POSITION DESCRIPTION

Directorate: Education
Division: System Policy and Reform
Branch: Education and Care, Regulation and Support
Position Title: Assistant Director Data Analytics, Policy and Projects
Position Number: P72562
Classification: Senior Officer Grade C
Location: Hedley Beare Centre for Teaching and Learning, Stirling
Reviewed: 15 October 2026

DIRECTORATE OVERVIEW

The Education Directorate delivers high-quality, inclusive and equitable education services to support every child and young person in the ACT to learn for life. The Directorate operates the ACT's network of public schools and regulates non-government schools and early childhood education and care services. In addition, the Directorate registers home educated children and regulates ACT school CRICOS providers (for overseas students).

The Directorate employs over 8,000 staff and is organised into five groups:

- School Improvement
- Infrastructure and Digital Services
- System Policy and Reform
- Chief Operating Officer
- Service Design and Delivery

The Education Directorate is one of seven ACT Government Directorates working collaboratively to deliver government priorities and serve the community.

Further information about working in the ACT Public Service and the Education Directorate is available at: https://www.jobs.act.gov.au/about-the-actps and https://www.education.act.gov.au/

The ACT Public Service (ACTPS) is a values-based organisation where all employees are expected to embody the prescribed core values of respect, integrity, collaboration, and innovation, as well demonstrate the related signature behaviors.

DIVISION OVERVIEW

System Policy and Reform is responsible for the provisions of strategic advice to the Minister and the Directorate on system, policy, and reform matters. The division is responsible for leading and delivery of system- wide reforms including the Future of Education Strategy, the Early Childhood Strategy, and Review of the *Education ACT 2004*. The division delivers quality data and analytics to inform school and system improvement and well-informed system-wide planning.

The division promotes a strong and collaborative culture through effective communication and links

with internal and external partners and the broader community. Responsible for the provision of an impartial view regarding whole of system performance

BUSINESS UNIT OVERVIEW

Education and Care Regulation and Support (ECRS) Branch is a business unit of the ACT Education Directorate. ECRS comprises Children' s Education and Care Assurance (CECA) and Non-Government Education (NGE).

CECA fulfils the functions of the Regulatory Authority for education and care services, which includes long day care, outside school hours care, preschool, family day care and playschool in the ACT under the *Education and Care Services National Law* (National Law) and *Children and Young People Act 2008*.

NGE is responsible for the regulation, monitoring, registration and compliance of ACT non-government schools and ACT families who choose to educate their children at home under chapters 4 and 5 of the *Education Act 2004*. NGE also regulates ACT school providers who are registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS).

POSITION OVERVIEW

ECRS regulates and supports over 370 education and care services, 670 home-educated resident children, 49 non-government schools, and five ACT school CRICOS providers.

This role will oversee the development of data analytics to drive reporting and intelligence for education and care services, non-government schools and home educating families across the ACT, under *the Education and Care Services National Law (ACT)*, the *Education Act 2004* and the *Children and Young People Act 2008* (CYP Act).

This position requires leadership and expertise in regulatory functions and a strong ability to accurately interpret and apply legislation. The ideal candidate will be strategic and innovative with high level interpersonal, communication, and IT skills.

WHAT YOU WILL DO

In collaboration with the senior leadership team:

1. Provide strategic leadership of data analytics, ensuring the delivery of accurate, timely and actionable insights that support the Branch's role to make regulatory decisions under the Education *and Care Services National Law Act (ACT),* the *Children and the Children and Young People Act 2008 (CYP Act)* and the *Education Act 2004*.
2. Utilise existing data sources and develop new tools (for example Power BI) to enhance data reporting, consistency, and management across the branch, including the creation of trend analysis and intelligence tracking.
3. Build analytical capability across the branch, fostering a culture of continuous improvement.
4. Undertake and support complex policy and project work including research, policy analysis, operational policy development, implementation, and evaluation, sometimes within tight timeframes.
5. Prepare briefings, ministerial correspondence, reporting, and general high-level correspondence as required by the Senior Director and EBM.

WHAT YOU REQUIRE

The following capabilities form the criteria that are required to perform the duties and responsibilities of the position.

Professional / Technical Skills and Knowledge

1. Demonstrated sound knowledge, or the ability to quickly acquire knowledge, of the *Education and Care Services National Law (ACT), Children and Young People Act 2008 (CYP Act),* Chapter 4 (Non-Government Schools) and Chapter 5 (Home Education) of the *Education Act 2004*.

2. Experience in managing data, developing dashboards and providing strategic data analysis and reports, tailored for a variety of audiences.

3. Well-developed written and verbal communication skills and the ability to engage with others to achieve results.

4. Experience in systems and data analytic tools including PowerBI and or the ability to quickly acquire knowledge and skills.

Behavioural Capabilities

1. Demonstrated capacity to work independently and collaboratively to achieve results.
2. Ability to provide capability uplift to colleagues in relation to data analysis.
3. A sound understanding of and the ability to actively practice the guiding principles of working in the ACT Public Service, including but not limited to in the areas of management, values, non-discrimination, industrial democracy and general principles, as embodied in the *Public Sector Management ACT 1994*.

Compliance Requirements / Qualifications

1. Experience with PowerBI and/or data visualization tools is highly desirable.
2. Experience in a Regulatory context is highly desirable.

WORK ENVIRONMENT DESCRIPTION

ADMINISTRATIVE	FREQUENCY
Telephone use	Frequently
General computer use	Frequently
Extensive keying/data entry	Frequently
Graphical/analytical based	Frequently
Sitting at a desk	Frequently
Standing for long periods	Occasionally
Designated workstation	As negotiated
STANDARD HOURS	**FREQUENCY**
Flexible working hours (access to flex time)	Frequently
Fixed or specified start/finish times	Never
Expected to work extensive hours over a significant period due to the nature of the duties	Occasionally
Access to Accrued Days Off (ADO's)	Never
Peaks and troughs	Frequently
Frequent overtime	Occasionally
Rostered shift work	Never
SOCIAL DEMANDS	**FREQUENCY**
Work with others towards shared goals in a team environment	Frequently
Work in isolation from other staff (remote supervision)	Frequently
Working in a call centre environment	Never
Attending required face-to-face meetings	Frequently
Working directly with the public including non-government school stakeholders and home educating parents	Frequently
PHYSICAL DEMANDS	**FREQUENCY**
Distance walking (large buildings or inter-building transit)	Occasionally
Working outdoors (e.g., site visits to non-government schools)	Occasionally
MANUAL HANDLING	**FREQUENCY**
Lifting 0 – 5kg	Occasionally
Lifting 5 – 10kg	Never
Lifting 10kg+	Never
Climbing	Never
Reaching	Occasionally
Bending/squatting	Occasionally
Push/pull	Occasionally
Sequential repetitive movements in a short amount of time	Occasionally

TRAVEL	FREQUENCY
Frequent travel – multiple work sites	Occasionally
Frequent travel – driving	Occasionally
Frequent travel – interstate	Occasionally
SPECIFIC HAZARDS	**FREQUENCY**

Working at heights	Never
Exposure to extreme temperatures	Never
Operation of heavy machinery e.g. forklift	Never
Confined spaces	Never
Excessive noise	Never
Low lighting	Never
Handling of dangerous goods/equipment	Never
Working with asbestos	Never
Potential to encounter agitated customers	Occasionally
Exposure to potentially distressing case material	Occasionally
OTHER	**FREQUENCY**
Uniform required	Never
Personal Protective Equipment (PPE) required	Never