Role Description
Director Learning and Teaching

Role Description Fields	Details
Cluster	Education
Department/Agency	TAFE NSW
Division/Branch/Unit	Learning and Teaching Group
Role number	10429-01
Classification/Grade/Band	PSSE Band 1
Senior executive work level standards	Work Contribution Stream: Service/Operational Delivery
ANZSCO Code	134411
PCAT Code	1119192
Date of Approval	2024
Agency Website	www.tafensw.edu.au

Agency overview

TAFE NSW's purpose is to skill the workforce of the future. It is Australia's leading provider of vocational education and training with over 500,000 annual enrolments and a proud history for setting the benchmark for quality service.

As the NSW public provider, it supports the NSW Government's priority to grow skills for the economy and jobs of tomorrow. Critically, TAFE NSW plays a vital role in providing vocational education in rural and regional NSW, and job training pathways for the most vulnerable in the community.

TAFE NSW offers the best of campus-based delivery as well as flexible, online and work-based learning. The TAFE NSW values of Customer First, Collaboration, Integrity and Excellence guide our team in strengthening communities, delivering world-class training for our students and producing job ready graduates for employers.

The operating environment for TAFE NSW is dynamic as we leverage our scale, expertise, passion and reputation to meet the rapidly changing VET landscape.

TAFE NSW is committed to its students and customers and the role it plays in changing lives and opening up opportunities through learning.

Primary purpose of the role

This position is responsible for providing leadership to a group of teaching teams to deliver high quality education and training and an outstanding student experience and enabling the Faculty/Branch to achieve its objectives in alignment with the Learning and Teaching Group plan.

Key accountabilities

1. Lead and support the Faculty/Branch to meet TAFE NSW's objectives for excellence in education and training by implementing the Learning and Teaching Group plan, ensuring strong leadership across the Faculty/Branch and that learners are provided an outstanding learning experience.
2. Provide strategic educational and technical advice regarding the delivery of education and training programs.
3. Lead the identification of opportunities for enhancing the student experience and implement continuous improvement processes to ensure teaching and learning outcomes are maximised.
4. Support Faculty/Branch continuous improvement strategies through regular review of processes and procedures, initiation of improvement and corrective actions, and strategies to ensure improved efficiency and effectiveness and regulatory and contractual compliance are met.
5. Oversee a range of Faculty/Branch resourcing activities including recruitment, performance and annual Head Teacher reviews, to ensure the Faculty/Branch has competent and high-performing staff required to deliver its programs.
6. Deliver and report against annual key deliverables to ensure the achievement of organisational objectives.
7. Provide strong educational leadership and promote and encourage innovative learning and delivery strategies to ensure the needs of a diverse range of learners and cohorts are met, including those experiencing disadvantage.
8. Demonstrate a genuine commitment to safety excellence and safety leadership. This includes actively consulting, promoting and contributing to initiatives, monitoring safety performance, and making decisions and acting on health, safety and wellbeing matters.
9. Place the customer at the centre of all decision making.
10. Build and develop a high-performance team, aligned to the core values of integrity, collaboration, excellence and a customer first attitude, through effective leadership, support and feedback.
11. Collaborate with staff to ensure the development and regular review of meaningful individual performance development and review plans that are clearly aligned to strategic objectives and focused to develop the individual.

Key challenges

- Maintaining currency with industry and employment trends in a rapidly changing workplace environment.
- Maintaining currency as part of the Faculty/Branch Leadership Team with contemporary teaching methodologies and approaches, use of technology and the digitisation of learning.

Key relationships

Internal

Who	Why
Line manager	• Receive leadership, advice and support.
Direct reports	• Provide leadership, advice and support.
Educational operations	• Consult and collaborate on education and training delivery, class support and performance.
Course development and quality	• Receive advice and support, provide feedback and input.

Who	Why
Learners	• Deliver personalised high-quality vocational education and training programs to enable learners to achieve the desired outcomes
Industry, schools and other TAFE and VET providers	• Connect and collaborate education and training initiatives and activities
Government agencies	• Network and collaborate on education and training initiatives and activities

Role dimensions

Decision making

- Makes decisions on highly complex and sensitive issues where there may be no readily available source of advice and guidance and outcomes may break new ground for the organisation.
- Manage functional expenditure and resourcing within relevant policy and delegation frameworks.

Reporting line

Executive Director Learning and Teaching

Direct reports

~ 5-10

Budget/Expenditure

TBC

Key Knowledge and Experience

1. Extensive experience regarding educational leadership in VET teaching, learning and assessment practice.
2. Extensive experience in negotiation and influencing a broad range of stakeholders with diverse interests.

Essential requirements

1. A valid Working with Children Check (required prior to commencement).
2. Degree qualification in a relevant discipline or equivalent skills, knowledge and experience.

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.
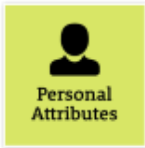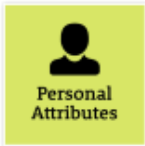
These groups, combined with capabilities drawn from occupation-specific capability sets where relevant, work together to provide an understanding of the capabilities needed for the role.
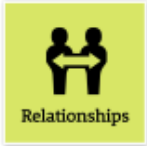
The capabilities are separated into focus capabilities and complementary capabilities.

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.

Capability group/sets	Capability name	Behavioural indicators	Level
Personal Attributes	**Display Resilience and Courage** Be open and honest, prepared to express your views, and willing to accept and commit to change	• 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
Personal Attributes	**Act with Integrity** Be ethical and professional, and uphold and promote the public sector values	• Champion and model the highest standards of ethical and professional behaviour • Drive a culture of integrity and professionalism within the organisation, and in dealings across government and with other jurisdictions and external organisations • Set, communicate and evaluate ethical practices, standards and systems and reinforce their use • Create and promote a culture in which staff feel able to report apparent breaches of legislation, policies and guidelines and act promptly and visibly in response to such reports • Act promptly and visibly to prevent and respond to unethical behaviour	Highly Advanced

	Commit to Customer Service Provide customer-focused services in line with public sector and organisational objectives	• Promote a customer-focused culture in the organisation and consider new ways of working to improve customer experience • Ensure systems are in place to capture customer service insights to improve services • Initiate and develop partnerships with customers to define and evaluate service performance outcomes • Promote and manage alliances within the organisation and across the public, private and community sectors • Liaise with senior stakeholders on key issues and provide expert and influential advice • Identify and incorporate the interests and needs of customers in business process design and encourage new ideas and innovative approaches • Ensure that the organisation's systems, processes, policies and programs respond to customer needs	Advanced
	Work Collaboratively Collaborate with others and value their contribution	• Recognise outcomes achieved through effective collaboration between teams • Build cooperation and overcome barriers to information sharing, communication and collaboration across the organisation and across government • Facilitate opportunities to engage and collaborate with stakeholders to develop joint solutions • Network extensively across government and organisations to increase collaboration • Encourage others to use appropriate collaboration approaches and tools, including digital technologies	Advanced

	Deliver Results Achieve results through the efficient use of resources and a commitment to quality outcomes	• Seek and apply the expertise of key individuals to achieve organisational outcomes • Drive a culture of achievement and acknowledge input from others • Determine how outcomes will be measured and guide others on evaluation methods • Investigate and create opportunities to enhance the achievement of organisational objectives • Make sure others understand that on-time and on-budget results are required and how overall success is defined • Control business unit output to ensure government outcomes are achieved within budgets • Progress organisational priorities and ensure that resources are acquired and used effectively	Advanced
	Plan and Prioritise Plan to achieve priority outcomes and respond flexibly to changing circumstances	• Understand the links between the business unit, organisation and the whole-of-government agenda • Ensure business plan goals are clear and appropriate and include contingency provisions • Monitor the progress of initiatives and make necessary adjustments • Anticipate and assess the impact of changes, including government policy and economic conditions, on business plans and initiatives and respond appropriately • Consider the implications of a wide range of complex issues and shift business priorities when necessary • Undertake planning to help the organisation transition through change initiatives, and evaluate progress and outcomes to inform future planning	Advanced
	Demonstrate Accountability Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	• Design and develop systems to establish and measure accountabilities • Ensure accountabilities are exercised in line with government and business goals • Exercise due diligence to ensure work health and safety risks are addressed • Oversee quality assurance practices • Model the highest standards of financial probity, demonstrating respect for public monies and other resources • Monitor and maintain business-unit knowledge of and compliance with legislative and regulatory frameworks • Incorporate sound risk management principles and strategies into business planning	Advanced

|	**Finance** Understand and apply financial processes to achieve value for money and minimise financial risk	• Understand core financial terminology, policies and processes, and display knowledge of relevant recurrent and capital financial measures • Understand the impacts of funding allocations on business planning and budgets • Identify discrepancies or variances in financial and budget reports, and take corrective action • Know when to seek specialist advice and support and establish the relevant relationships • Make decisions and prepare business cases, paying due regard to financial considerations	Adept
	Manage and Develop People Engage and motivate staff, and develop capability and potential in others	• Refine roles and responsibilities over time to achieve better business outcomes • Recognise talent, develop team capability and undertake succession planning • Coach and mentor staff and encourage professional development and continuous learning • Prioritise addressing and resolving team and individual performance issues and ensure that this approach is cascaded throughout the organisation • Implement performance development frameworks to align workforce capability with the organisation's current and future priorities and objectives	Advanced
	Inspire Direction and Purpose Communicate goals, priorities and vision, and recognise achievements	• Champion the organisational vision and strategy, and communicate the way forward • Create a culture of confidence and trust in the future direction • Generate enthusiasm and commitment to goals and cascade understanding throughout the organisation • Communicate the parameters and expectations surrounding organisational strategies • Celebrate organisational success and high performance, and engage in activities to maintain morale	Highly 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.

Capability group/sets	Capability name	Description	Level
Personal Attributes	Manage Self	Show drive and motivation, an ability to self-reflect and a commitment to learning	Advanced
Personal Attributes	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Adept
Relationships	Communicate Effectively	Communicate clearly, actively listen to others, and respond with understanding and respect	Advanced
Relationships	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Advanced
Results	Think and Solve Problems	Think, analyse and consider the broader context to develop practical solutions	Advanced
Business Enablers	Technology	Understand and use available technologies to maximise efficiencies and effectiveness	Adept
Business Enablers	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Advanced
Business Enablers	Project Management	Understand and apply effective planning, coordination and control methods	Adept
People Management	Optimise Business Outcomes	Manage people and resources effectively to achieve public value	Adept
People Management	Manage Reform and Change	Support, promote and champion change, and assist others to engage with change	Advanced