

# Role Description

## Director, Educational Leadership

<b>Cluster/Agency</b>	NSW Department of Education
<b>Division/Branch/Unit</b>	School Operations and Performance
<b>Location</b>	Various locations across NSW
<b>Classification/Grade/Band</b>	PSSE Band 1
<b>Senior Executive Work Level Standards</b>	Work Contribution Stream: Service/Operational Delivery <a href="http://www.psc.nsw.gov.au/wls">www.psc.nsw.gov.au/wls</a>
<b>Kind of Employment</b>	Ongoing / Term
<b>Child Related Role</b>	Yes
<b>ANZSCO Code</b>	134412
<b>Role Number</b>	Various
<b>PCAT Code</b>	1119192
<b>Date of Approval</b>	September 2017
<b>Agency Website</b>	<a href="http://www.dec.nsw.gov.au/">http://www.dec.nsw.gov.au/</a>

### Agency overview

The NSW Department of Education provides, funds and regulates education services for NSW students from early childhood to secondary school, delivering world-class education through its public schools and providing funding support to non-government schools. We employ, develop and support teachers, leaders and other staff to deliver the best outcomes for students and to advance the wellbeing of Aboriginal people.

### School Operations and Performance division

School Operations and Performance division leads and directs the operations of more than 2200 NSW public schools to maximise the academic achievements of all students and create a culture of success, learning and a desire to achieve, underpinned by innovative, adaptive and supportive strategies that also supports the quality of teaching and educational leadership at the school level. The division is responsible for the achievement of excellence in educational leadership, professional practice and school performance in preschools, infants, primary, secondary, central and community schools, specialist and comprehensive schools, specific purpose schools, intensive English and environmental education centres. The overarching goal of School Operations and Performance division is to achieve the best possible outcomes for the students in our public schools from preschool to year 12.

The School Operations and Performance division maintains very clear lines of sight between the authority and accountability of principals, the supervision and support of directors, the strategic leadership and direction of the executive director, and the achievement of the targets of the government's priorities and the department's strategic plan. The executive structure is underpinned by strong professional relationships and evidence-based accountability at every level.

## Primary purpose of the role

The Director, Educational Leadership has a key strategic role in supporting the continuous improvement of principals in NSW public schools to ensure that the work of schools is evidence-based and responsive to the needs of all students from preschool to year 12.

The Director, Educational Leadership provides differentiated line management support to principals in their pivotal responsibility for leading and managing their school. The Director will work with the Principal to ensure evidence-based decision-making is focused on improving student progress and achievement by improving the quality of teachers and through effective school planning, self-assessment and change management processes.

The Director will develop professional relationships with principals that are collegial, constructive, informed and insightful. Directors will spend significant time with individual principals to gain a deep understanding of the challenges and student and staff improvement opportunities at each school.

The Director, Educational Leadership implements effective performance and development processes and provides constructive feedback to support principals in their continuous development. They coach and/or mentor principals in order to build their instructional leadership skills and management practices. They contribute to a principal's professional learning and support the development of effective and sustainable leadership practices.

The Director, Educational Leadership provides policy advice, supports the principal in the management of contentious issues, and facilitates the provision of timely support in the management of students with complex and challenging needs.

The Director, Educational Leadership is line managed by the Executive Director, School Performance and is part of a collaborative executive team. Directors, Educational Leadership are expert educators who work as system leaders both within and across networks to establish a culture of continuous improvement in the principals with whom they work in a support and accountability framework.

## Key accountabilities

- Provide leadership and direction to principals in their crucial school leadership and management role ensuring high standards of student progress and achievement are achieved in line with Premier, State and departmental education priorities. Review the evidence to ensure principals are meeting their key accountabilities and provide feedback to guide continuous improvement.
- Collaboratively support principals to analyse school and system data to inform evidence-based decision-making and resource allocation for improved student progress and achievement. Ensure principals use a high-impact, evidence-based approach to school planning, self-assessment and external validation against the School Excellence Framework. Establish a strategic approach to the analysis of system and school-based data to identify high value-add schools and teachers and share this expertise to build the capacity across the network.
- Implement an effective Performance and Development Framework underpinned by clear and constructive, personalised feedback on performance to ensure principals are well-supported to achieve key accountabilities for the effective leadership and management of the school.

- Contribute directly to principal's professional learning to build their instructional leadership, management skills and leadership attributes to enable them to be highly effective educational leaders and to make sound local decisions which maximise the progress and achievement of students.
- Recruit and induct new principals, collaboratively develop aspiring school leaders, and contribute to their professional learning by facilitating the development and maintenance of professional networks across communities of schools to enhance collaborative practice around school improvement.
- Provide advice and direction for principals in the management of complex operational and educational school-based issues. Manage high level contentious issues to ensure efficient and prompt resolution of issues of educational, industrial, legal and political significance.
- Liaise with senior officers, principals and specialist staff to ensure the timely and responsive provision of educational and corporate services to schools to support the delivery of quality teaching and learning, and school management.
- Establish, maintain and enhance highly effective relationships with key stakeholders to ensure productive working relationships, identify opportunities to work together on programs and initiatives and resolve sensitive or contentious issues for the benefit of schools and their communities. Engage in the development and implementation of localised whole of government initiatives.
- Provide strategic advice to the department on future requirements of educational provision.

## Key challenges

- Building the capacity of principals to lead and manage in the context of local decision making and authority.
- Ensuring that high expectations of student and staff performance underpin all actions in schools.
- Developing a culture of evidence-based accountability at every level.
- Resolving contentious issues and disputes at a local level through consultation and mediation with principals, staff and other concerned parties.

## Key relationships

Who	Why
<b>Internal</b>	
Deputy Secretary, School Operations and Performance, Executive Directors, School Performance, Directors Educational Leadership	<ul style="list-style-type: none"> <li>• To provide high level strategic and authoritative advice on the leadership and management of public schools.</li> <li>• To alert to operational or service issues which may escalate, or which may have State-wide impact.</li> <li>• To develop productive and collaborative working relationships across the School Operations and Performance division to achieve the department's strategic directions.</li> </ul>
Deputy Secretary, Educational Services, senior executive and directors across Educational Services division	<ul style="list-style-type: none"> <li>• To provide expert advice and recommendations on the delivery of educational services to public schools.</li> <li>• To ensure schools have access to high quality advice and resources to support the learning and teaching of students.</li> </ul>

Who	Why
A network of principals	<ul style="list-style-type: none"> <li>To provide educational leadership and direction on educational leadership, professional practice and school performance</li> </ul>
Deputy Secretaries, Executive Directors, senior officers and directors across the department	<ul style="list-style-type: none"> <li>To provide expert advice and recommendations.</li> <li>To develop productive and collaborative working relationships across the department.</li> </ul>
<b>External</b>	
Principals associations, NSW Teachers Federation, NSW Parents and Citizens Association, NSW Aboriginal Education Consultative Group Inc., key Government agencies, key interest groups.	<ul style="list-style-type: none"> <li>To develop collaborative and productive working relationships to benefit students and communities.</li> <li>To resolve contentious issues and serious matters with political and/or media interest.</li> </ul>

## ROLE DIMENSIONS

### Decision making

The Director, Educational Leadership:

- is directly responsible for the performance and achievement of accountabilities of principals in a specified network, and is accountable for the advice and direction provided to principals in their crucial role of leading and managing schools
- is accountable to the Executive Director, School Performance for the content, accuracy and integrity of education advice, briefings, submissions and other documentation, and has the delegation to resolve contentious and potentially serious issues at the local level, engaging when appropriate with external agencies for resolution.

### Reporting line

The role reports directly to an Executive Director, School Performance.

### Direct reports

The role has direct report of a network of principals of public schools across NSW.

Direct reports vary between 18 and 22 with a state-wide average of 20.

Each Director, Educational Leadership has an Executive Assistant (CL 5/6) who is a direct report.

### Budget/Expenditure

The role has a financial delegation of up to \$150,000.

The role has oversight of school budgets across approximately 20 schools. Each school principal is responsible to the Director, Educational Leadership for the effective management and expenditure of the school budget.

### Essential requirements






- Appropriate tertiary qualifications in education
- Hold a valid clearance to work with Children (Working with Children Check)
- Capacity to lead staff in implementing the department's Aboriginal Education and Training policies and to ensure quality outcomes for Aboriginal people

## Capabilities for the role

The NSW Public Sector Capability Framework applies to all NSW public sector employees. The Capability Framework is available at [www.psc.nsw.gov.au/capabilityframework](http://www.psc.nsw.gov.au/capabilityframework)

### Capability summary

Below is the full list of capabilities and the level required for this role. The capabilities in bold are the focus capabilities for this role. Refer to the next section for further information about the focus capabilities.

NSW Public Sector Capability Framework		
Capability Group	Capability Name	Level
 Personal Attributes	<b>Display Resilience and Courage</b>	<b>Highly Advanced</b>
	<b>Act with Integrity</b>	<b>Advanced</b>
	Manage Self	Adept
	Value Diversity	Advanced
 Relationships	<b>Communicate Effectively</b>	<b>Advanced</b>
	Commit to Customer Service	Adept
	<b>Work Collaboratively</b>	<b>Highly Advanced</b>
	<b>Influence and Negotiate</b>	<b>Advanced</b>
 Results	Deliver Results	Adept
	Plan and Prioritise	Advanced
	<b>Think and Solve Problems</b>	<b>Advanced</b>
	<b>Demonstrate Accountability</b>	<b>Advanced</b>
 Business Enablers	<b>Finance</b>	<b>Advanced</b>
	Technology	Adept
	Procurement and Contract Management	Adept
	Project Management	Adept
 People Management	<b>Manage and Develop People</b>	<b>Highly Advanced</b>
	<b>Inspire Direction and Purpose</b>	<b>Advanced</b>
	Optimise Business Outcomes	Adept
	Manage Reform and Change	Advanced

## Focus capabilities

The focus capabilities for the role are the capabilities in which occupants must demonstrate immediate competence. The behavioural indicators provide examples of the types of behaviours that would be expected at that level and should be reviewed in conjunction with the role's key accountabilities.

NSW Public Sector Capability Framework		
Group and Capability	Level	Behavioural Indicators
<b>Personal Attributes</b> Display Resilience and Courage	<b>Highly Advanced</b>	<ul style="list-style-type: none"> <li>• Create a climate which encourages and supports openness, persistence and genuine debate around critical issues</li> <li>• Provide sound exposition and argument for agreed positions while remaining open to valid suggestions for change</li> <li>• Raise critical issues and make tough decisions</li> <li>• Respond to significant, complex and novel challenges with a high level of resilience and persistence</li> <li>• Consistently use a range of strategies to keep control of own emotions and act as a stabilising influence even in the most challenging situations</li> </ul>
<b>Personal Attributes</b> Act with Integrity	<b>Advanced</b>	<ul style="list-style-type: none"> <li>• Model the highest standards of ethical behaviour and reinforce them in others</li> <li>• Represent the organisation in an honest, ethical and professional way and set an example for others to follow</li> <li>• Ensure that others have a working understanding of the legislation and policy framework within which they operate</li> <li>• Promote a culture of integrity and professionalism within the organisation and in dealings external to government</li> <li>• Monitor ethical practices, standards and systems and reinforce their use</li> <li>• Act on reported breaches of rules, policies and guidelines</li> </ul>
<b>Relationships</b> Communicate Effectively	<b>Advanced</b>	<ul style="list-style-type: none"> <li>• Present with credibility, engage varied audiences and test levels of understanding</li> <li>• Translate technical and complex information concisely for diverse audiences</li> <li>• Create opportunities for others to contribute to discussion and debate</li> <li>• Actively listen and encourage others to contribute inputs</li> <li>• Adjust style and approach to optimise outcomes</li> <li>• Write fluently and persuasively in a range of styles and formats</li> </ul>
<b>Relationships</b> Work Collaboratively	<b>Highly Advanced</b>	<ul style="list-style-type: none"> <li>• Establish a culture and supporting systems that facilitate information sharing, communication and learning across the sector</li> <li>• Publicly celebrate the successful outcomes of collaboration</li> <li>• Seek out and facilitate opportunities to engage and collaborate with stakeholders to develop organisational, whole-of-government and cross jurisdictional solutions</li> <li>• Identify and overcome barriers to collaboration with internal and external stakeholders</li> </ul>
<b>Relationships</b>	<b>Advanced</b>	<ul style="list-style-type: none"> <li>• Influence others with a fair and considered approach and present persuasive counter-arguments</li> <li>• Work towards mutually beneficial win/win outcomes</li> </ul>

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Group and Capability	Level	Behavioural Indicators
Influence and Negotiate		<ul style="list-style-type: none"> <li>• Show sensitivity and understanding in resolving acute and complex conflicts</li> <li>• Identify key stakeholders and gain their support in advance</li> <li>• Establish a clear negotiation position based on research, a firm grasp of key issues, likely arguments, points of difference and areas for compromise</li> <li>• Pre-empt and minimise conflict within the organisation and with external stakeholders</li> </ul>
<b>Results</b> Think and Solve Problems	<b>Advanced</b>	<ul style="list-style-type: none"> <li>• Undertake objective, critical analysis to draw accurate conclusions that recognise and manage contextual issues</li> <li>• Work through issues, weigh up alternatives and identify the most effective solutions</li> <li>• Take account of the wider business context when considering options to resolve issues</li> <li>• Explore a range of possibilities and creative alternatives to contribute to systems, process and business improvements</li> <li>• Implement systems and processes that underpin high quality research and analysis</li> </ul>
<b>Results</b> Demonstrate Accountability	<b>Advanced</b>	<ul style="list-style-type: none"> <li>• Design and develop systems to establish and measure accountabilities</li> <li>• Ensure accountabilities are exercised in line with government and business goals</li> <li>• Exercise due diligence to ensure work health and safety risks are addressed</li> <li>• Oversee quality assurance practices</li> <li>• Model the highest standards of financial probity, demonstrating respect for public monies and other resources</li> <li>• Monitor and maintain business unit knowledge of and compliance with legislative and regulatory frameworks</li> <li>• Incorporate sound risk management principles and strategies into business planning</li> </ul>
<b>Business Enablers</b> Finance	<b>Advanced</b>	<ul style="list-style-type: none"> <li>• Apply a thorough understanding of recurrent and capital financial terminology, policies and processes to planning, forecasting and budget preparation and management</li> <li>• Identify and analyse trends, review data and evaluate business options to ensure business cases are financially sound</li> <li>• Assess relative cost benefits of direct provision or purchase of services</li> <li>• Understand and promote the role of sound financial management and its impact on organisational effectiveness</li> <li>• Involve specialist financial advice in review and evaluation of systems and processes used to identify opportunities for improvement</li> <li>• Respond to financial and risk management audit outcomes, addressing areas of non-compliance</li> </ul>



## NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
<b>People Management</b> Manage and Develop People	<b>Highly Advanced</b>	<ul style="list-style-type: none"> <li>• Ensure performance development frameworks are in place to manage staff performance, drive development of organisational capability and undertake succession planning</li> <li>• Drive executive capability development and ensure effective succession management practices</li> <li>• Implement effective approaches to identify and develop talent across the organisation</li> <li>• Model and encourage a culture of continuous learning and leadership, which values high levels of constructive feedback, and exposure to new experiences</li> <li>• Instil a sense of urgency around addressing and resolving team and individual performance issues and ensure that this is cascaded throughout the organisation</li> </ul>
<b>People Management</b> Inspire Direction and Purpose	<b>Advanced</b>	<ul style="list-style-type: none"> <li>• Promote a sense of purpose and enable others to understand the links between government policy and organisational goals</li> <li>• Build a shared sense of direction, clarify priorities and goals and inspire others to achieve them</li> <li>• Work with others to translate strategic direction into operational goals and build a shared understanding of the link to core business outcomes</li> <li>• Create opportunities for recognising and celebrating high performance at the individual and team level</li> <li>• Work to remove barriers to achievement of goals</li> </ul>