

THE DEPARTMENT OF EDUCATION AND CHILDREN'S SERVICES

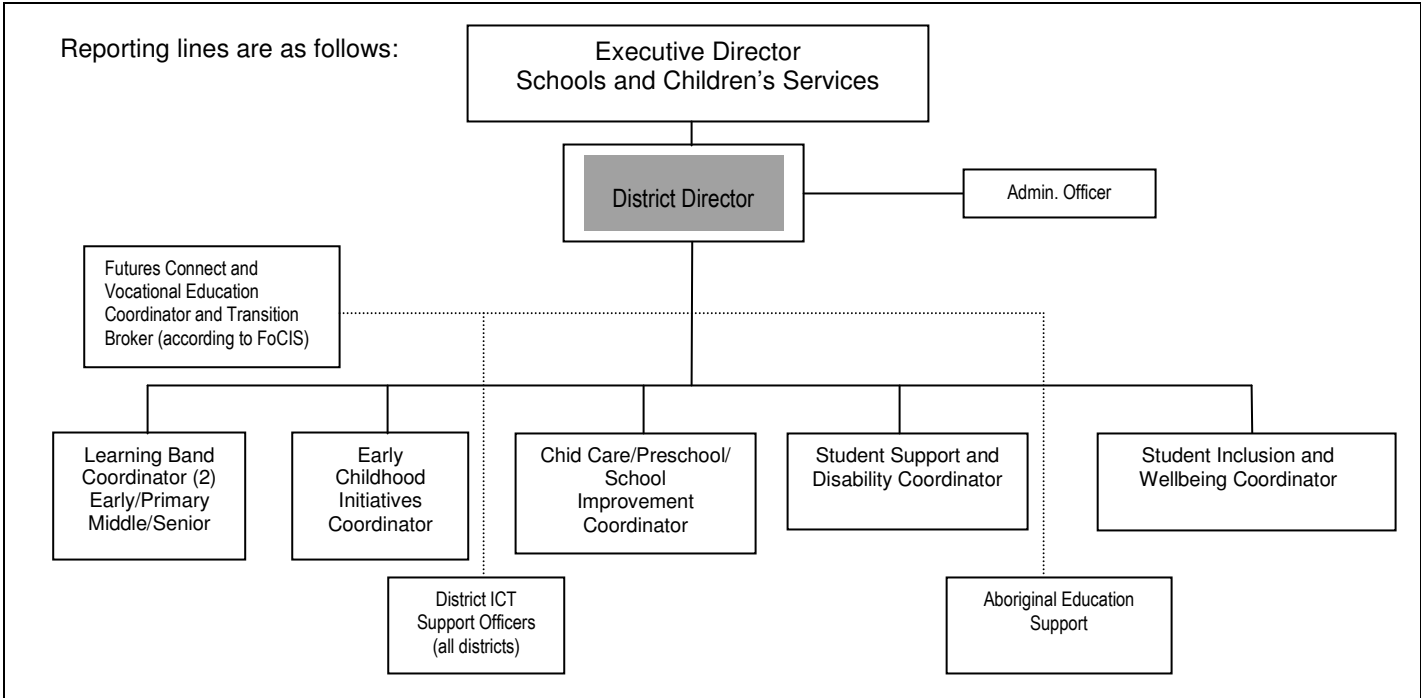
<p>Title of Position: District Director</p> <p>Classification Code: Ed Act 9(4)</p> <p>Salary \$104,928</p> <p>Type of appointment:</p> <p><input type="checkbox"/> Permanent</p> <p><input type="checkbox"/> Temporary</p> <p><input checked="" type="checkbox"/> 5 Year Term</p> <p>Position Reference Number: 3507/03</p>	<p>Administrative Unit: The Department of Education and Children's Services</p> <p>Directorate: Office of Learning and Service Delivery</p> <p>Unit/Section: District Office</p> <p>Position Analysis:</p> <ul style="list-style-type: none"> • Originated by: Chief Executive <p>Version Number: 3 Version Date: 11th September 2003</p>
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Job and Person Specification Approval

_____ 11 / 09 / 03 _____
CPE or CEO or Delegate

JOB SPECIFICATION

<p>1. Summary of the broad purpose of the position and its responsibilities/duties.</p> <p>The District Director will be responsible and accountable for:</p> <ul style="list-style-type: none"> • Ensuring the establishment, the future directions and performance outcomes for the District to achieve DECS priorities and standards by demonstrating strategic leadership and planning and high level financial autonomy and acumen. • Ensuring the development and delivery of efficient and effective programs and services across the District by the coordinated use of resources. • Leading and managing all operations of the District to achieve DECS priorities while meeting local needs, through a District Learning Plan which clearly directs, monitors and evaluates the work of staff including the: <ul style="list-style-type: none"> - child care/preschool/school improvement coordinator - curriculum coordinators - student services coordinator - student inclusion and wellbeing coordinator • Ensuring a culture of high performance and continuous improvement within the District by promoting quality and performance improvement measures, which build and sustain effective site leadership, professionalism, accountability and results orientation. • Promoting the use of educational research and innovation to maximise the nexus between learning outcomes and local management initiatives by utilising exemplary educational and instructional leadership. • Ensuring the performance of all children's services, preschools, schools and multi-disciplinary support services within the District meets the department's high educational and care standards, accountability requirements and complies with government education and children's services legislative and policy frameworks. • Collaboratively developing corporate policy and directions.
<p>2. Reporting/Working Relationships</p> <p>The District Director is responsible to the Executive Director, Schools and Children's Services. The Director works closely with the executives throughout DECS and other State Office personnel with relevant policy, strategic and accountability functions. The District Director has a strong liaison role with bodies such as Regional Development Boards, Educational Councils and other government and non-government agencies. The position line manages and performance manages preschool directors and school principals and a multi-disciplinary team of service providers and support staff.</p>



Key working relationships required to support performance outcomes are:

Internal: District Director establishes strategic and collaborative links with senior executive colleagues including Executive Directors, Directors, Assistant Directors and other senior staff and leads a team including children's services leaders, preschool directors, school principals, and a multi-disciplinary educational support team.

External: Parent, care, preschool and principal associations, universities, unions, other agencies, regional development boards and other government and non-government bodies.

3. Special Conditions

Travel: Intrastate and interstate travel as required

Out-of-hours: Extended out-of-hours work

Location: District Office (metropolitan or country)

Performance targets: The incumbent will be required to achieve personal and District performance targets that are negotiated and mutually agreed with the Executive Director, Schools and Children's Services

Conditions: Appointments will be made pursuant to S9(4) of the Education Act and 12(1) of the Children's Services Act

4. Statement of Key Responsibilities/Duties

The District Director is accountable to the Executive Director, Schools and Children's Services for:

4.1 Directing and leading the development of district programs and service delivery models which ensure optimal learning and care outcomes by:

- implementing a single system of local management with clearly articulated accountabilities and responsibilities
- managing the implementation of key departmental objectives
- identifying and planning for District innovation, improvement, reform and local intervention strategies
- negotiating a District Learning Plan that aligns with both the DECS strategic plan and site plans
- continuously improving the capacity of the District to drive sustainable educational programs to achieve high quality results and targets
- leading forums, consultation and governance processes across children's services, preschools, schools and other relevant stakeholders to improve outcomes
- ensuring the timely and responsive delivery of education and care services to local sites through the operation of multi-disciplinary service teams
- monitoring, analysing and evaluating district progress and results
- undertaking and being accountable for ongoing reform and improvement in the provision and outcomes of care and education
- building community capacity through facilitating interagency collaboration and partnerships in the provision of

services with other government and non government agencies, business and community, children's services preschools and schools

4.2 Leading the implementation and evaluation of effective systems and processes to successfully implement legislative and policy requirements and departmental initiatives for children's services, preschools, schools and educational support services within the District by:

- establishing and overseeing an advisory Local Leaders Executive Group to maximise the flexible and effective use of all available resources
- facilitating the successful implementation of the DECS accountability framework to support preschools and schools to ensure local practices and outcomes fit within statewide frameworks
- ensuring the effective and efficient management of all resources in the district including the district office
- establishing positive working relationships with and providing advice to relevant state office units to improve site and district programs and performance
- aligning the focus of the District to meet current and emerging DECS priorities
- ensuring the maintenance of a professional, safe and equitable work environment by adhering to all legislative, policy and industrial requirements and implementing work practices consistent with the Public Sector Management Act, and all applicable government guidelines and legislation, including the Education Act, the Children's Services Act, the EO Act, the OHS&W Act, and the State Records Act

4.3 Leading a culture of high performance within the District by:

- providing high level strategic educational and instructional leadership to children's services, preschools, schools and multi-disciplinary support teams to effectively deliver high quality outcomes and continuously improve care and education services
- planning, prioritising and evaluating a range of strategies (within a context of ongoing reform) to improve learning outcomes
- initiating and delivering targeted Professional Development Programs for staff across the District to enhance DECS goals and initiatives
- managing the performance review and consequential professional development of preschool directors, school principals and leaders of the district multi-disciplinary support team by ensuring the effectiveness of performance management systems
- planning and evaluating district strategies for social inclusion and learner well being
- designing succession plans for all relevant leadership positions within the District

4.4 Leading the delivery of efficient and effective services across the District by:

- displaying personal integrity and honesty, building trust and confidence, a sense of corporate responsibility and a high level of accountability for the design of services and the delivery of results
- defining, articulating and implementing the required courses of action to add value with the reformed District arrangements
- proactively representing DECS within the community by communicating policies, strategic directions, key priorities and achievements
- working with local regional development boards where appropriate to strengthen educational programs and outcomes for learners
- ensuring the services and performance of the District team are defined, evaluated and continuously improved
- negotiating, defining, monitoring and reporting on the performance outcomes of the District via careful analysis of data and feedback

5. Authority

Departmental delegations and policies will define levels/limits of authority in relation to Finance, Human Resources and Administrative requirements.

6. Position Challenges/Context
This position has a reciprocal focus representing DECS at the District level and the District at the state level in the area of education and children's services and will make a major contribution to achieving government outcomes and priorities, positioning the department as a high performing care and educational organization. The scope of the position embraces the delivery of responsive, integrated and high performance outcomes within a District context. The District Director will establish strong client-focused working relationships and contribute to the development of a District culture of service and achievement, by promoting accountability, quality and continuous improvement.
Acknowledged by Occupant _____ / ____ / ____

PERSON SPECIFICATION

Essential Minimum Requirements (Those characteristics considered absolutely necessary).

Educational/Vocational Qualifications
<ul style="list-style-type: none"> An appropriate tertiary qualification.
Personal Abilities/Aptitudes/Skills
<ul style="list-style-type: none"> Demonstrated track record in leading education and care programs to achieve high quality outcomes. Demonstrated record of achievement to work as a corporate member of a senior management team, with a record of achieving organisational goals within a complex and changing team environment which develops leadership capacity in other people. Demonstrated leadership ability to implement accountability and continuous improvement measures to enhance performance and capability within systemic frameworks and policies. Demonstrated capacity to research, analyse, promote and apply frameworks and models to build community capacity and align services with community needs. Outstanding communication and interpersonal skills supported by highly developed people management skills, which engender cooperation, confidence and trust with individuals and groups. Demonstrated analytical, evaluation and conceptual skills, which contribute to the strategic direction, innovation and reform within an organization. Demonstrated ability to direct and manage sound budget planning and controls to underpin planning and maximise outcomes.
Experience (including community experience)
<ul style="list-style-type: none"> Demonstrated experience as an educational leader, a curriculum leader and manager of people and projects which builds team and community capacity to achieve effective service delivery in a complex environment. Demonstrated success as a strategic agent of change within a large organisation. Demonstrated success at a senior management level in policy implementation, analysis, evaluation, review and reform including financial management.
Knowledge
<p>Generic:</p> <ul style="list-style-type: none"> A sound understanding of the present economic, industrial, legal, social (including social inclusion) and cultural environments within South Australia and their impact upon the design and delivery of children's services, preschools, schools and educational programs and support services. A sound knowledge of leadership principles, local management models, curriculum and student support services design and delivery, planning processes and monitoring and evaluation techniques. A sound working knowledge of all relevant Acts, regulations and policies including Occupational Health Safety and Welfare and EEO and Personnel Management Standards.