



POSITION DESCRIPTION

Directorate: Education

Position Number: 72447

Division: Service Design and Delivery

Classification: SOG B

Business Unit: Complex Behaviour Support
and WHS Branch

Location: Stirling ACT

Last Reviewed: August 2026

Position Title: Director, Projects and Governance

DIRECTORATE OVERVIEW

The Education Directorate is one of nine ACT Government Directorates established with a collaborative purpose to achieve the ACT Government's priorities and to serve the community. The Education Directorate services include the provision of public-school education, regulation of education and care services, registration of non-government schools and home education.

What is important to us: We are an education system that empowers our young people to thrive in ways that foster a democratic, equitable, diverse and prosperous society.

Our Mission: We develop and deliver educational services to empower each young person in the ACT to learn for life.

Our Vision: to be a leading learning organisation where people know they matter. Our Directorate values of respect, integrity, collaboration, and innovation reflect the employee values of the ACT Public Service.

The ACT public education system continues to expand with over 50,000 students attending 93 public schools, comprising:

- 55 preschool to year 6 schools (including two Koori preschools);
- 11 year 7 to 10 high schools;
- eight year 11 and 12 secondary colleges;
- five early childhood schools (preschool to year 2 including one Koori);
- four specialist schools;
- ten preschool to year 10 schools (including two Koori preschool).

The Directorate also has responsibility for the planning and coordination of early childhood education and care services for the ACT.

The Directorate is structured around five groups: School Improvement; System Policy and Reform; Business Services; Safe at School and Service Design and Delivery. The Directorate employs over 8,000 staff including over 4,700 school teachers and leaders.

The Directorate operates within a 'One ACT Government' framework to facilitate the implementation of whole-of-government priorities and initiatives. The ACT Government's vision for the Territory is embodied in the following strategic themes – quality health care; a fair and safe

community; excellent education, quality teaching and skills development; a strong dynamic economy; a vibrant city and great neighbourhoods; a sustainable future; and high-quality services.

BUSINESS UNIT OVERVIEW

The Complex Behaviour Support and WHS Branch works with schools to improve student safety, engagement and learning outcomes by strengthening school capacity in using evidence based universal strategies for all students and selected and targeted supports for individual students demonstrating complex and challenging behaviours.

The Complex Behaviour Support and Work Health and Safety (CBSWHS) Branch is responsible for:

- supporting ACT public schools to manage the risks associated with students who exhibit challenging and complex behaviours, targeted support for teachers, and students;
- supporting schools and families with student attendance concerns and compliance with the attendance requirements under the Education Act including issuing of compliance notices and exemptions.
- facilitation of professional learning for schools to build the capability of school-based staff to provide safe and effective learning environments.
- case coordination and management including interagency collaboration to support schools to meet the needs of students demonstrating challenging and complex behaviour.
- the monitoring and identification of incidents involving violence and abuse, identification of emerging risks and coordinating responses.
- leading legislation and policy implementation, advice and monitoring use and reporting of restrictive practices in schools.
- leading the implementation of the Positive Behaviour for Learning (PBL) framework in the ACT public schools and provision of universal training with a focus on high expectations, inclusion and wellbeing.
- leading the strategic direction for an integrated Work, Health and Safety (WHS), wellbeing and early intervention to support the safety and wellbeing of staff and ensuring that WHS, wellbeing and early intervention approaches are incorporated into all aspects of the Directorates functioning including management of the Directorate's Employee Assistance Program; and
- development of policy and procedures to support the functions and services delivered by the branch.

This is a high-profile branch managing key risks of the business. These activities are done in consultation with stakeholders across the Directorate.

POSITION OVERVIEW

The Director, Projects and Governance provides strategic leadership for governance, program management, implementation assurance and performance reporting activities within the Student Behaviour Support Team. The role is responsible for establishing and maintaining robust governance frameworks, overseeing risk management processes, and ensuring compliance with Commonwealth reporting and accountability requirements. The Director provides high-quality

strategic advice to senior executives and supports informed decision-making through the delivery of executive briefings, submissions and other key documentation.

Working across complex projects and reform initiatives, the Director leads the development of program logic, outcomes frameworks and evaluation readiness activities to ensure programs are designed, delivered and assessed in a structured and evidence-informed manner. The role provides oversight of implementation progress, monitors risks and issues, and drives continuous improvement through effective performance monitoring, reporting and assurance processes. The Director also plays a key role in supporting the design, implementation and governance of trial initiatives, ensuring alignment with strategic objectives and intended outcomes.

The role requires strong project and program management expertise, highly developed analytical and communication skills, and the ability to influence and engage stakeholders across government, education settings and partner organisations. The Director is expected to foster a culture of continuous improvement, accountability and evidence-informed practice to enhance outcomes for students, schools and the broader ACT education community.

DUTIES AND RESPONSIBILITIES

The Director is accountable for the following outcomes:

- Lead the development and implementation of governance, reporting and assurance frameworks to support the effective delivery of Student Behaviour Support Team initiatives and ensure alignment with Directorate and Government priorities.
- Manage Commonwealth and other strategic reporting requirements, ensuring the provision of accurate, timely and evidence-based reporting that meets funding, accountability and performance obligations.
- Develop and maintain program logic, outcomes and performance measurement frameworks to support effective program design, monitoring, evaluation and continuous improvement.
- Lead evaluation readiness activities, including the establishment of data collection, monitoring and reporting processes that support program evaluation and evidence-informed decision-making.
- Provide implementation assurance and strategic project oversight, monitoring progress, identifying delivery risks and issues, and recommending solutions to support successful program outcomes.
- Prepare high-quality executive briefings, submissions, correspondence and strategic advice for senior executives, government stakeholders and decision-makers on complex and sensitive issues.
- Lead risk management activities, including the identification, assessment, mitigation and reporting of strategic, operational and program risks across the team's portfolio.
- Support the design, implementation and evaluation of trial initiatives, coordinating stakeholders, establishing governance arrangements and ensuring delivery aligns with agreed objectives, timelines and outcomes.

SELECTION CRITERIA

1. Demonstrated ability to lead complex projects, programs and reform initiatives in a dynamic environment, including establishing priorities, driving outcomes, managing competing demands and ensuring alignment with strategic and organisational objectives.
2. Proven experience in developing and implementing governance, risk management and assurance frameworks that support effective decision-making, accountability, compliance and continuous improvement across complex programs or service delivery environments.
3. Highly developed analytical and conceptual skills, with the ability to interpret complex information, develop program logic and evaluation frameworks, identify emerging issues and risks, and provide evidence-based advice to inform policy, program and operational decisions.
4. Exceptional written and verbal communication skills, including the ability to prepare high-quality executive briefings, submissions, reports and correspondence, and to influence decision-makers and stakeholders on complex, sensitive or strategic matters.
5. Demonstrated ability to build and maintain productive relationships and partnerships across government, schools, community organisations and other stakeholders, fostering collaboration to achieve shared outcomes and support successful program implementation.
6. Demonstrated ability to exercise leadership through influence, initiative and professional expertise, promoting the ACTPS values of accountability, integrity, respect and excellence. Proven capacity to foster a culture of continuous improvement and evidence-informed practice, build capability across teams and stakeholders, drive positive change, and contribute to organisational excellence and improved outcomes for the ACT community.

How to Apply

Please submit a response to the Selection Criteria (maximum three pages), a current curriculum vitae and contact details for two referees.

Note:

- A merit pool will be established from this selection process and may be used to fill identical vacancies on a permanent or temporary basis over the next 12 months.
- Applicants may be selected on written applications and referee reports only.