Expressions of interest are invited from interested applicants for an Instructional Leader-Literacy and Numeracy position commencing Term 1 2017 and concluding Term 4 2017. The Instructional Leader is to progress the Premier’s and State Priorities to increase Aboriginal student engagement and increase the proportion of Aboriginal students in the top two bands of NAPLAN in reading and numeracy.

SCHOOL PROFILE

Hunter Sports High School is a partially selective high school that caters for gifted and talented sports people and provides comprehensive education for the local community. The school currently has an enrolment of 788 students, including 156 Aboriginal students. The school class structure includes 3 Support Classes, an enrichment class and a targeted literacy/numeracy class in years 7 – 10. Students and staff are supported through the Minimbah program in relation to Aboriginal education and program delivery. The school is committed to the pursuit of innovative teaching and learning practice as evidenced by the “Big Picture” program in Years 8 – 12. The school is recognised for providing multiple pathways for students including a very strong focus on Vocational Education. The school enjoys significant partnerships with local community and business groups which support school operations and enhance student opportunities. The school is currently in the design phase of a school rebuild. The rebuild is focused on providing the most effective flexible and future focused learning environments. Phase 1 is scheduled to be operational in 2018 and phase 2 in 2019.

Instructional Leader

Role: The role of the Instructional Leader is to work in close collaboration with Principals, and teachers:

- Reviewing the school plan, to clearly describe the shared expectations and targets for improvement in literacy and/or numeracy outcomes for Aboriginal students. This process will include the realignment of existing and new school resources to focus on evidence based strategies that build teacher capacity to achieve these outcomes.
- Planning, implementing and evaluating systems that will improve pedagogical practices that will enhance Aboriginal student engagement and growth in reading and numeracy.
- Building teacher capacity to identify the literacy and/or numeracy learning needs of students, using data, gathered systematically, to identify individual student needs to inform action.
- Working in collaboration with the local Aboriginal Education Consultative Group and community in supporting the initiative.
- Identifying teacher professional learning needs and providing high quality professional learning and in-class support. Ensuring teachers gain expertise and knowledge in differentiating instruction to improve student learning outcomes.
- Leading teacher professional learning, providing high quality professional learning in differentiating instruction and in-class support.
- Monitoring and evaluating the impact of practice and interventions on Aboriginal student learning.
Position Criteria:

- Proven successful experience in leading the improvement of learning outcomes in literacy and numeracy, with demonstrated knowledge of, and experience in, implementing successful innovation and change that has resulted in improved learning outcomes for Aboriginal students.
- Demonstrated deep understanding of current research in effective instructional leadership and effective high quality teaching in literacy and/or numeracy acquisition.
- Demonstrated effective use of data, gathered systematically, to identify individual student needs to inform action.
- Demonstrated capacity to work collaboratively with teachers, parents and the local Aboriginal community to both model and support teaching and assessment skills in literacy and numeracy.
- Outstanding communication skills with the demonstrated capacity to contribute to building and strengthening a collaborative learning culture in a school.

Please Note:

The tenure of this position will be for one year and successful applicants will retain right of return to their substantive school and position level at the end of the temporary appointment where they are currently a permanent NSW public school teacher.

Application Details

Applications must include the names of two referees who are familiar with and are able to discuss your abilities and suitability for this position. One of your referees must be your current Principal or supervisor. Candidates will be required to participate in an interview as a component of the EOI process.

Applications close: 3pm AEDT, 24th February 2017

Applications to: All applications, of no more than four A4 pages (addressing position criteria, including contact details, referees, recent experience, etc.) are to be submitted by email to: Rachel.Byrne@det.nsw.edu.au

Enquiries to:
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