



POSITION DESCRIPTION

Directorate: Education

Division: Service Design & Delivery

Business Unit: Complex Behaviour Support & WHS Branch

Position Number: 72000

Classification: SOG A

Location: Stirling ACT

Last Reviewed: June 2026

Position Title: Senior Director, Anti-Bullying Rapid Review

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 Senior Director Anti-Bully Rapid Review is responsible for providing strategic leadership and oversight of the directorate's response to the Anti-Bullying Rapid Review (ABRR) and delivery of the ABRR Implementation Plan. This role will lead the development and implementation of a comprehensive ABRR Action Plan that aligns directorate policies and practices with the National Framework for Addressing Bullying in Schools by Term 1 2027. The position will ensure a consistent, system-wide approach to strengthening bullying prevention and response, including

embedding trauma-informed and evidence-based practices, improving the timeliness and effectiveness of school responses to reported incidents, and supporting the public availability of school policies. The role will also contribute to national awareness and prevention initiatives in line with agreed cross-jurisdictional commitments.

The Senior Director Anti-Bully Rapid Review will coordinate policy development, stakeholder engagement, and implementation activities across the directorate, ensuring alignment with national obligations and agreed milestones. The role will be responsible for establishing effective governance, monitoring progress, and reporting on outcomes, while building capability across schools to respond to bullying in a consistent and informed manner. This position provides dedicated leadership to drive a coordinated and sustainable approach to bullying prevention and response across the system.

DUTIES AND RESPONSIBILITIES

1. Lead the development and implementation of the ABRR Action Plan, ensuring alignment with the Anti-Bullying Rapid Review (ABRR) Implementation Plan and delivery of outcomes by Term 1 2027.
2. Embed the National Framework for Addressing Bullying in Schools across directorate policy and practice, including incorporation into the Safe and Supportive Schools Policy and other relevant policies, procedures, and guidance materials.
3. Design and deliver a targeted communication strategy to raise awareness and understanding across schools of National Framework expectations, including the requirement for schools to initiate responses to bullying within two school days.
4. Develop guidance materials and provide strategic support to schools to enable consistent, locally responsive implementation that reflects diverse student cohorts and community contexts.
5. Strengthen system capability and consistency in bullying responses, supporting schools to implement trauma-informed and evidence-based practices and to respond to incidents in a timely and effective manner.
6. Ensure alignment of school systems, processes, policies, and community communications, supporting transparency, including the public availability of school policies, and contributing to national awareness and prevention efforts.

SELECTION CRITERIA

Senior Director, Anti-Bullying Rapid Review

Applicants are required to address all the following criteria. Responses should demonstrate strategic leadership impact, depth of expertise, and evidence of outcomes consistent with Senior Officer Grade A expectations.

1. Demonstrated experience leading the development and delivery of complex, system-wide initiatives, including planning, implementation, managing competing priorities, meeting milestones, and achieving outcomes within defined timeframes.
2. Demonstrated ability to develop, review, and implement policy aligned with legislative or national frameworks, translating high-level requirements into practical guidance, procedures, or tools that ensure consistency across an organisation or system.
3. Demonstrated highly developed stakeholder engagement and communication skills, including the ability to effectively engage, influence, and tailor communication to a diverse range of stakeholders to support the successful implementation of initiatives or policy.

4. Demonstrated experience building organisational capability through the development of guidance, tools, or training that support the consistent implementation of evidence-based and/or trauma-informed practices and improve stakeholder outcomes.
5. Demonstrated ability to establish effective governance processes and monitor, evaluate, and report on program performance to support accountability, informed decision-making, and continuous improvement.
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 Senior Director, Anti-Bullying Rapid Review (position number 72000) 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