

Role Description

Executive Director, Regional, Rural & Remote Education Policy

Cluster	Education
Agency	NSW Department of Education
Division/Branch/Unit	Education and Skills Reform / Regional, Rural and Remote Education Policy
Location	Regional NSW
Role number	TBC
Classification/Grade/Band	Public Service Senior Executive Band 2
Child-related Role	Yes
Kind of Employment	Ongoing
ANZSCO Code	TBC
PCAT Code	TBC
Date of Approval	7 April 2021
Agency Website	education.nsw.gov.au

Agency overview

We ensure young children get the best start in life by supporting and regulating the early childhood education and care sector. We are the largest provider of public education in Australia with responsibility for delivering high-quality public education to two-thirds of the NSW student population.

Primary purpose of the role

The role provides high-level strategic leadership in the implementation of whole-of-Department initiatives and reforms that are future focused and responsive to educational, social and technological developments to support regional, rural and remote students, staff and communities in NSW to achieve great outcomes for learners of all ages.

Key accountabilities

- Lead the implementation and delivery of the Rural and Remote Education Strategy across the Department to drive the improvement of regional, remote and rural student outcomes.
- Establish and implement reporting requirements and a rigorous and consistent evaluation process to assess the effectiveness of regional, rural and remote education activities, enabling informed decision-making around resource allocation for all participating directorates and service delivery partners.
- Influence the Department's Executive, senior Department leadership, senior leadership across the NSW public sector, and Ministerial employees to continue and improve inter-department and cross-agency collaboration in the development, coordination and delivery of regional, rural and remote education policies and initiatives to support improved outcomes.

- Shape the Division's strategic framework to clearly align direction and purpose with the Department's commitment to world class education through sustained school improvement initiatives and other critical priorities, and ensuring transparent, on-time, on-budget quality delivery of planned measures
- Create an environment which fosters an emphasis on accountability for performance and outcomes that enable and optimise agile, evidence based solutions through critical analysis and collaboration across divisions and the Department
- Influence sector policy and reform to drive mindsets focused on excellence in execution of education outcomes and strategies through continuous improvement and transformation
- Champion the values of the Department to guide the delivery of strategic commitments with a focus on high performance, accountability, collaboration and judgement with courage to commit to action
- Empower teams to achieve a high performance, inclusive and accountable culture, which encourages and values the input of employees focused on supporting the Department's objectives and outcomes.

Key challenges

- Influencing change in partnership with regional, rural and remote staff, students and communities to achieve systematic reform and improved education outcomes in a complex environment.
- Determining strategic plans and approaches in prioritising major programmes, projects and initiatives with the view of continuous improvement while demonstrating sound time, people and financial management.
- Achieving a culture that embraces change and innovation, continuous development and improvement aligned to Department objectives whilst maintaining commitment to high levels of efficacy and outcomes.

Key relationships

Who	Why
Ministerial	
Ministers' Offices	<ul style="list-style-type: none"> • Provide high level, strategic and authoritative advice on the Department's Rural and Remote Education Strategy; relevant regional, rural and remote education policies and initiatives; and responses to national and state education reforms to improve outcomes for regional, rural and remote students, staff and communities.
Internal	
Deputy Secretary / Secretary	<ul style="list-style-type: none"> • Provide authoritative and expert strategic advice across a range of strategic priorities that influence Government Policy and impact on the provision and attainment of Divisional and Departmental performance objectives.
Executive	<ul style="list-style-type: none"> • Provide authoritative and expert advice across a range of strategic priorities.
Reporting Staff	<ul style="list-style-type: none"> • Lead and provide professional guidance and development to build capability.
Division staff	<ul style="list-style-type: none"> • Work in close collaboration to ensure the seamless planning, scoping, and delivery of school improvement initiatives and other critical priorities to support the strategic vision of NSW Education.
Department staff	<ul style="list-style-type: none"> • Develop and maintain effective working relationships and open channels of communication across the Department to consult, liaise, negotiate

Who	Why
	and/or participate on programs and initiatives and contribute to the overall Division's and Department's performance.
External	
Principals associations, NSW Teachers Federation, NSW Parents and Citizens Associations, NSW Aboriginal Education Consultative Group Inc.	<ul style="list-style-type: none"> To ensure effective liaison and maintain strategic relationships with key stakeholders to ensure that consultation is responsive and activities are high-quality and targeted to meet evolving needs
Other NSW Government Agencies	<ul style="list-style-type: none"> Ensure that the Agency's strategic interests are advanced by maintaining effective, collaborative relationships and partnerships Liaise to understand and collaboratively respond to trends and opportunities which impact on school improvement and skills reform initiatives and other critical priorities in short, medium and long term
<ul style="list-style-type: none"> Key external stakeholders Local Government, Non-Government Schools Sector Not for Profit Agencies across NSW 	<ul style="list-style-type: none"> Develop and maintain effective working relationships and open channels of communication to identify and facilitate opportunities to work collaboratively in consultation and engagement to achieve and influence outcomes

Role dimensions

Decision making

This role is accountable for the performance of the Regional, Rural and Remote Education Policy function and the achievement of the division's and Department's objectives.

Reporting line

The role reports to the Deputy Secretary, Education and Skills Reform

Direct reports

TBC

Budget/Expenditure

The role has a financial delegation of up to \$500,000

Key knowledge and experience

- Demonstrated extensive experience at a senior level in the management in a large complex organisation.
- Knowledge of and commitment to implementing the Department's [Aboriginal Education Policy](#) and upholding the [Department's Partnership Agreement with the NSW AECG](#) and to ensure quality outcomes for Aboriginal people.

Essential requirements

- Appropriate tertiary qualifications in a relevant discipline such as education, business, management, social sciences or communications, and/or equivalent knowledge and experience.
- Hold a valid clearance to work with Children (Working with Children Check).

Capabilities for the role

The [NSW public sector capability framework](#) describes the capabilities (knowledge, skills and abilities) needed to perform a role. There are four main groups of capabilities: personal attributes, relationships, results and business enablers, with a fifth people management group of capabilities for roles with managerial responsibilities. These groups, combined with capabilities drawn from occupation-specific capability sets where relevant, work together to provide an understanding of the capabilities needed for the role.



The capabilities are separated into **focus capabilities** and **complementary capabilities**.

Focus capabilities



Focus capabilities are the capabilities considered the most important for effective performance of the role. These capabilities will be assessed at recruitment.

The focus capabilities for this role are shown below with a brief explanation of what each capability covers and the indicators describing the types of behaviours expected at each level.



FOCUS CAPABILITIES

Capability group/sets	Capability name	Behavioural indicators	Level
 <p>Personal Attributes</p>	<p>Display Resilience and Courage</p> <p>Be open and honest, prepared to express your views, and willing to accept and commit to change</p>	<ul style="list-style-type: none"> • Create a culture that encourages and supports openness, persistence and genuine debate around critical issues • Provide clear exposition and argument for agreed positions while remaining open to valid suggestions for change • Raise critical issues and make tough decisions • Respond to significant, complex and novel challenges with a high level of resilience and persistence • Consistently use a range of strategies to remain composed and calm and act as a stabilising influence even in the most challenging situations 	Highly Advanced
 <p>Relationships</p>	<p>Work Collaboratively</p> <p>Collaborate with others and value their contribution</p>	<ul style="list-style-type: none"> • Establish a culture and supporting systems that facilitate information sharing, communication and learning across the sector • Publicly celebrate the successful outcomes of collaboration • Seek out and facilitate opportunities to engage and collaborate with stakeholders to develop solutions across the organisation, government and other jurisdictions • Identify and overcome barriers to collaboration with internal and external stakeholders 	Highly Advanced
 <p>Results</p>	<p>Deliver Results</p> <p>Achieve results through the efficient use of resources and a commitment to quality outcomes</p>	<ul style="list-style-type: none"> • Use own professional knowledge and the expertise of others to drive forward organisational and government objectives • Create a culture of achievement, fostering on-time and on-budget quality outcomes in the organisation • Identify, recognise and celebrate success • Establish systems to ensure all staff are able to identify direct connections between their efforts and organisational outcomes • Identify and remove potential barriers or hurdles to achieving outcomes • Initiate and communicate high-level priorities for the organisation to achieve government outcomes 	Highly Advanced

FOCUS CAPABILITIES

Capability group/sets	Capability name	Behavioural indicators	Level
 <p>Results</p>	<p>Think and Solve Problems</p> <p>Think, analyse and consider the broader context to develop practical solutions</p>	<ul style="list-style-type: none"> • Establish and promote a culture that encourages innovation and initiative and emphasises the value of continuous improvement • Engage in high-level critical analysis of a wide range of complex information and formulate effective responses to critical policy issues • Identify and evaluate organisation-wide implications when considering proposed solutions to issues • Apply lateral thinking and develop innovative solutions that have a long-lasting, organisation-wide impact • Ensure effective governance systems are in place to guarantee quality analysis, research and reform 	Highly Advanced
 <p>Business Enablers</p>	<p>Project Management</p> <p>Understand and apply effective project planning, coordination and control methods</p>	<ul style="list-style-type: none"> • Prepare and review project scope and business cases for projects with multiple interdependencies • Access key subject-matter experts' knowledge to inform project plans and directions • Design and implement effective stakeholder engagement and communications strategies for all project stages • Monitor project completion and implement effective and rigorous project evaluation methodologies to inform future planning • Develop effective strategies to remedy variances from project plans and minimise impact • Manage transitions between project stages and ensure that changes are consistent with organisational goals • Participate in governance processes such as project steering groups 	Advanced

FOCUS CAPABILITIES






Capability group/sets	Capability name	Behavioural indicators	Level
 <p>People Management</p>	<p>Manage and Develop People</p> <p>Engage and motivate staff, and develop capability and potential in others</p>	<ul style="list-style-type: none"> • Ensure performance development frameworks are in place to manage staff performance, drive the development of organisational capability and undertake succession planning • Drive executive capability development and ensure effective succession management practices • Implement effective approaches to identify and develop talent across the organisation • Model and encourage a culture of continuous learning and leadership that values high levels of constructive feedback and exposure to new experiences • Drive a culture of high performance and ensure performance issues are addressed as a priority 	Highly Advanced
 <p>People Management</p>	<p>Inspire Direction and Purpose</p> <p>Communicate goals, priorities and vision, and recognise achievements</p>	<ul style="list-style-type: none"> • Promote a sense of purpose and enable others to understand the links between government policy, organisational goals and public value • Build a shared sense of direction, clarify priorities and goals, and inspire others to achieve these • Work with others to translate strategic direction into operational goals and build a shared understanding of the link between these and core business outcomes • Create opportunities for recognising and celebrating high performance at the individual and team level • Instil confidence, and cultivate an attitude of openness and curiosity in tackling future challenges 	Advanced

Complementary capabilities

Complementary capabilities are also identified from the Capability Framework and relevant occupation-specific capability sets. They are important to identifying performance required for the role and development opportunities.

Note: capabilities listed as 'not essential' for this role are not relevant for recruitment purposes however may be relevant for future career development.

COMPLEMENTARY CAPABILITIES

Capability group/sets	Capability name	Description	Level
 Personal Attributes	Act with Integrity	Be ethical and professional, and uphold and promote the public sector values	Advanced
	Manage Self	Show drive and motivation, an ability to self-reflect and a commitment to learning	Advanced
	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Advanced
 Relationships	Communicate Effectively	Communicate clearly, actively listen to others, and respond with understanding and respect	Advanced
	Commit to Customer Service	Provide customer-focused services in line with public sector and organisational objectives	Advanced
	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Highly Advanced
 Results	Plan and Prioritise	Plan to achieve priority outcomes and respond flexibly to changing circumstances	Advanced
	Demonstrate Accountability	Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	Advanced
 Business Enablers	Finance	Understand and apply financial processes to achieve value for money and minimise financial risk	Adept
	Technology	Understand and use available technologies to maximise efficiencies and effectiveness	Adept
	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Adept
 People Management	Optimise Business Outcomes	Manage people and resources effectively to achieve public value	Advanced
	Manage Reform and Change	Support, promote and champion change, and assist others to engage with change	Advanced