



**Government of South Australia**

Department for Education

**DIRECTOR, PRIMARY LEARNERS**

**JOB & PERSON SPECIFICATION**

**APRIL 2018**



## ROLE DESCRIPTION



JOB TITLE:	<b>Director, Primary Learners</b>		DEPARTMENT:	<b>Department for Education</b>
CLASSIFICATION:	<b>Appointment will be under Section 101B of the Education Act with conditions similar to the PS Act</b>		DIVISION:	<b>Learning Improvement</b>
POSITION NUMBER:	<b>105455</b>	TENURE: <b>5 years</b>	BUSINESS UNIT:	<b>Primary Learners</b>

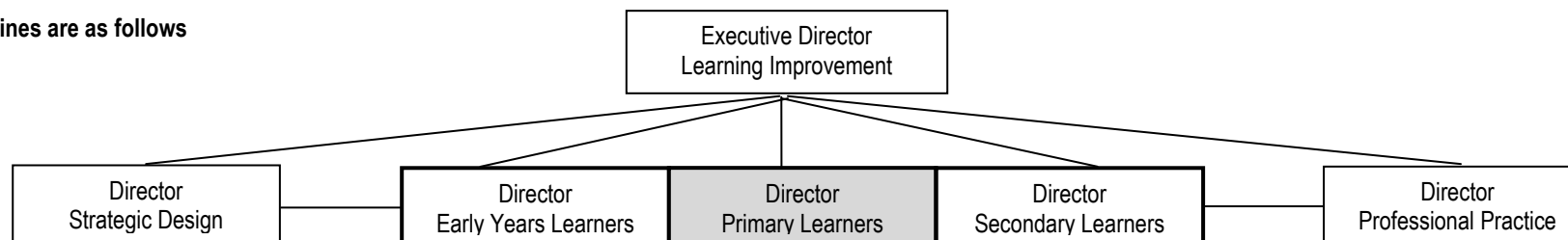
### REPORTING AND WORKING RELATIONSHIPS

- Reports to Executive Director, Learning Improvement.
- Works collaboratively with other Learning Improvement Directors, Education Directors, Principal Consultants, Early Childhood Leaders, site leaders, partnerships, managers and senior officers in other department divisions.

### POSITIONS REPORTING TO THIS POSITION

- Program and Project Managers.
- Seconded Teachers.
- Administrative Service Officers.

### Reporting Lines are as follows



### PRIMARY PURPOSE OF THE POSITION

The Director, Primary Learners, is responsible for a state-wide, strategic and systematic approach to measurable improvement for learning outcomes in the primary years.

The role requires the incumbent to lead, coordinate and manage the implementation of an integrated service model that supports primary site leaders to drive improvement through the Australian Curriculum and Teaching for Effective Learning Framework, to provide universal advice about effective practice in curriculum, pedagogy, assessment and accountability processes. The Director, Primary Learners will lead Learning Improvement managers and officers with skills in primary curriculum, languages education, and pedagogy including literacy and numeracy; assessment, moderation and reporting; critical and creative thinking and learning technologies through a strong evidence base focus.

The Primary Learners directorate will be responsive and differentiated in its approaches to service delivery by being collaborative and consultative across the Department for Education, with stakeholders, associations and community partners. This Director position will provide high level policy and operational advice to the Minister for Education, the Chief Executive and the Senior Executive Group on complex curriculum, teaching, learning, assessment and reporting matters related to primary schooling.

## SELECTION CRITERIA

The claims of each applicant will be assessed against the five criteria. The capabilities or competency elements outlined under each of the main headings are not in themselves additional criteria and it is not intended that applications and assessments should address each and every capability. Applicants should frame their application in the context of the requirements of the position and its key outcomes. Selection committees will assess applications against the criteria below, taking into consideration the context of the position and any specific capabilities that have been identified as being relevant / necessary for the position.

### SELECTION CRITERIA: CORE COMPETENCIES

#### 1. Shapes Strategic Thinking and Change

- Creates vision
- Inspires
- Thinks and acts strategically
- Leads and influences change
- Solves problems

#### 2. Achieves Results

- Achieves and delivers results
- Drives organisational effectiveness
- Exercises sound judgement
- Manages compliance with legislation
- Assumes Accountability
- Evaluates
- Applies Technical Expertise

#### 3. Drives Business Excellence

- Influences organisational performance
- Predicts and plans for future organisational needs

#### Drives Business Excellence (cont.)

- Leads and develops people
- Builds capability and expertise
- Promotes a customer service ethos
- Directs Resources

#### 4. Forges Relationships and Engages Others

- Develops and uses political savvy
- Negotiates and influences
- Manages Conflict
- Promotes information sharing and the gathering of knowledge
- Establishes and maintains strategic networks
- Communicates clearly and adapts to audience

#### 5. Exemplifies Personal Drive and Professionalism

- Models the South Australian Executive Service Values
- Engages with risk and shows personal courage
- Displays flexibility and resilience
- Demonstrates self awareness and a commitment to personal development
- Promotes and integrates diversity into the workplace
- Values wellbeing for self and others

<p><b>KEY RELATIONSHIPS / INTERACTIONS</b></p> <p>Internal</p> <ul style="list-style-type: none"> <li>The Director, Primary Learners will work collaboratively with leaders within Learning Improvement, Education Directors, Principal Consultants, Early Childhood Leaders, site leaders and the broader department to ensure alignment, connection, integration, clarity and consistency of programs, projects, services and support for government schools.</li> </ul> <p>External</p> <ul style="list-style-type: none"> <li>Represent the Department for Education on a range of relevant local, state and national groups and advisory bodies.</li> <li>Consult and negotiate widely with key partners and stakeholders, other state and commonwealth government departments, non-government education sectors, principal, parent and professional associations, unions, interstate education systems and authorities, the tertiary and business sectors in the development and implementation of policies, programs and projects.</li> </ul>	<p><b>KEY OUTCOMES</b></p> <ol style="list-style-type: none"> <li>Principals are supported in the co-construction of educational policy, strategy and implementation. This is demonstrated through building the educational leadership capacity of leaders to make informed decisions about the sustained improvement in the quality of curriculum, teaching, learning, assessment and reporting policy and practice in their sites.</li> <li>Differentiated, intensive and responsive support is provided to sites and/or partnerships to raise the standard of learning achievement for primary learners through the effective implementation of the Australian Curriculum and Teaching for Effective Learning (TfEL) framework.</li> <li>Learners are supported in their transitions through the primary years and are on a pathway towards continued success in education.</li> <li>Continuous improvement, business excellence and evidence based principles are applied and reviewed, including monitoring, reporting, risk and accountability systems and the development of clear plans and processes for the allocation and management of human and financial resources.</li> <li>Effective directorate leadership that informs the Learning Improvement division, aligns with the Senior Executive Group and enhances the department's corporate and strategic capability.</li> <li>Timely and accurate advice and briefings of a complex and critical nature are provided to the Minister for Education, Chief Executive and other senior executives.</li> <li>Lead and primary responsibility for the correct implementation of the department's Work Health Safety &amp; Injury Management System in Learning Improvement. This is demonstrated through monitoring of site performance, enforcing standards, ensuring observance of procedures and allocation of financial and human resources.</li> </ol>
<p><b>KEY CHALLENGES</b></p> <ul style="list-style-type: none"> <li>Organisational climate of rapid change requiring adaptive approach or ability to operate effectively in the midst of significant unknowns.</li> <li>Operating in a highly public, responsible, accountable, dynamic and politically sensitive environment.</li> <li>Greater clarity about the provision of services to meet the needs of site leaders.</li> <li>Strengthening the learning transition of students.</li> <li>Maintaining the focus on primary learner outcomes and school performance.</li> <li>Researching, collecting and analysing relevant data to inform quality practice.</li> </ul>	
<p><b>QUALIFICATIONS</b></p> <p>Essential – An appropriate tertiary qualification in an education related field. Desirable – Relevant post graduate qualifications.</p>	

### SPECIAL CONDITIONS

- Appointment on a 1 – 5 year contract
- **Full time position.** The incumbent will be required to work under PS Act conditions. The officer is entitled to equivalent 20 days recreation leave per full year of the contract.
- Required to achieve performance targets that are negotiated and mutually agreed with the Executive Director and in turn establish and monitor performance targets with those reporting to the position.
- Intra/interstate travel and irregular working hours are likely to be a feature of this position.
- Actively model and promote the behaviours required under the Code of Ethics for SA Public Sector Employees, and the aims and standards of the Public Sector Act 2009.
- Actively support and provide a leadership role in relation to government requirements for the management of agencies and employees, including workplace safety, improved customer service, timely and transparent decision making, administrative efficiency and increased workforce diversity.
- Appointment subject to a satisfactory DCSI child-related employment screening check. This screening will be required to be updated every three years or as requested by the appropriate line manager throughout the tenure of the position.
- Successful applicant will need to show proof of having undertaken, or proof of being registered to undertake the Responding to Abuse and Neglect – Education and Care full day training course.

### ESSENTIAL TECHNICAL KNOWLEDGE / EXPERTISE

- Ability to identify and analyse complex issues underlying organisational change and to develop and implement practical approaches and strategies for their resolution.
- Capacity to work collaboratively with others to achieve agreed goals, milestones and targets.
- Successful experience as an educational leader in a primary school setting.
- Experience in developing strategic level plans, business cases and corporate performance reporting and forward scenario planning.
- Strong knowledge of educational theory and practice particularly as it relates to improving the learning outcomes for primary learners
- Excellent writing and interpersonal skills.



## HOW TO APPLY

Applications in Word format only should be forwarded to Justin Hinora by email to [23004@hender.com.au](mailto:23004@hender.com.au)

Telephone enquiries are welcome on (08) 8100 8849.

### **Please Note**

Your application will be automatically acknowledged by a return email.