



POSITION DESCRIPTION

Directorate: Education

Division: Service Design & Delivery

Business Unit: Complex Behaviour Support & WHS Branch

Position Number: 71999

Classification: SOG C

Location: Stirling ACT

Last Reviewed: June 2026

Position Title: Assistant Director Restorative School Communities

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 Assistant Director Restorative School Communities is responsible for leading the implementation of restorative practices across the directorate, as part of the Positive Behaviour for Learning (PBL) team. The role supports delivery of the Anti-Bullying Rapid Review (ABRR) Implementation Plan by embedding the National Framework for Addressing Bullying in Schools into practice, with a particular focus on building safe, inclusive, and supportive school environments through restorative approaches. This includes strengthening trauma-informed and

evidence-based responses to bullying and other harmful behaviours and supporting schools to respond promptly and effectively to incidents in line with national expectations.

Working within the PBL team, the role will drive the development and implementation of a Restorative School Communities approach, ensuring alignment with policy, system processes, and school-based practices. The position will play a key role in building capability across schools, supporting consistent and locally responsive implementation, and contributing to broader system efforts to improve student wellbeing, behaviour, and engagement.

DUTIES AND RESPONSIBILITIES

1. Lead the implementation of Restorative School Communities within the PBL framework, aligning practice with the ABRR Implementation Plan and National Framework for Addressing Bullying in Schools.
2. Embed restorative and trauma-informed approaches into school practice, supporting consistent, evidence-based responses to bullying and other harmful behaviours.
3. Collaborate with policy teams to ensure alignment between restorative practices and system policies, including the Safe and Supportive Schools Policy and related procedures.
4. Design and deliver professional learning and communication activities to build school understanding of expectations, including timely (within two school days) responses to bullying incidents.
5. Develop practical guidance and tools for schools to support locally responsive implementation of restorative approaches, tailored to diverse student cohorts and community contexts.
6. Strengthen system coherence by aligning school processes, practices, and communications, supporting schools to embed restorative approaches and promote safe, inclusive learning environments.

SELECTION CRITERIA

1. Demonstrated experience providing strategic leadership of complex, system-wide initiatives, including driving the implementation of restorative approaches across education settings and delivering outcomes aligned with government priorities, policy frameworks, and defined timeframes.
2. Demonstrated ability to lead and influence the development, alignment, and implementation of policy and frameworks, ensuring restorative and trauma-informed approaches are embedded coherently across organisational systems, policies, and school practices.
3. Highly developed stakeholder engagement and influencing skills, including the ability to build effective partnerships and work collaboratively with senior leaders, school communities, and cross-functional teams to drive the adoption of restorative practices.
4. Demonstrated experience leading capability development initiatives, including designing and delivering professional learning, tools, and resources that enable the consistent application of restorative, trauma-informed, and evidence-based practices across diverse contexts.
5. Demonstrated ability to apply governance, monitoring, and evaluation processes to drive system coherence, strengthen practice implementation, and support continuous improvement in student wellbeing, behaviour, and inclusive school environments.

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.

How to Apply

Please submit a response to the selection criteria (maximum 3 pages), a current CV/resume and contact details for 2 referees.

Applications should be submitted via the Apply Now button below.

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.

WORK ENVIRONMENT DESCRIPTION

The following work environment description outlines the inherent requirements of the role of Assistant Director Restorative School Communities (position number P71999) and indicates how frequently each of these requirements would be performed. Please note that ACTPS is committed to providing reasonable adjustment and ensuring all individuals have equal opportunities in the workplace.

ADMINISTRATIVE	FREQUENCY
Telephone use	Frequently
General computer use	Frequently
Extensive keying/data entry	Occasionally
Graphical/analytical based	Occasionally
Sitting at a desk	Frequently
Standing for long periods	Never
Designated workstation	Never

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	Never
Access to Accrued Days Off (ADO's)	Never
Peaks and troughs	Occasionally
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)	Occasionally
Working in a call centre environment	Never
Working directly with the public	Never

PHYSICAL DEMANDS	FREQUENCY
Distance walking (large buildings or inter-building transit)	Occasionally
Working outdoors	Never

MANUAL HANDLING	FREQUENCY
Lifting 0 – 5kg	Occasionally
Lifting 5 – 10kg	Occasionally
Lifting 10kg+	Occasionally
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	Never

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	Never
Exposure to potentially distressing case material	Occasionally

OTHER	FREQUENCY
Uniform required	Never
Personal Protective Equipment (PPE) required	Never