

## Assistant Director of Education

Education Regional Office

<b>Position number</b>	Generic
<b>Agreement</b>	Award Free
<b>Classification</b>	RAEXDR
<b>Reports to</b>	Director of Education
<b>Direct reports</b>	Various

### Context

The Department of Education's strategic directions outlines the commitment for every child, from Kindergarten to Year 12, to have access to high quality education underpinned by excellence in teaching and quality leadership. This is an education that meets the needs of the learner in preparing them to take the next step into the workforce or further education. Assistant Directors of Education are key system leaders in advancing this strategic agenda.

Working from one of the Education Regional Offices, Assistant Directors of Education contribute to developing and connecting leadership capability in and across schools to generate improvement in student attendance, progress, achievement and ultimately success for all students in the region.

Assistant Directors of Education will rely on expertise, interpersonal and leadership skills to support, influence and build leadership capacity within their region. In collaboration with the Director of Education, they will facilitate school improvement working with and empowering principals to identify common achievement challenges and plan collaboratively to address these. Central to this role is maintaining a dedicated focus on equitable and excellent educational outcomes for all students within the region.

Assistant Directors of Education will have well developed individual attributes including high levels of personal integrity and a commitment to the Department's strategic agenda. These attributes also include the capacity to communicate effectively, coach, advise and provide contemporary solutions that support schools to achieve their improvement goals are reflected in regional leaders.

Visit [education.wa.edu.au](http://education.wa.edu.au) to find out more information about the Department of Education.

### Leadership Context

We believe all our people are leaders irrespective of their role. We consider this as critical to our success and, to support this, we have adopted Leadership Expectations which provides a common understanding of the mindsets and expected behaviours required of all our employees and the public sector.



The leadership context for this role is **Executive Leader**.

## Key responsibilities

- Provide leadership in implementing the strategic directions with a focus on improving student attendance, retention and achievement.
- Build individual and connected leadership capability to improving teaching and learning practice in every school.
- Establish processes to effectively manage and resolve community and staff complaints at the regional level.
- Oversee the provision of quality services, support and educational leadership for students with identified special needs.
- Promote and support cultural responsiveness that reflects expectations in the Aboriginal Cultural Standards Framework.
- Support principals to actively identify issues or challenges in their schools, and connect them with resources to help address them – peers, collegiate principals and relevant Department services.
- Lead strategies to maximise the effectiveness of school networks and clusters to achieve targets in improved levels of student attendance, retention and achievement at a network and/or regional level.
- Identify best practice and innovation in individual schools within the region that can be celebrated and potentially replicated or upscaled (including in other regions).
- Support schools to respond to the Public School Review outcomes as necessary and monitor achievement in areas for improvement.
- Initiate, promote and lead cross agency partnerships that sponsor school level innovation and improved student outcomes.
- Lead implementation of regional risk identification and manage regional processes, including exclusion and attendance panels, and responses to critical incidents.
- Lead and activate department incident management procedures and support principals to anticipate and address specific risks/challenges in schools and in the region.

## Selection criteria

### Expected Behaviours

<p><b>Lead collectively</b> Seek and build key relationships, work together and focus on the greater good.</p>	<ul style="list-style-type: none"> <li>• You understand how your work and the decisions you make connect with other parts of your agency and the sector.</li> <li>• You proactively shape strategy to align with the collective needs of the agency and sector, balancing delivery of tactical short term requirements with creating value in the medium term.</li> </ul>
<p><b>Think through complexity</b> Think critically, work with ambiguity and uncertainty, assess solutions and impacts, and take calculated risks.</p>	<ul style="list-style-type: none"> <li>• You proactively manage the implementation of the risk management strategies in your business areas, and take reasonable steps to mitigate any risks to your business areas and agency.</li> </ul>
<p><b>Dynamically sense the environment</b> Be in tune with the political, social and environmental trends that impact the work; understand and recognise the needs of others and leverage relationships for desired outcomes.</p>	<ul style="list-style-type: none"> <li>• You are proactive in ensuring short term tactical decisions in your business areas are aligned with the direction of the agency.</li> </ul>
<p><b>Deliver on high leverage areas</b> Identify priorities, pursue objectives with tenacity and be resilient in the face of challenges</p>	<ul style="list-style-type: none"> <li>• You understand and recognise how the strategies and decisions in your business areas support the strategic direction of the agency.</li> </ul>

	<ul style="list-style-type: none"> <li>You explore new opportunities for your business areas, and drive and encourage continuous improvement that contributes to delivering excellence for the agency.</li> </ul>
<b>Build capability</b> Proactively develop others; share learning to promote efficiency and effectiveness; and champion diversity and inclusion.	<ul style="list-style-type: none"> <li>You proactively develop leaders to deliver value in your business areas and agency, and enhance capability in the sector.</li> <li>You understand your role and responsibility for creating a healthy culture in your business areas, contributing to a productive sector culture.</li> </ul>
<b>Embody the spirit of public service</b> Display empathy, compassion, humility and integrity, and a genuine passion for the work; demonstrate a responsibility to Western Australians; and work in the interests of the public good.	<ul style="list-style-type: none"> <li>You display and embody the spirit of public service in all your decision making, interactions and professional activities.</li> <li>You are committed to maintaining good corporate governance and proactively identify potential reputational risk and areas of non-compliance.</li> <li>You understand and manage the impact of your leadership style on others.</li> </ul>
<b>Lead adaptively</b> Continuously seek to understand personal strengths and areas for improvement, be adaptive to change and adjust leadership style in different contexts.	<ul style="list-style-type: none"> <li>You demonstrate a high level of self awareness and reflect on your own strengths, limitations and blind spots.</li> <li>You are open to change and willing to adapt your work methods and revise your processes to effectively lead your business areas.</li> </ul>

### Eligibility and training requirements

Employees will be required to:

- hold a recognised qualification in teaching and be currently registered or eligible for registration to teach in Western Australia
- consent to a Nationally Coordinated Criminal History Check and obtain a current Screening Clearance Number issued by the Department of Education's Screening Unit prior to commencement of employment
- obtain or hold a current Working with Children Check
- complete the Department's induction program within 3 months of commencement
- complete any training specific to this role required by Departmental policy
- complete the Department's training in Accountable and Ethical Decision-Making within 6 months of appointment and every 3 years thereafter
- complete the Department's Aboriginal and Torres Strait Islander cultural awareness online course within 3 months of commencement.

### Certification

The details contained in this document are an accurate statement of the responsibilities and other requirements of the position.

### DIRECTOR GENERAL

Signature

Date



2/12/24