ACT Education Directorate

School Leader Position Description

School / Section	Lyneham High School
Job Title	Executive Teacher – Support and Connection (students and staff)
Position Number	P01999
Classification	School Leader C
Principal / Manager	Jacqui Ford
Contact Officer	Jacqui Ford
	Phone: 61421176
Start Date	27/01/2027

School Overview:

Lyneham High School is a 7-10 school located in the North Gunghalin Network with a total school enrolment of approximately 1050 students. Lyneham High builds on its strong traditions to provide an inclusive, dynamic and innovative learning community that values Care, Quality and Creativity. Lyneham High School is a Professional Learning Community where the professional work of staff is focused on collaboration, sharing knowledge and practice and achieving growth in learning outcomes for our students. A range of specialised programs, along with many extracurricular opportunities, ensure the talents, passions and needs of students across a range of backgrounds and abilities are met in targeted ways. The Lyneham High School Strategic direction is to improve our student's connection to learning.

What you will do – Position Overview

Lyneham High School is seeking a dynamic and motivated school leader. The successful applicant will be an instructional leader who builds strong, respectful and productive relationships with all members of the school community. They will provide proactive, data driven, and strategic leadership and have a

high capacity to coach and mentor staff at all levels to meet the needs of students in engaging and productive classrooms. They will build a strong culture and capacity within the staff focussed on universally improving student outcomes.

What you require – Job Description

1. Work as an effective member of the school's leadership team, supporting the Senior Executive to implement and lead School Improvement and achieve whole school priorities, goals, growth and build a positive whole school culture.
2. Lead and support all staff in proactively meeting the needs of students with the goal of actively and equitably meeting the needs of diverse learners and engaging all students.
3. Lead and build capacity of staff to develop strengths based and adaptable teaching and learning programs that prioritise high expectations and inclusion for all learners.
4. Coach and Mentor staff in Universal Design for Learning practices.
5. Lead and manage a case management approach, to meet the needs of complex students and their families.
6. Lead the utilisation of data to inform an evidence-based approach to address emerging issues, monitor and evaluate student outcomes, programs and policies and monitor Impact and progress against school priorities.
7. Be highly organised with a clear ability to prioritise and enhance building staff capacity through coaching, mentoring and shoulder to shoulder support universally for all students whilst managing the Student Support Team and other support services to engage with students, parents/carers and community organisations to optimise academic, behavioural and social outcomes for students.

INTRODUCTION: School Leader Recruitment

School Leader vacancies may be filled through the following recruitment options:

- An advertised merit recruitment selection process
- Internal permanent transfer
- Internal temporary transfer through expression of interest (EOI)

Recruitment and selection are linked closely to quality teaching, professional learning, career performance and leadership development enabling the Directorate to build and sustain a high-quality teaching workforce.

The head of service has the right and obligation to place permanent school leader/teachers in suitable positions, as required. This requirement takes precedence over any other method of filling vacancies.

Placements into new settings allow school leaders to broaden their experience and incorporate new perspectives, thus contributing to the renewal and enhancement of education communities.

Principals plan the optimum placement end dates of individual school leaders through the career development discussions with reference to the school leaders career plan and the need to sustain and renew educational programs. Such discussions will be conducted in accordance with the *Career Development Discussion Guidelines*.

ELIGIBILITY REQUIREMENTS

- A minimum of 4 years full time (or equivalent) tertiary study leading to the award of a recognised school teaching qualification.
- Current professional teaching registration with the ACT Teacher Quality Institute (TQI) or eligibility to obtain TQI.
- A current registration issued through Access Canberra under the *Working with Vulnerable People (Background Checking) Act 2011 (WwVP).*

REFERENCE LINKS

- **ACT Education Directorate website**
  www.education.act.gov.au/home
- **ACT Education Directorate Organisational Chart**
  www.education.act.gov.au/about-us/who-we-are
- **ACT Education Directorate Strategic Plan 2022-2025**
  www.education.act.gov.au/our-priorities/strategic-plan
- **ACT-Public-Sector-Education-Directorate-Teaching-Staff-Enterprise-Agreement 2023-2026**
  www.education-directorate-teaching-staff-enterprise-agreement 2023-2026
- **ACT Education Directorate Annual Report**
  www.education.act.gov.au/about-us/policies-and-publications/publications_a-z/annual-report

ADVICE FOR APPLICANTS

Questions relating to individual principal positions can be directed to the position Contact Officer whose contact details are provided in the job ad.

Preparing your application

For more information on preparing your application including your written response refer to www.jobs.act.gov.au/how-we-hire/prepare-your-application. This site contains the Applicant Information Kit which has useful information on providing evidence-based examples.

Statement of Claims:

The statement of claims is integral to the application. The capabilities are supported by descriptors. Consider work practice examples that focus on what you do, how and with what impact, relating your prior experiences and performance to your potential for achieving outcomes in the identified position.

How to Apply:

Please read the *How to Apply* section of the job advertisement and submit your statement of claims based on the school leadership capability framework outlined in the application package (maximum six pages) curriculum vitae (two pages) and contact information for two referees.

Applications should be submitted via the Apply Now button and by the due date. For more information on submitting your application please refer to Submit-your-application.

The Selection Process:

All applicants are assessed based on merit and in accordance with legislation. A Joint Selection Advisory Committee (JSC) is established in accordance with the *Act Public Sector Education Directorate (Teaching Staff) Enterprise Agreement 2023-2026* provisions. The Joint Selection Advisory Committee (JSC) assesses all applications for the advertised position. The JSC conducts shortlisting, and all shortlisted applicants are interviewed, and referees are contacted.

Applicants may not be invited for interview if the position has been advertised where assessment can be made on application and referee only.

All applicants deemed suitable for the position will be placed in either a merit pool or a merit list, dependant on the individual school's requirement at time of advertising.

NOTE:

Applicants with specific requirements to enable access to, or participation in, the interview process should inform the contact officer prior to interview.

SCHOOL LEADER B CLASSIFICATION PROFILE

In accordance with legislative requirements and Directorate policies:

1. Support the Principal to develop and achieve whole-school strategic goals and implement the school / section plan.

2. Assist the Principal to manage the human, financial and physical resources of the school / section to achieve optimal social and educational outcomes for all students.

3. Lead and coordinate the implementation of Directorate policies and procedures in all aspects of curriculum development and delivery, assessment and reporting and program evaluation.

4. In conjunction with the principal, develop and implement processes to ensure ongoing student and staff support, including staff supervision and professional development.

5. Support the Principal to establish and maintain positive and collaborative relationships with students, staff, parents / carers, and stakeholder groups in the wider community.

6. Seek appropriate feedback, advice, and ongoing professional development opportunities.

7. Strategically coordinate, lead and support staff in promoting values, priorities, and initiatives of the public education system.

School Leader C Classification Profile

In accordance with legislative requirements and Directorate policies:

1. As a member of the executive team, contribute to the development and achievement of whole school strategic goals and the implementation of the school plan.

2. Manage team and faculty resources to achieve optimal social and educational outcomes and ongoing support for all students.

3. Lead and support classroom teachers to implement Directorate policies and procedures in all aspects of curriculum development and delivery, assessment and reporting and program evaluation.

4. Lead and develop effective professional teaching and learning teams through collaborative processes, supervision, and professional development.

5. Support staff to establish and maintain positive and respectful relationships with students, staff, parents / carers, and stakeholder groups in the wider community.

6. Seek appropriate feedback, advice, and ongoing professional development opportunities.

7. Lead and support staff in promoting values, priorities, and initiatives of the public education system.

ACT SCHOOL LEADERSHIP STRATEGY & CAPABILITY FRAMEWORK

The ACT School Leadership Capability Framework aligns the capabilities associated with school leadership positions to the five professional practices in accordance with the Australian Institute for Teaching & School Leadership (AITSL) Australian Professional Standard for Principals:

1. Leading Teaching and Learning
2. Developing Self and Others
3. Leading Improvement, Innovation and Change
4. Leading and Management of the School and,
5. Engaging and Working with the Community.

The ACT School Leadership Capability Framework supports the ACT School Leadership Strategy.

SCHOOL LEADERSHIP CAPABILITY FRAMEWORK

PROFESSIONAL PRACTICE 1 – *Leading Teaching and Learning*	
	School Leader B (SLB)
PEDAGOGY	- Develops, implements, and monitors whole school practices which demonstrate alignment of curriculum, pedagogy, assessment, and reporting. - Implements processes to maximise school focus on quality teaching and learning and high expectations across the school. - Develops and implements school assessment and reporting practices
CURRICULUM	- Leads, develops, and monitors whole school curriculum. - Leads and coordinates staff to deliver high quality programs to maximise academic and social success for all students. - Leads staff to undertake school curriculum renewal with learning at the centre, creative approaches to planning and an effective learning environment
ASSESSMENT and REPORTING	- Develops and implements school assessment and reporting practices. - Leads staff in implementing a school-wide focus on individual student achievement. - Leads staff in celebrating and promoting good performance and challenges underperformance

PROFESSIONAL PRACTICE 2 – *Developing Self and Others*	
	School Leader B (SLB)
SELF AWARENESS	- Models and communicates the importance of health, well-being, and resilience. - Challenges self and embraces opportunities for growth. - Models a personal commitment to lifelong learning
REFLECTIVE PRACTICE	- Regularly and critically analyses own performance and identifies relevant professional learning, setting personal targets. - Leads staff in the process of evaluation of educational practices. - Develops and implements processes enabling the provision of regular feedback for all staff. - Seeks feedback on their personal performance
CAPACITY BUILDING	- Nurtures potential/future leaders through coaching and mentoring - Identifies and evaluates whole staff professional development. - Develops and implements induction and ongoing support processes for all staff. - Supervises and manages performance and provides constructive and timely feedback

PROFESSIONAL PRACTICE 3 – *Leading Improvement, Innovation, and Change*	
	School Leader B (SLB)
DECISION MAKING	- Makes informed, strategic decisions. - Translates information gathered through formal review and renewal processes into school practices. - Analyses the relevance of key educational trends and their implications for students, the school, and the system.
CULTURE	- Promotes and reinforces the school vision, goals, and improvement strategies. - Promotes the development of a unique, inclusive school culture which encourages excellence, innovation and risk taking. - Articulates and models shared school values.
FUTURE FOCUSSED	- Implements system policies and actively promotes a positive image of the school and public education. - Leads strategic implementation of new and emerging technologies to support teaching and learning excellence. - Develops and implements systems to enable continuous school improvement that is future focussed. - Supports the principal in using appropriate leadership styles as necessary

PROFESSIONAL PRACTICE 4 – *Leading the Management of the School*	
	School Leader B (SLB)
PLANNING & MANAGING	- Supports the principal in ensuring systems and structures reflect the values of the school. - Supports the principal and others in managing school resources effectively across whole school programs. - Manages current resources and identifies future needs across the school. - Supports the principal in integration of budgets and alignment with learning priorities. - Engages in workforce planning, recruitment strategies and selection processes
ACCOUNTABILITY	- Monitors compliance with policies, procedures, and accountability systems in accordance with relevant legislation. - Implements quality systems for assessment, evaluation, and accountability across the school. - Supports the principal in collaborating with the school board, governing bodies, parents, and others

PROFESSIONAL PRACTICE – *Engaging and working with the community*	
	School Leader B (SLB)
ENGAGEMENT	- Facilitates policies and procedures to enable the recognition and use of resources within the community. - Seeks opportunities to promote and facilitate learning opportunities for the whole community. - Supports the principal and staff to actively seek feedback from families and the wider community.
COMMUNITY PARTNERSHIPS	- Models and fosters respectful relationships within the school and wider community. - Engages in consultative practices across the school and wider community. - Engages relevant agencies to protect and support students.
LEARNING COMMUNITIES	- Seeks opportunities to share knowledge and expertise within and beyond their school. - Supports the principal and all staff to build system capacity through sharing of best practice and working in partnership with other schools. - Facilitates collaboration across the network and the system as a whole.

PROFESSIONAL PRACTICE 1 – *Leading Teaching and Learning*	
	School Leader C (SLC)
PEDAGOGY	- Leads teams to implement and monitor classroom practices which demonstrate alignment of curriculum, pedagogy, assessment, and reporting. - Supervises and supports classroom teachers to ensure quality teaching and learning and high expectations across school. - Supports classroom teachers in developing a collaborative approach to learning, teaching and assessment.
CURRICULUM	- Leads teams in curriculum development. - Leads teams to design and deliver high quality programs to maximise academic and social success for all students. - Supports staff to undertake curriculum review and reform with learning at the centre, creative approaches to planning and an effective learning environment.
ASSESSMENT and REPORTING	- Leads teachers to assess and report student achievement. - Supports staff to focus on individual student achievement and needs. - Models and supports staff to promote good performance and challenge underperformance.

PROFESSIONAL PRACTICE 2 – *Developing Self and Others*	
	School Leader C (SLC)
SELF AWARENESS	- Models and communicates the importance of health, well-being, and resilience. - Confidently promotes areas of strength and acknowledges development needs. - Models a personal commitment to lifelong learning.
REFLECTIVE PRACTICE	- Regularly and critically analyses own performance and identifies relevant professional learning, setting personal targets. - Engages with staff in critical evaluation of classroom practices. - Seeks and provides regular, formal, and informal, descriptive feedback to staff.
CAPACITY BUILDING	- Coaches and mentors staff Identifies and negotiates professional development needs of classroom teachers. - Develops and implements induction and ongoing support processes for staff. - Supervises and manages performance and provides constructive and timely feedback.

PROFESSIONAL PRACTICE 3 – *Leading Improvement, Innovation, and Change*	
	School Leader C (SLC)
DECISION MAKING	- Makes informed, strategic decisions. - Makes connections between formal review, renewal processes, student data and classroom practices. - Evaluates and shares new ideas in education and links these to professional practice.
CULTURE	- Promotes and implements the school vision. - Supports the development of a unique, inclusive school culture which encourages, excellence, innovation and risk taking. - Articulates and models shared school values
FUTURE FOCUSSED	- Promotes public education by ensuring families and carers are informed of school and system policies, programs, and activities. - Supports staff in creative, innovative, and strategic use of new and emerging technologies in teaching and learning. - Engages staff in school improvement processes. - Articulates and models appropriate leadership styles as necessary.

PROFESSIONAL PRACTICE 4 – *Leading the Management of the School*	
	School Leader C (SLC)
PLANNING & MANAGING	- Supports staff to plan and operate from a position reflecting the values of the school. - Manages team/faculty resources. - Considers and identifies the impact of resource allocation on classroom practices and future needs. - Supports staff in recognising alignment of purchase requests, budgets and learning priorities. - Contributes to workforce planning, recruitment strategies and selection processes.
ACCOUNTABILITY	- Maintains documentation demonstrating compliance with policies, procedures, and accountability systems. - Assists staff to implement effective classroom student monitoring, evaluation, and assessment processes. - Assists staff to understand the role of the school board and other governing bodies.

PROFESSIONAL PRACTICE – *Engaging and working with the community*	
	School Leader C (SLC)
ENGAGEMENT	- Fosters links between staff and parents, both inside the school and through home learning. - Encourages and facilitates lifelong learning for whole community. - Supports and encourages staff to actively seek feedback from parents and carers.
COMMUNITY PARTNERSHIPS	- Models, builds, and sustains respectful relationships with all groups in the school community. - Works collaboratively recognising the contributions of others. - Leads and supports staff in recognising the need to engage relevant external agencies to support students
LEARNING COMMUNITIES	- Fosters links within and beyond the school to exchange ideas and resources. - Supports and encourages staff to share best practice and network within and outside the school. - Works with staff and the executive team to foster opportunities for collaboration across network schools.