

Role Description

Director, Teaching Standards and Accreditation

Cluster	Separate
Agency	NSW Education Standards Authority
Directorate	Teaching Standards and Accreditation
Location	117 Clarence Street, Sydney NSW 2000
Classification/Grade/Band	PSSE Band 1
Senior Executive Work Level Standards	Work Contribution Stream: Professional/Technical/Specialist
Role Number	B1018
ANZSCO Code	139999
PCAT Code	1119192
Date of Approval	July 2020

Agency overview

The NSW Education Standards Authority (NESA) is an independent statutory authority responsible for the curriculum, assessment, teacher accreditation and regulatory standards in NSW schools, and accreditation of early childhood teachers. NESA is responsible for developing policies and initiatives for evaluating and improving quality teaching and student learning across all schools and school sectors. NESA was established in 2017, in response to the need to adopt a more strategic and outward-looking focus, achieve greater clarity of regulatory roles and responsibilities, and streamlined processes and systems.

Primary purpose of the role

Lead the provision of expert and professional advice on the implementation of professional teaching standards to drive quality teaching practices, career-long development of teachers and achievement of required standards for the teaching profession in NSW.

Direct and monitor the ongoing accreditation of school and early childhood teachers at the Proficient, Highly Accomplished, and Lead teacher levels.

Lead and oversee the development and implementation of processes to suspend and revoke teachers' accreditation where teachers fail to meet the Australian Professional Standards for Teachers and support case management for prescribed competence of teachers under the *Teacher Accreditation Act 2004*.

Key accountabilities

- Lead and oversee the development and review of ongoing teacher accreditation against the standards framework and underpinning policies and procedures to validate the use of professional standards for accrediting teachers and drive quality teaching practices in all NSW schools and early childhood services leading to improved educational outcomes.
- Collaborate in the ongoing development, implementation, evaluation and review of suspension and revocation policies and procedures to support teacher quality and compliance with the professional teaching standards.

- Lead and oversee the implementation of accreditation decisions for teachers across schools, school employment authorities and early childhood employers in NSW, including identifying and managing risks, to drive improved implementation of standards.
- Lead and oversee the systems and processes to ensure successful implementation of the entire teacher accreditation process for school and early childhood teachers and provide optimal support for teachers undertaking accreditation processes through the Authority as a Teacher Accreditation Authority. This includes making consistent and quality decisions about teachers' practice against the Australian Professional Standards for Teachers at Proficient, Highly Accomplished and Lead Teacher.
- Work collaboratively to maintain and enhance the integrated *Electronic Teacher Accreditation Management System* (eTAMS) that underpins the accreditation of all NSW teachers to ensure that teacher accreditation procedures and processes operate smoothly and with minimal disruption.
- Provide comprehensive, accurate, high quality and strategic advice to the Executive Director, Quality Teaching, and other key stakeholders on direction and progress in relation to ongoing evaluation of professional teaching standards to support the accreditation of teachers in NSW in alignment with professional teaching standards.

Key challenges

- Ensuring valid benchmarks for consistent and fair application of teaching standards across NSW to reflect their significant impact on the profession and the learning outcomes of children and students
- Streamlining accreditation and compliance processes for Highly Accomplished and Lead teachers to significantly increase the number of HALTs in NSW, whilst ensuring the maintenance of minimum quality standards
- Continuously evolving the engagement of teachers and other stakeholders leading to greater satisfaction with teacher accreditation processes across NSW.

Key relationships

Who	Why
Internal	
Chief Executive Officer, Executive Leadership Team and Board	<ul style="list-style-type: none"> • Provide expert advice and recommendations; present information and updates to inform decision making
Executive Director, Quality Teaching	<ul style="list-style-type: none"> • Provide expert recommendations on matters related to ongoing teacher accreditation and the suspension and revocation of teacher accreditation • Receive broad direction on the Authority's strategy and priorities
Quality Teaching Division directors	<ul style="list-style-type: none"> • Collaborate to achieve mutual objectives impacting on teaching standards, professional learning and teacher accreditation • Collaborate to ensure an integrated and coherent accreditation policy framework to underpin the operation of eTAMS
Other NESAs directors	<ul style="list-style-type: none"> • Collaborate, advise and plan projects and programs across the Authority, managing risk and impact, to achieve mutual objectives
Chief Information Officer	<ul style="list-style-type: none"> • Advise and collaborate to ensure business systems are effective and responsive to stakeholder needs
Direct Reports	<ul style="list-style-type: none"> • Manage performance and development to coordinate work • Provide guidance and solve sensitive and complex issues

Who	Why
External	
School and early childhood teacher employers and employer organisations, and their delegates	<ul style="list-style-type: none"> Consult and liaise on policies, requirements and compliance with professional teaching standards and ongoing teacher accreditation
Teacher Accreditation Authority (TAA) representatives	<ul style="list-style-type: none"> Work collaboratively to support compliance and consistency in TAA decision making at Proficient, Highly Accomplished and Lead Teacher levels Work collaboratively to support compliance with the requirements for suspension and revocation of teachers' accreditation for failure to meet the Australian Professional Standards for Teachers
Schools, education sector associations, Commonwealth and State agencies, non-government organisations, Registered Training Organisations	<ul style="list-style-type: none"> Foster effective working relationships and represent the Authority Seek input and ensure consultation on professional teaching standards and professional learning for teachers for achievement of mutual objectives
Principals, teachers, including early childhood teachers, teacher unions, teacher educators and professional teaching organisations	<ul style="list-style-type: none"> Consult regarding the development and review of professional teaching standards involving open and widespread consultation Work collaboratively to continuously improve support provided to the profession

Role dimensions

Decision making

The Director is guided in their decision making by key education legislation and compliance within these legislative frameworks. The role has considerable autonomy in determining how to achieve outcomes including deciding on methods and approaches, business and project planning and allocation of resources. The role works towards broadly defined outcomes and within a framework of policies, professional standards and resource parameters. The role operates with a risk management focus, anticipating and managing risk and undertakes most problem resolution with reference to the framework of established management systems and professional standards. The Director is fully accountable for the implications, scope and quality of expert counsel provided on matters related to ongoing teacher accreditation which impact schools, teachers and students in all NSW school sectors.

Reporting line

Executive Director, Quality Teaching

Direct reports

3 (17)

Budget/Expenditure

\$2.7m

Essential requirements






- Tertiary qualifications in a relevant discipline such as education, humanities, social science and/or educational management or equivalent knowledge and experience
- Knowledge and understanding of state, national and international issues pertaining to professional teaching standards
- Accredited at the level of Proficient Teacher or above, or eligible to be accredited

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

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	Display Resilience and Courage	Advanced
	Act with Integrity	Advanced
	Manage Self	Advanced
	Value Diversity	Adept
 Relationships	Communicate Effectively	Advanced
	Commit to Customer Service	Advanced
	Work Collaboratively	Highly Advanced
	Influence and Negotiate	Adept
 Results	Deliver Results	Advanced
	Plan and Prioritise	Advanced
	Think and Solve Problems	Adept
	Demonstrate Accountability	Advanced
 Business Enablers	Finance	Adept
	Technology	Adept
	Procurement and Contract Management	Adept
	Project Management	Advanced
 People Management	Manage and Develop People	Adept
	Inspire Direction and Purpose	Advanced
	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
Personal Attributes Act with Integrity	Advanced	<ul style="list-style-type: none"> • Model the highest standards of ethical behaviour and reinforce them in others • Represent the organisation in an honest, ethical and professional way and set an example for others to follow • Ensure that others have a working understanding of the legislation and policy framework within which they operate • Promote a culture of integrity and professionalism within the organisation and in dealings external to government • Monitor ethical practices, standards and systems and reinforce their use • Act on reported breaches of rules, policies and guidelines
Personal Attributes Manage Self	Advanced	<ul style="list-style-type: none"> • Act as a professional role model for colleagues, set high personal goals and take pride in their achievement • Actively seek, reflect and act on feedback on own performance • Translate negative feedback into an opportunity to improve • Maintain a high level of personal motivation • Take the initiative and act in a decisive way
Relationships Commit to Customer Service	Advanced	<ul style="list-style-type: none"> • Promote a culture of quality customer service in the organisation • 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 • Ensure that the organisation's systems, processes, policies and programs respond to customer needs
Relationships Work Collaboratively	Highly Advanced	<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 organisational, whole-of-government and cross-jurisdictional solutions • Identify and overcome barriers to collaboration with internal and external stakeholders
Results Deliver Results	Advanced	<ul style="list-style-type: none"> • Drive a culture of achievement and acknowledge input of others • 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 output of business unit to ensure government outcomes are achieved within budget

NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
		<ul style="list-style-type: none"> • Progress organisational priorities and ensure effective acquisition and use of resources • Seek and apply the expertise of key individuals to achieve organisational outcomes
Results Plan and Prioritise	Advanced	<ul style="list-style-type: none"> • Understand the links between the business unit, organisation and the whole-of-government agenda • Ensure business plan goals are clear and appropriate including contingency provisions • Monitor progress of initiatives and make necessary adjustments • Anticipate and assess the impact of changes, such as government policy/economic conditions, to 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 transition the organisation through change initiatives and evaluate progress and outcome to inform future planning
Business Enablers Project Management	Advanced	<ul style="list-style-type: none"> • Prepare scope and business cases for more ambiguous or complex projects including cost and resource impacts • Access key subject-matter experts' knowledge to inform project plans and directions • Implement effective stakeholder engagement and communications strategy for all stages of projects • Monitor the completion of projects and implement effective and rigorous project evaluation methodologies to inform future planning • Develop effective strategies to remedy variances from project plans, and minimise impacts • Manage transitions between project stages and ensure that changes are consistent with organisational goals
People Management Manage Reform and Change	Advanced	<ul style="list-style-type: none"> • Clarify purpose and benefits of continuous improvement for staff and provide coaching and leadership in times of uncertainty • Assist others to address emerging challenges and risks and generate support for change initiatives • Translate change initiatives into practical strategies and explain these to staff and their role in implementing them • Implement structured change management processes to identify and develop responses to cultural barriers