

Directorate:	Education
Branch:	Engagement & Wellbeing Support Services Branch
Section:	Flexible Education
Position Title:	Assistant Director – Community and Pathways
Position Number:	PN72012
Classification:	SOGC
Location:	Flexible Education Hub, Woden
Last Reviewed:	July 2026

DIRECTORATE OVERVIEW

The Education Directorate develops and delivers educational services to empower each child and young person in the ACT to learn for life. The Directorate achieves this through:

- the provision of public preschools, primary, secondary, specialist schools and colleges
- access to quality teaching, specialised learning programs and well-being supports for individual student needs
- enrolment and support of international students
- the registration and regulation of home education, early childhood learning centres and non-government schools.

Our mission is to offer excellent, fair and equitable education to more than 50,000 students across 93 public schools. We want all students to feel safe, valued and supported to thrive.

The Directorate supports workforce diversity and is committed to creating an inclusive workplace. As part of this commitment, Aboriginal and Torres Strait Islander peoples, people with disability, culturally diverse people and those who identify as LGBTIQ are strongly encouraged to apply.

BRANCH OVERVIEW

The Engagement and Wellbeing Support Services Branch is responsible for the policy, strategic planning, and management of school support for student wellbeing, including the provision of allied health services.

The Branch provides direct support for individual students, and support to classroom teachers and school leadership teams designed to build the capacity of schools and contribute to the achievement of improved student outcomes.

The Branch includes:

- Clinical Practice
- Wellbeing Policy and Service Design
- Flexible Education

The Branch leads key policy for student wellbeing and works closely with schools to ensure students access and participate in education. The Branch works closely with other government directorates, families and external agencies and providers.

The Engagement and Wellbeing Support Services Branch includes the Clinical Practice service which provides school psychology services, allied health service, and youth and social worker services to support schools in addressing barriers to student engagement and learning.

FLEXIBLE EDUCATION

Flexible Education works with school staff, students, parent/carers, and other internal and external stakeholders to improve student engagement, learning and wellbeing outcomes. Flexible Education contributes to policy implementation, professional learning and capacity building through the knowledge and skills of multidisciplinary teams, supporting trauma-informed education and improved student wellbeing outcomes. Flexible Education banner sits across seven (7) programs. These programs are Muliyan, Murrumbidgee School, The Hospital School, the Cottage program, Waruga Yardhura, Outreach and Distance Education.

POSITION OVERVIEW

The Assistant Director - Community and Pathways is responsible for leading the development, coordination and continuous improvement of education, training and employment pathways for young people engaged in Flexible Education. Through strategic partnerships with schools, training providers, industry, community organisations and government agencies, the role translates relationships into meaningful opportunities that improve engagement, builds skills and supports successful transitions to further education, training and employment.

Working as part of the Flexible Education leadership team, the role contributes to organisational priorities by designing innovative pathway initiatives that respond to workforce needs and goals. The Assistant Director -Community and Pathways ensures opportunities are trauma-informed, strengths-based and culturally responsive, recognising the complex needs of young people experiencing educational disengagement, mental health challenges, justice involvement, housing instability and other barriers to participation.

The role requires strategic thinking, sound judgement and strong stakeholder engagement to build sustainable partnerships, influence system collaboration and coordinate programs that deliver positive educational, social and vocational outcomes. The Assistant Director works collaboratively across Flexible Education programs to strengthen transition planning, reduce barriers to participation and create genuine post-school pathways for vulnerable young people.

WHAT YOU WILL DO

In accordance with Directorate policies and legislation:

1. Lead the development, coordination and continuous improvement of training and employment pathways that align with individual student strengths, interests, aspirations and readiness, supporting successful transitions into vocational education, traineeships, employment and further learning.
2. Develop and maintain strategic partnerships with industry, community organisations, Registered Training Organisations (RTOs), employers, schools and government agencies to create innovative pathway opportunities and strengthen collaborative service delivery.
3. Coordinate pathway programs and initiatives including work experience, industry immersion, mentoring, vocational tasters, social enterprise initiatives and employment opportunities, ensuring effective planning, logistics, communication and compliance.
4. Work collaboratively with Flexible Education leadership, specialists and multidisciplinary teams to ensure pathway planning is integrated with individual learning plans, wellbeing supports and

transition planning across all Flexible Education programs. This may also include undertaking or contributing to the supervision and mentoring of Flex Ed staff, where required, in accordance with the Flexible Education Supervision Framework.

5. Provide leadership in stakeholder engagement and systems navigation, reducing barriers to participation by coordinating access to education, training and employment services and advocating for equitable opportunities for young people.
6. Ensure all pathway opportunities are delivered through trauma-informed, strengths-based and culturally responsive practice, recognising and responding to the complex needs of students while supporting access, participation and retention.
7. Lead strategic planning, program evaluation and reporting, using evidence, data and stakeholder feedback to monitor outcomes, identify opportunities for innovation and continuously improve pathway initiatives and partnership models.
8. Manage governance, partnership agreements and operational requirements, including the development of Memoranda of Understanding (MOUs), risk management processes and compliance with relevant legislation, Directorate policies and accountability frameworks.
9. Consistently model and demonstrate the principles of the ACTPS Respect, Equity and Diversity (RED) Framework 2010, the ACTPS Code of Conduct 2012 (including Values and Signature Behaviours), and lead safe work practices in accordance with the Directorate's Cultural Integrity Continuum and Health, Safety and Wellbeing Safety Management System Framework.

SELECTION CRITERIA

In three pages or less your Statement of Claims against the selection criteria should summarise how your skills, personal qualities and experiences would enable you to fulfil the responsibilities of the position. Please also include a copy of your resume and contact details for two referees.

1. Demonstrated ability to work effectively with young people with complex needs, supporting engagement, wellbeing, learning and positive pathways through student-centred and trauma-informed approaches.
2. Demonstrated ability to lead programs and services that improve educational, wellbeing and engagement outcomes for young people.
3. Demonstrated experience leading, developing and supporting high-performing teams and fostering effective collaboration across disciplines and stakeholders.
4. Highly developed communication and relationship management skills, with the ability to build productive partnerships across education, community and government sectors.
5. Demonstrated ability to use evidence and sound judgement to inform decisions, manage resources and ensure compliance with legislative and policy requirements
6. A demonstrated commitment to the ACT Public Service Values of collaboration, respect, integrity and innovation as well as demonstrated commitment to cultural integrity, LGBTIQ+ awareness and disability inclusion.