POSITION DESCRIPTION

Directorate:	Education
Group:	School Improvement
Branch:	Student-Centred Improvement and Leadership
Position Title:	Director, Schools Management Model
Position Number:	P35542
Classification:	Senior Officer Grade B (SOGB)
Immediate Supervisor:	Education Leader Student Centred Improvement & Leadership
Security Clearance Required:	No
Location:	HBCTL (Stirling, ACT), 220 London Circuit and Remote
Last Reviewed:	October 2026

DIRECTORATE OVERVIEW

The Education Directorate is responsible for delivering educational services to empower each young person in the ACT to learn for life. The Directorate is responsible for the operation of the network of public schools across the ACT and for regulating non-government school and early childhood education providers.

The Australian Capital Territory 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 as demonstrate the related signature behaviours.

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

GROUP OVERVIEW

The School Improvement Group strategically leads and coordinates the school improvement agenda for the ACT Education Directorate's Education Support Office.

The Group is responsible for:

- Driving system wide focus on improvement for every child and young person.
- Leading the implementation of the Student-Centred Improvement Framework, supporting schools through evidence-informed self-evaluation, external review, capability building and differentiated system supports to improve outcomes.
- Informing and influencing the broader work of the branches within the Directorate in delivering an integrated approach to the delivery of services providing an interface between schools, school networks and ESO.
- Supporting the development and delivery of programs and interventions for schools including facilitating partnerships and the sharing of best practice across networks
- Linking schools with other education providers to deliver high-quality services and outcomes supporting schools to manage a range of operational processes including incident reporting and point in time support/queries.

POSITION OVERVIEW

Reporting to the Executive Leader Student Centred Improvement & Leadership, the Director Schools Management Model will:

Lead the implementation, governance and continuous improvement of the Schools Management Model (SMM) as a key component of the ACT Education Directorate's Student-Centred Improvement Framework (SCIF). The role supports the Directorate's stewardship responsibility by ensuring schools experiencing operational complexity receive differentiated, timely and evidence-informed support that enables them to maintain focus on improving student outcomes, wellbeing and implementation of their School Strategic Plans. The Director oversees universal monitoring, Coordination Plans, Support Plans, Special Purpose Reviews (SPRs) and escalation processes, ensuring system responses are proportionate, coordinated and aligned with the principles of mutual accountability, continuous improvement and differentiated support embedded within the SCIF.

The Director exercises a high level of judgement and initiative in delivering strategic advice, coordinating complex work programs, and ensuring robust governance arrangements. The role requires a strategic leader who can navigate complexity, build strong relationships, and deliver outcomes in a dynamic operational environment.

The officer may be required to work across the branch in response to operational and other requirements. Any additional workloads will be negotiated between the supervisor and the role holder, as per Section F1.2.1 (i) of the Enterprise Agreement.

WHAT YOU WILL DO

Under the broad direction of the Executive Leader Student-Centred Improvement & Leadership, the primary functions and responsibilities of the Director, Schools Management Model (SMM) include:

1. Lead the implementation and continuous improvement of the Schools Management Model as the operational complexity and differentiated support mechanism within the Student-Centred Improvement Framework, ensuring schools receive appropriate support to sustain improvement efforts and student outcomes.
2. Oversee system monitoring processes that identify emerging operational complexity, using evidence and data to inform differentiated support responses and maintain schools' capacity to implement their improvement agendas.
3. Ensure Schools Management Model processes complement and strengthen the Student-Centred Improvement Framework by supporting schools to continue implementing School Strategic Plans and improvement strategies despite operational complexity.
4. Ensure timely and effective activation, monitoring and evaluation of Coordination Plans and Support Plans.
5. Provide strategic advice and high-quality briefings to senior executives on school operational health, risks, and system-level trends.
6. Coordinate governance processes, including reporting and support for the Management Resourcing Sub-Committee (SMRSC).

7. Lead collaboration with Executive Education Leaders, school leaders, SCIL staff and corporate areas to coordinate system-wide responses that address school complexity while maintaining a focus on student-centred improvement, wellbeing and learning outcomes.
8. Provide strategic leadership for the governance and implementation of differentiated intervention pathways, ensuring recommendations, support plans and resources are effectively coordinated and monitored.
9. Lead and manage staff, promoting a positive team culture aligned with ACTPS values and supporting capability development.
10. Identify and implement improvements to SMM processes, governance, and service delivery to strengthen system effectiveness.

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 ability to think systemically and anticipate emerging challenges and opportunities.
2. Demonstrated ability to interpret organisational, operational and improvement data to identify risk, monitor implementation effectiveness and inform strategic interventions.
3. Strong understanding of system stewardship and the role of differentiated supports in enabling schools to sustain improvement and improve outcomes for all students.
4. Highly developed interpersonal and communication skills, including:
    a. ability to build and sustain effective stakeholder relationships
    b. ability to influence and negotiate across diverse groups
    c. ability to communicate complex information clearly to varied audiences
5. High level emotional intelligence and ability to manage sensitive situations.
6. Demonstrated ability to design, implement and improve systems and service delivery models.

Behavioural Capabilities

7. Demonstrated ability to contribute to a positive culture and work collaboratively to reach shared goals.
8. A demonstrated commitment to work, health and safety (WH&S) and behaviour consistent with the ACT Public Service Values and Signature Behaviours.

Compliance Requirements/Qualifications

9. A current registration issued under the Working with Vulnerable People (Background Checking) Act 2011 is required or the ability to secure registration.