



TEACH FOR
AUSTRALIA

ADVERTISEMENT - PROGRAM SUPPORT OFFICER

Employment Type: Full time
Contract role to 31 December 2022, aligned to funding (possibility of extension)

Location: Naarm (Melbourne)

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

The Program Support Officer plays a critical role in the LDP team by coordinating, supporting and managing an array of logistical activities to ensure that key responsibilities of the LDP team are fulfilled. Primarily, the work relates to coordinating and supporting Associate school placement activities nationally, coordinating and managing logistical activities related to School Practicum and coordinating and managing the administration of the Mentor Development Program. **Note: while we prefer the successful candidate to be based in Naarm (Melbourne), we are open to candidates based elsewhere in Victoria. The successful candidate must be available to work in Naarm during November to January (with the exception of our office Christmas/New Year closure, and pending any COVID restrictions) to support LDP activities on the ground.**

About Us

Teach For Australia (TFA) is an innovative non-profit organisation and part of a global movement dedicated to developing leadership in classrooms and communities, to ensure all children achieve their potential. We believe in equity in education – an Australia where your postcode does not determine your future potential. Our mission is to grow a community of leaders committed to equity for children, by recruiting and developing exceptional people to teach and lead across Australia. Our vision is an Australia where education gives every child, regardless of their background, greater choice for their future.

About You

- Demonstrated [commitment to reconciliation](#) in Australia, commitment to our [mission and values](#)
- Strong long term planning and organisational skills, with experience managing multiple priorities
- Excellent interpersonal and communication skills
- Adaptable with a flexible approach to providing support in a fast-paced, ambiguous environment.
- Has a learning orientation, and keen to develop themselves in the role

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

How to Apply

For an opportunity to take your place in this life-changing organisation:

1. [Apply here](#), **by 11:59pm on Sunday 30 May 2021** and
2. Email your CV to jobs@teachforaustralia.org, with the subject line 'Application: Program Support Officer' (ensure your CV is clearly labelled with your full name.)

All enquiries can be directed to 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.



JOB DESCRIPTION

Role Title: Program Support Officer

Department: Leadership Development Program

Reports To: Victorian State Manager

Financial 0

Accountability:

People N/A

Management:

Role Purpose

The Program Support Officer plays a critical role in the LDP team by coordinating, supporting and managing an array of logistical activities to ensure that key responsibilities of the LDP team are fulfilled. This includes coordinating and supporting Associate school placement activities nationally, coordinating and managing logistical activities related to School Practicum and coordinating and managing the administration of the Mentor Development Program.

Qualifications and Experience

Essential

- Two or more years of experience in project management or coordination and implementation of tasks requiring strong organizational skills and long-term planning.
- Experience working to tight deadlines and managing multiple streams of work.
- Adept at data entry, maintaining data quality, and data reporting and communication.
- Strong problem-solving skills, that is, identify a problem and apply a framework to generate options for solutions with evidence or rationale.
- Understanding of Australian schooling context.
- Exceptional people skills, able to build genuine rapport with internal and external stakeholders.
- Strong relationship development and management skills.
- Desire to learn and develop new skills as required.

Desirable

- Experience in long term project management (e.g. six months minimum) with numerous complex elements, stakeholders, and resource planning.
- Experience teaching or working in a school or community that serves underprivileged students.
- Experience managing large-scale events.
- Prior experience and engagement with the Teach For Australia program or other Teach For All program, as a participant, staff member, or stakeholder working in another capacity.

Skills, Attributes and Knowledge

Essential

- Project management expertise and/or strong track record of long-term planning and coordination of a variety of interrelated activities over an extended period of time.
- Highly organized and capable of managing a variety of activities concurrently.
- Self-starter able to work and plan out activities independently whilst seeking out support when and as needed.
- Detail orientated, understanding the needs of stakeholders and balancing these with the need to operate within existing frameworks and targets.

- Reflectiveness, ability to act effectively upon feedback.
- Adaptable with flexible approach to providing support in a fast-paced, ambiguous environment.
- Comfortable and capable in coordinating and managing events.
- Strong relationship management skills and ability to work dynamically with a variety of diverse stakeholders, including program participants, all TFA staff and university partner staff.
- Fluent in MS Office applications, particularly Excel, Word, and PowerPoint.
- Ability or capacity to learn how to utilise IT systems related to contact and relationship management, resource and document management, and automated communications (such as Thinkific, Salesforce, Mailchimp, Box, etc.).

Desirable

- Basic understanding of database management systems (ideally Salesforce).
- Understanding of and ability to utilise project management tools and processes (such as RAPID, RACI, Gantt charts, risk identification and mitigation plans).
- Proven experience delivering projects within an identified budget.
- Event management skills.
- Excellent writing, analytical, and research skills with an ability to seek, interpret, and synthesize data.

Primary Accountabilities

School Practicum Coordination, Logistics and Event Management

- Oversee and manage all project planning related to logistics for the School Practicum program run annually by TFA (including but not limited to staff and Associate travel, venue, accommodation, resource preparation and all event management).
- Communicate regularly with schools to ensure they are clear on timelines, roles and responsibilities relating to School Practicum.
- Liaise with the Curriculum Team and ACU to ensure alignment of school practicum activities with the Professional Experience units.
- Coordinate with ACU to ensure all Associates have a Victorian WWCC and have completed the relevant mandatory reporting training prior to the commencement of School Practicum.
- Serve as on the ground program support officer throughout the delivery of the School Practicum, ensuring all logistical needs are appropriately met on a daily basis throughout the delivery of the program.
- Manage all ongoing systems for the School Practicum, including attendance tracking, daily updates for staff and Associates, etc.
- Coordinate the evaluation of School Practicum, including seeking feedback from relevant stakeholders including TFA staff, schools and ACU.

Mentor Development Program Administration

- Support schools and regional teams to identify mentors and enroll them in the Mentor Induction Program.
- Support regional teams to track mentors' progress in the online Mentor Induction Program.
- Coordinate and manage all logistics (including budgeting, invoice and payment management) related to the planning and implementation of the Mentor Development Program.

National Placement Activities

- The majority of placement work will be undertaken in Victoria and be supporting the Victorian State Manager (due to the significant number of Associate numbers in Victoria). However, there will be times when placement in other States / Territories will require support.



- Support the School Partnerships and Placement Lead in national school placement activities as required, including:
 - Collating and monitoring engagement and placement data;
 - Monitoring Salesforce data and auditing to ensure accuracy and consistency and recommending improvements as appropriate;
 - Supporting State / Territory Managers and the School Partnerships and Placement Lead in relationship management activities with schools, government departments and registration authorities; and
 - Coordinating and contributing to communications with internal stakeholders, Incoming Associates, and schools.
- Support the Victorian State Manager to systematically capture school engagement and placement data through the Salesforce system.
- Effectively monitor Victorian school engagement and placement data.
- Assist in the development of protocols and timeframes for placement in Victoria.
- Coordinate key communications to Incoming Associates and schools, ensuring alignment and consistency with other jurisdictions as appropriate (with a significant focus on Victorian placements)..
- Support the administration of placement onboarding, including Associate registration requirements (with a significant focus on Victorian placements).

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.