ACT Government
Education

SCHOOL LEADER CAPABILITY FRAMEWORK

Applicant Information Package

Prescribed eligibility criterion	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 (or eligibility to obtain). A current registration issued by Access Canberra under the *Working with Vulnerable People (Background Checking) Act 2011*.

Introduction

Transfer links closely with quality teaching, professional learning, career planning, performance management and leadership development in helping to develop a capable and sustainable teaching workforce. By transferring to new settings throughout their careers, school leaders gain a broad experience and contribute to the renewal of school communities by incorporating new perspectives.

Principals, Directors School Improvement and Managers plan the optimum placement end dates of individual school leaders, and subsequent transfer, through the annual professional discussions with reference to the individual's career plans and the need to sustain and renew educational programs.

Placements are typically for a five year period unless site operational requirements are otherwise. There is no limit on the number of times a placement at a site can be continued for periods of up to five years. All substantive school leaders may apply to transfer "at level" at any stage of their career.

Procedures for filling school leader positions

This document, jointly agreed by the Directorate and the Australian Education Union (AEU), underpins the selection process.

Applications are written to the *ACT School Leadership Capability Framework*, with reference to the position statement that contextualises the advertised role. The application should include a CV, supporting statement of up to two pages (in transfer processes) and details of referees. Consistent with the *ACT Public Service Recruitment Guidelines,* contact with referees other than those listed should only occur with applicant permission. If a position preference list is submitted, this is only used in managing the announcement of selection outcomes and is not provided to panellists.

Applicants are considered by a Joint Selection Committee (JSC) comprising three members substantive at or above the level of the advertised position, noting that an additional member, as community representative, is included in Principal selections. At least one member must be from another site and not have worked at the school with the vacancy in the previous 12 months. Gender composition should include one male. Panel composition is signed off by the Directorate and the AEU.

If there is a single applicant, suitable for the advertised role, the assessment may be determined by the Principal alone and from application. If a single applicant is potentially not suitable, or there are multiple applicants, a selection panel is convened to interview all applicants and to seek referee comment to determine applicant ranking.

Reference Links

- Education Directorate website
  www.education.act.gov.au/

- Education Directorate Annual Report
  www.education.act.gov.au/publications_and_policies/publications_a-z/annual_report

- Education Directorate Strategic Plan
  www.education.act.gov.au/__data/assets/pdf_file/0008/517463/Strategic-Plan-2014-2017.pdf

- ACT Public Sector Education and Training Directorate (Teaching Staff) Enterprise Agreement 2014-2018
  www.education.act.gov.au/employment/employment_agreements

School Leader A Classification Profile

In accordance with legislative requirements and Directorate policies:

1. Set the strategic direction of the school in conjunction with the school board and implement the school plan.

2. Ensure the curriculum of the school is implemented in line with directorate policies and in the context of the local school environment.

3. Provide ethical and well informed leadership on educational and organisational issues in the school community in particular to staff and students.

4. Take responsibility for the quality of educational service delivery in the school including the ongoing development of staff and the learning outcomes of all students.

5. Manage the human, financial and physical resources of the school in line with public sector probity, sound management practice, the policies of the school board and the School Based Management Framework.

6. Promote positive relations and strategic linkages between the school, parents, relevant stakeholder groups and the local community.

7. Actively contribute to the development of directorate educational strategies and priorities and accept responsibility for delivery of system wide policies and programs.

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.

Advice for applicants

Applying for the position

An application provides information to the selection committee about your knowledge, capabilities, skills, experience and potential and typically comprises a curriculum vitae, statement of claims based on the capabilities and details of referees.

Suggested approach:

- Read the position information, consult school/section website and speak with contact officer.
- Demonstrate and project, through your curriculum vitae and statement of claims, how your professional expertise and background connect to the requirements of the capabilities.
- Focus on relevant outcomes rather than merely describing the duties of previous positions or providing details not related to this level of leadership.
- Be clear and concise.
- Use a font and size that assists readability (such as Calibri or Arial font at 11 or 12 point).

Curriculum vitae:
The CV is your introduction to the selection committee and includes personal details, professional experience and qualifications. It may also contain a list of publications, presentations, achievements (eg. awards), professional association committees and affiliations or community interests relevant to the capabilities. The format may be chronological and/or functional. Usually, a chronological CV starts with your most recent experience. A functional CV concentrates on what has been achieved, rather than the positions held.

Statement of claims based on the capability framework:
The statement of claims is integral to the application. The capabilities are supported by descriptors. Craft 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 advertised role. Length of statement is approximately one page for temporary (up to a semester) selection processes and two pages for transfer processes.

Referees:
In choosing referees, consider how well they know your work and can speak about your capabilities. Referees may be contacted at any time during the selection process. The focus may be in general terms relating to the capabilities, or a specific aspect for which clarification would assist the decision. Consistent with the *ACT Public Service Recruitment Guidelines,* contact with referees other than those listed should only occur with applicant permission.

The selection interview:
The selection committee will assess applications, shortlist, call for interviews and contact referees. You can expect questions about how you have handled situations and tasks involving similar capabilities to those of the position, the results achieved and your reflections of your approach and its outcomes. Try to engage with all members of the panel. Applicants with specific requirements to enable access to, or participation in, the interview process should inform the contact officer prior to interview.

PROFESSIONAL PRACTICE 1 – *Leading, teaching and learning*

	SLC	SLB	SLA
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	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	Ensures current research and sound principles of education inform whole school alignment of curriculum, pedagogy, assessment and reporting Ensures whole school focus on quality teaching and learning and sets high expectations for the whole school Leads and promotes a collaborative culture in planning, monitoring and reviewing the effectiveness of learning
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	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	Drives the development, implementation and evaluation of a comprehensive, rigorous, and coherent school curriculum Ensures that programs offered in the school are of the highest quality to maximise academic and social success for all students Leads curriculum renewal and reform with learning at the centre of strategic planning
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	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	Establishes and implements an effective learning and assessment framework that uses data, benchmarking and observation to monitor progress of every child's learning Provides a consistent school- wide focus on individual student achievement Celebrates and promotes good performance and challenges underperformance at all levels

PROFESSIONAL PRACTICE 2 – *Developing self and others*

	SLC	SLB	SLA
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	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	Models and communicates the importance of health, well-being and resilience Has a sense of self and seeks to extend skills and experience 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	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	Regularly and critically analyses own performance and identifies relevant professional learning, setting personal targets Establishes procedures for effective staff evaluation of educational practices Seeks and provides regular feedback including performance reviews and annual professional discussions
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	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	Nurtures potential/future leaders through coaching, mentoring and succession planning Ensures professional development is linked to improved teacher performance and student outcomes Oversees whole school induction and ongoing support processes Supervises and manages performance and provides constructive and timely feedback

PROFESSIONAL PRACTICE 3 – *Leading improvement, innovation and change*

	SLC	SLB	SLA
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	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	Leads formal review and renewal processes to inform educational decisions Makes and implements decisions which reflect changing demands on and expectations of the school, along with a broad understanding of issues and their implications for students, the school and the system Makes evidence informed strategic decisions to lead school improvement
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	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	Collaboratively develops and promotes a school vision which is realistic, challenging and future oriented Builds a unique, inclusive school culture which encourages excellence, innovation and risk taking Develops, 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	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	Inspires a sense of purpose and direction for the school, promoting a positive image of public education Takes a strategic role in the development and implementation of new and emerging technologies, and fosters creativity and innovation to achieve excellence Demonstrates personal commitment to continuous school improvement using problem solving, creative thinking and strategic planning Uses appropriate leadership styles sensitive to the stage, growth and development of the school

PROFESSIONAL PRACTICE 4 – *Leading the management of the school*

	SLC	SLB	SLA
PLANNING and 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	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	Creates an organisational structure that reflects the schools values Plans strategically and implements effective systems Manages the school's resources to respond to changing needs and improve whole school outcomes Ensures budgets are integrated and aligned with learning priorities Leads and manages 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	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	Models, upholds and promotes compliance with policies, procedures and accountability systems in accordance with relevant legislation Develops effective assessment, evaluation and accountability systems Effectively collaborates with the school board, governing bodies, parents and others

PROFESSIONAL PRACTICE 5 – *Engaging and working with the community*			
	SLC	**SLB**	**SLA**
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	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	Recognises and uses the expertise and rich, diverse linguistic and cultural resources in the school community Promote sound life-long learning from preschool to adult life Actively seeks feedback from families and carers and the wider community about the quality of learning and their ambition for education
COMMUNITY PARTNERSHIP	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	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	Models, promotes and develops positive, respectful relationships within the school and wider community Collaborates and develops partnerships with a range of stakeholders across the Directorate and in other organisations Cooperates and works with relevant agencies to protect and support children and young people
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	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	Takes a leadership role within and beyond the school through professional relationships and networks Contributes to the development of the education system by sharing effective practice, working in partnership with schools and others to develop integrated provision Leads true collaboration across the system to collectively raise standards and close the gap for all students

Position Information

School / Section	Evelyn Scott School
Position Number	P48883
School Description (if relevant eg. IB school)	P-10
Local Designation	School Leader C - Future Focused Learning
Classification (eg. School Leader C)	School Leader C
Principal / Manager	Principal
Position Contact	Jackie Vaughan
	0422 377 167
Transfer / Open (for SL positions only)	Open

Job Description:

Evelyn Scott School is seeking an innovative and collaborative educational leader to join our school leadership team.

The successful applicant will lead Years 3–6 teaching teams in the implementation of our Future Focused Learning (FFL) model, building staff capability and strengthening contemporary, student-centred pedagogy.

Working collaboratively with the leadership team, the successful applicant will contribute to the design, implementation and evaluation of the school's strategic plan. The role also contributes to P–10 staffing and timetabling, leads whole-school community initiatives and drives the implementation of Intercultural Understanding.

The successful applicant will also undertake a teaching load within a small-group learning program, supporting student engagement, inclusion and achievement.