need to be available on Thursday 30th November 2023.