

Dara School

Section A: ROLE DESCRIPTION AND EMPLOYEE SPECIFICATION

DETAILS	
Title of Role:	Teacher
Classification:	Registered to teach in South Australia
Tenure:	Term 3 2025, or as soon as practicable, to Term 4: Friday, 5 th December 2025, with opportunity for conversion to permanency for the right candidate.
Standard Terms and Employment Conditions:	As per Dara School Enterprise Agreement 2024.
Hours:	As per Dara School Enterprise Agreement 2024.
Fraction of time:	Full time 1.0
Classification Level:	As per Dara School Enterprise Agreement 2024, commensurate with years of experience.
Induction day:	As per notification by the Principal.
Official Commencement date:	Term 3 2025, or as soon as practicable.
Performance and Review	Term 4 2025

Section B: ROLE DESCRIPTION

Position Overview

Teachers at Dara School are passionate about teaching students. They are attuned to meeting the holistic needs of the students in their care. Teachers at Dara School demonstrate compassion, have attention to detail, and work with students, colleagues and families for the purposes of facilitating a student-centred approach to teaching and learning. 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 approach to teaching and learning.
- Attend to the academic, social and emotional needs of gifted learners through the sharing of knowledge, experiences, and strategies.
- Ensure that each student's learning and assessment information is accurate and up-to-date on SEQTA, as well as the information contained in each student's Personalised Education Plan (PEP).
- Ensure that students receive timely and considered feedback to their work.

Partner with parents and caregivers to:

- Develop and maintain positive, student-centred partnerships.
- Develop, maintain and review the Personalised Education Plan (PEP) for each student allocated to the teacher.
- Facilitate the two-way sharing of information between home and school in order to best meet the learning needs of the student in a pro-active manner.
- Communicate openly with parents and caregivers.

Key Duties and Responsibilities

Teachers at Dara School will:

Teach

- Work with students using the Australian Curriculum to create unit plans and associated lessons that cater for students' readiness levels, interests and learning profiles.
- Focus on developing students' skills to be independent and self-directed learners.
- Implement teaching practices that effectively cater for gifted students.
- Work with students to allow them to see themselves in the curriculum through co-creation of learning experiences.
- Provide learning opportunities that focus on students developing the skills and knowledge that contribute to their own and others' learning and wellbeing.

Assess and Report

- Utilise SEQTA to record teaching and learning information for students to access, for parents to view, and for the accurate generation of academic reports.
- Use diagnostic pre-assessment, formative and summative assessment to inform and personalise curriculum design.
- Provide constructive and timely feedback to students regarding the next steps to progress their learning.
- Interpret data to evaluate and improve teaching and learning outcomes.
- Report student achievement 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.

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

- Hold recognised tertiary qualifications and experience relevant to teaching.
- Have the ability to teach across a combination of the following areas: Year 8-9 Australian Curriculum, i.e. English, HASS, Mathematics, Sciences, Technologies, Health and The Arts.
- 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

- Postgraduate qualifications in Gifted Education,
- Experience using SEQTA.

Personal skills, abilities, and aptitudes

- Effective interpersonal skills.
- Able to work collaboratively as part of a team.
- Able to model the school values.
- Able to model higher-order thinking, creativity, and compassion.
- Able to demonstrate innovative use of technology.
- Able to use ICT safely, responsibly, and ethically.

Knowledge

Students

- Know students and how they learn.
- Create and maintain supportive learning environments.

Content

- Deep level of knowledge and understanding in teaching the Australian curriculum.
- 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 encompass student readiness levels, interests and learner preferences.

Environment

- Development and maintenance of a supportive and inclusive learning environment.
- Development and maintenance of a physically, affectively, and intellectually safe environment.
- Provide appropriately challenging learning opportunities that honour what students have already mastered.

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 close at 5:00 pm on Tuesday the 22nd of April 2025 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 for interview between Wednesday the 23rd April and Thursday the 24th of April, 2025.