Role Description
Director, Educational Leadership

Cluster/ Agency	NSW Department of Education
Division/Branch/Unit	School Performance - North/South
Location	Various locations across NSW
Classification/Grade/Band	PSSE band 1
Senior Executive Work Level Standards	Work Contribution Stream: Service/Operational Delivery www.psc.nsw.gov.au/wls
Kind of Employment	Ongoing / Term
Child Related Role	Yes
ANZSCO Code	134412
Role number	Various
PCAT Code	1119192
Date of Approval	September 2017
Agency Website	http://www.dec.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.

School Performance – North/South division

School Performance – North/South 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 Performance – North/South division is to achieve the best possible outcomes for the students in our public schools from preschool to year 12.

The School Performance – North/South 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
Internal	
Deputy Secretary, School Performance – North/South, Executive Directors, School Performance, Directors Educational Leadership	• To provide high level strategic and authoritative advice on the leadership and management of public schools. • To alert to operational or service issues which may escalate, or which may have State-wide impact. • To develop productive and collaborative working relationships across the School Performance – North/South division to achieve the department's strategic directions.
Group Director, School Improvement and Education Reform Group, senior executive and directors across School Improvement and Education Reform Group division	• To provide expert advice and recommendations on the delivery of educational services to public schools. • To ensure schools have access to high quality advice and resources to support the learning and teaching of students.
A network of principals	• To provide educational leadership and direction on educational leadership, professional practice and school performance

Who	Why
Deputy Secretaries, Executive Directors, senior officers and directors across the department	• To provide expert advice and recommendations. • To develop productive and collaborative working relationships across the department.
External	
Principals associations, NSW Teachers Federation, NSW Parents and Citizens Association, NSW Aboriginal Education Consultative Group Inc., key Government agencies, key interest groups.	• To develop collaborative and productive working relationships to benefit students and communities. • To resolve contentious issues and serious matters with political and/or media interest.

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.

Key knowledge and experience

- Capacity to lead staff in implementing the department's Aboriginal Education and Training policies and to ensure quality outcomes for Aboriginal people

Essential requirements

- Appropriate tertiary qualifications in education

- 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**
	**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
	Act with Integrity Be ethical and professional, and uphold and promote the public sector values	• Model the highest standards of ethical and professional behaviour and reinforce their use • Represent the organisation in an honest, ethical and professional way and set an example for others to follow • 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 promptly on reported breaches of legislation, policies and guidelines	Advanced

	**Communicate Effectively** Communicate clearly, actively listen to others, and respond with understanding and respect	• Present with credibility, engage diverse audiences and test levels of understanding • Translate technical and complex information clearly and concisely for diverse audiences • Create opportunities for others to contribute to discussion and debate • Contribute to and promote information sharing across the organisation • Manage complex communications that involve understanding and responding to multiple and divergent viewpoints • Explore creative ways to engage diverse audiences and communicate information • Adjust style and approach to optimise outcomes • Write fluently and persuasively in plain English and in a range of styles and formats	Advanced
	Work Collaboratively Collaborate with others and value their contribution	• 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
	Influence and Negotiate Gain consensus and commitment from others, and resolve issues and conflicts	• Influence others with a fair and considered approach and present persuasive counter-arguments • Work towards mutually beneficial ‘win-win’ outcomes • Show sensitivity and understanding in resolving acute and complex conflicts and differences • Identify key stakeholders and gain their support in advance • Establish a clear negotiation position based on research, a firm grasp of key issues, likely arguments, points of difference and areas for compromise • Anticipate and minimise conflict within the organisation and with external stakeholders	Advanced
	**Think and Solve Problems** Think, analyse and consider the broader context to develop practical solutions	• Undertake objective, critical analysis to draw accurate conclusions that recognise and manage contextual issues • Work through issues, weigh up alternatives and identify the most effective solutions in collaboration with others	Advanced

		• Take account of the wider business context when considering options to resolve issues • Explore a range of possibilities and creative alternatives to contribute to system, process and business improvements • Implement systems and processes that are underpinned by high-quality research and analysis • Look for opportunities to design innovative solutions to meet user needs and service demands • Evaluate the performance and effectiveness of services, policies and programs against clear criteria	
	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	• Apply a thorough understanding of recurrent and capital financial terminology, policies and processes to planning, forecasting and budget preparation and management • Identify and analyse trends, review data and evaluate business options to ensure business cases are financially sound • Assess relative cost benefits of various purchasing options • Promote the role of sound financial management and its impact on organisational effectiveness • Obtain specialist financial advice when reviewing and evaluating finance systems and processes • Respond to financial and risk management audit outcomes, addressing areas of non-compliance in a timely manner	Advanced
	Manage and Develop People	• Ensure performance development frameworks are in place to manage staff performance, drive the development of organisational capability and undertake succession planning	Highly Advanced

People Management	Engage and motivate staff, and develop capability and potential in others	• 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	
	Inspire Direction and Purpose Communicate goals, priorities and vision, and recognise achievements	• 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	Manage Self	Show drive and motivation, an ability to self-reflect and a commitment to learning	Adept
	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Advanced
Relationships	Commit to Customer Service	Provide customer-focused services in line with public sector and organisational objectives	Adept

	Deliver Results	Achieve results through the efficient use of resources and a commitment to quality outcomes	Adept
	Plan and Prioritise	Plan to achieve priority outcomes and respond flexibly to changing circumstances	Advanced
	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
	Project Management	Understand and apply effective planning, coordination and control methods	Adept
	Optimise Business Outcomes	Manage people and resources effectively to achieve public value	Adept
	Manage Reform and Change	Support, promote and champion change, and assist others to engage with change	Advanced