

Multi-School Organisation Chief Executive Officer

Applicant Guide

September 2025

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Acknowledgement of Country

We acknowledge the Tasmanian Aboriginal People as the traditional and continuing custodians of the land, where Palawa have cared for their children and prepared them for life since the beginning of time.

Together we live, work, play and learn on what always was, and always will be, Aboriginal land.

We honour Elders, past and present, and pay our respects to all Aboriginal and Torres Strait Islander colleagues, families, and friends.

We commit to ensuring every Aboriginal and Torres Strait Islander child and young person is known, safe, well and learning.



Background to the Multi-School Organisation Trial

In January 2025, the Tasmanian Government committed to trial a significant structural reform in the state's education system: Multi-School Organisations (MSOs). This reform responds directly to the findings of the Independent Review of Education in Tasmania (2024), which concluded that while Tasmania has pockets of excellence, too many children are being failed by a fragmented system that lacks the infrastructure needed to support school improvement.

The Review highlighted that Tasmania's current education architecture places significant responsibility on individual schools and principals without providing sufficient support. This has contributed to persistent inequities and patchy outcomes. System-wide challenges – such as the need for stronger instructional leadership, access to high-quality curriculum materials, and improved professional learning – require coordinated, scalable solutions. The Review called for a new delivery model that could build greater coherence, drive evidence-based improvement, and deliver better outcomes for every child.

MSOs will be rolled out as part of a five-year trial in partnership with McKinnon – an independent not-for-profit organisation. The model is inspired by Grattan Institute's 2024 *Spreading Success* report which explored international best practice and recommended that states and territories across Australia trial the MSO model.

MSOs bring together families of schools under a single executive leadership and governance structure. These organisations are designed to deliver improvement at scale by pooling key responsibilities – such as curriculum design, professional learning, and operations – into a single team with the capacity and expertise to lead them effectively. This model is informed by the success of England's multi-academy trust (MAT) system, which has demonstrated that well-run school groups can reduce variation, drive consistent improvement, and improve student outcomes, particularly in disadvantaged communities.

The Tasmanian trial is the first in Australia to test this model in a government school context. The first MSO – referred to for now as 'MSO1' – will formally launch in early 2026 following a planning and design year in 2025. It will begin with an initial group of three primary schools, expanding over the duration of the trial (including into the secondary system). Additional MSOs will be established across the State throughout the trial. The trial will be subject to rigorous independent evaluation – and the findings of this evaluation will inform future rollout of the MSO model.

MSO1 will be led by a high-performing executive team, initially comprising a CEO and Head of Operations. This team will have sufficient autonomy to design and implement a high-performing MSO model aligned to the best available evidence. It will be accountable for outcomes across all schools in the organisation and responsible for setting strategy, allocating resources, and driving improvement. Participating schools commit to aligning with the MSO's approach to curriculum, teaching, professional development, and operations in pursuit of shared goals.



The scope of the trial is ambitious. Schools within MSO1 (New Town Primary School, Moonah Primary School and Risdon Vale Primary School) have opted into the trial and have agreed to:

- Embrace an evidence-based approach to school improvement.
- Work collaboratively across the MSO to improve outcomes for every student – not just those in their school.
- Participate in school quality reviews and the broader trial evaluation process.
- Contribute to the design and refinement of the MSO model over time.

In return, schools, staff, and students will benefit from a system designed for support and success: lower administrative burden, better curriculum resources, improved teaching quality, and greater capacity to tackle barriers to learning.

This is a rare opportunity to shape the future of Tasmanian education – and the role of the executive team will be critical to its success.

About the Department for Education, Children and Young People

The Department for Education, Children and Young People (DECYP) was established in 2022 to bring together education and child-related services into a single, integrated department with a clear purpose: to ensure bright lives and positive futures for every child and young person in Tasmania.

Our services include:

- Tasmanian Government Schools
- Child and Family Learning Centres
- Child Safety and Out of Home Care
- Youth Justice Services
- Libraries Tasmania and the Tasmanian Archives

We are a Department built entirely for children, young people and their communities. Our goal is that every child in Tasmania is known, safe, well and learning, and we pursue this goal across all our service settings.



Working Within Our Department for Education, Children and Young People



Our values of **Connection, Courage, Growth, Respect, Responsibility** represent the foundation of our Department's culture and guide us in all that we do to ensure **Bright lives. Positive futures** for every child and young person in Tasmania.

We bring our values to life through our everyday behaviours and actions. We want to attract, recruit and retain people who uphold these values and are committed to building a strong values-based culture.

Our Department is committed to building inclusive workplaces and a workforce that reflects the diversity of the community we serve. We do this through a culture that ensures everyone is respected, and has equal access to opportunities and resources. We recognise and respect individual differences as well as people's career path, life experiences and education, and we value how these differences can have a positive influence on problem solving, team dynamics and decision making within our organisation.



We are committed to providing a safe workplace for all employees and have zero tolerance to all forms of violence, including child abuse and harm. The Department is a smoke-free work environment, and smoking is prohibited in all State Government workplaces, including vehicles and vessels.

Employment within the Department is governed by the *State Service Act 2000*. All employees are responsible for ensuring that the standards of behaviour and conduct specified in the State Service Principles and Code of Conduct are adhered to. All employees are expected to act ethically and with integrity in the undertaking of their duties. Employees who breach the code of conduct may have sanctions imposed.

The State Service Principles and Code of Conduct are contained in the *State Service Act 2000* and can be found on the State Service Management Office website at <http://www.dpac.tas.gov.au/divisions/ssmo> together with Employment Direction No. 2 State Service Principles. All employees must read these and ensure they understand their responsibilities.

All employees are expected to utilise information management systems in a responsible manner in line with the DECYP Condition of Use policy statement located at Department for Education, Children And Young People: Information technology policies

Commitment to Children and Young People

This is a Department built entirely for children, young people and their communities. Our ultimate goal is to work together to ensure that every child and young person in Tasmania is known, safe, well and learning. The child is at the centre of everything we do, and the way we do it.

The Department is committed to providing a culturally safe environment which upholds the safety and wellbeing of all children and young people in Tasmania. The Department's Safeguarding Framework, Safe. Secure. Supported. underpins this commitment.

All employees must demonstrate and model behaviours which value and respect children and young people, show a commitment to child safety and wellbeing, and display an understanding of the developmental needs of children and culturally safe practices relevant to their position.

Learn More

You can find out more about our Department's structure, strategic direction, and services by visiting:

- [Our structure](#)
- [Our strategic plan](#)
- [Our values](#)

MSO1 (Working Title)

MSO1 brings together three committed primary schools in Greater Hobart, each of which has opted into the trial and is actively contributing to the design of a high performing MSO. All three schools have undertaken a study tour to the UK to learn from successful Multi-Academy Trusts and returned energised to apply these insights in Tasmania.



Participating Schools

- **New Town Primary School**, located in Hobart's inner northern suburbs, serves a culturally diverse and engaged community. With around 300 students enrolled from Kindergarten to Year 6, it offers a knowledge-rich curriculum and a strong focus on early literacy, as well as a variety of extra-curricular opportunities. The school has a well-established reputation for academic achievement and inclusive practice. Staff are excited and motivated about moving forward as part of the MSO trial and the opportunities it presents for the whole school community.
- **Risdon Vale Primary School** sits in Hobart's eastern corridor, serving a close-knit community surrounded by bushland and the Risdon Brook Dam. The school enrolls around 180 students and is known for its warm, supportive environment and its commitment to every child succeeding. It has played an active role in shaping the MSO model and is enthusiastic about the potential for collaborative professional development and shared curriculum planning.
- **Moonah Primary School** is situated just north of Hobart's city centre, in a suburb known for its cultural diversity and creative energy. With around 220 students, the school brings a dynamic, community-focused ethos and a strong commitment to improvement. Moonah has embraced the opportunity to connect with other schools through MSO1 to strengthen teaching, curriculum, and student outcomes.

MSO1 will grow each year during the five-year trial across both primary and secondary phases.



Credit: Tourism Tasmania.

Support Partners

MSO1 is supported by leading national partners:

- **McKinnon** is an Australian philanthropic foundation that works with governments and systems to design and deliver large-scale reform. With deep experience in education system architecture and delivery models, McKinnon has been instrumental in shaping the MSO trial and is providing strategic advice to support the trial's success. Matt Hood OBE, a senior advisor at McKinnon, has been serving as Interim Executive Director for MSO1 during the planning and design phase. Matt brings a wealth of leadership experience from the UK education sector and will provide continuity and strategic guidance until the appointment of the new CEO.
- **TeachWell** is an Australian non-profit organisation working to embed evidence-based teaching practice in schools. Their coaching model is grounded in the science of learning and has demonstrated strong impact in schools across multiple states. TeachWell brings deep expertise in instructional coaching and is working closely with teachers and leaders across MSO1.
- **Ochre** supports schools and systems across Australia to strengthen curriculum, teaching, and school improvement. Drawing on extensive practical and academic knowledge, Ochre's team provides implementation support, professional learning, and system design advice. Their partnership is helping MSO1 embed rigorous, high-quality approaches to curriculum and pedagogy.

Living and Working in Tasmania

Tasmania offers an exceptional lifestyle for those seeking both professional challenge and personal fulfilment. As Australia's island state, it combines natural beauty, vibrant communities, and a strong sense of purpose – making it an ideal place to live, work, and lead.

A Remarkable Quality of Life

Tasmania offers a unique blend of lifestyle and opportunity – and it's hard to match. Breathe in some of the cleanest air on the planet as you start your day with a swim at Kingston Beach, stretch your legs on a lunch break hike through the alpine wonderland of kunanyi / Mount Wellington, or lose yourself over the weekend among the pristine shores of the east coast. Here, nature isn't a distant escape – it's your next-door neighbour. Tasmania isn't just a place to work. It's a place to live well, connect deeply, and find balance. When you work here, life outside the office is just as rewarding as the time you spend in it.

Life In and Around Hobart

Hobart, Tasmania's capital, is a cosmopolitan city nestled between mountain and sea. It offers a thriving arts and food scene, excellent schools, growing infrastructure, and a strong sense of community. The city is home to cultural landmarks like MONA (Museum of Old and New Art), the historic Salamanca Market, and a calendar of festivals and events. With short travel times, affordable housing (relative to other Australian capitals), and a growing number of family-friendly neighbourhoods, Hobart supports a balanced and enjoyable lifestyle. The island's scale means you can enjoy the benefits of both city life and wild landscapes – without the long commutes.



Credit: Tourism Tasmania.

Affordable and Accessible

The cost of living in Tasmania is generally lower than in many major cities, particularly in terms of housing and travel times. This makes it easier to access home ownership and to spend more time on what matters – whether that's family, community, or the natural world just beyond your doorstep.

Well-Connected and Well-Placed

Tasmania is closer than you think. Daily flights connect Hobart and Launceston to Melbourne in just over an hour, and to Sydney, Brisbane, and Adelaide in under two. This makes it easy to maintain professional and personal links with the Australian mainland – and ensures Tasmania is an outward-facing part of the national conversation.

Additional Information

- [Relocate to Tasmania as a teacher - Department for Education, Children and Young People](#)
- [Teacher and principal careers - Department for Education, Children and Young People](#)
- [Work in Tasmania | Tasmanian](#)
- [Moving To Tasmania? Here's What You Need To Know About Finding Work And Building A Career - Tasmanian Times](#)
- [The Official Tourism Tasmania Website | Discover Tasmania](#)
- [Study Tasmania](#)
- [Teaching in Tasmania](#)



Credit: Tourism Tasmania.

The Role

Chief Executive Officer

STATEMENT OF DUTIES

Portfolio	Schools and Early Years
Branch	Multi-School Organisation
Supervisor	Secretary of the Department for Education, Children and Young People
Award/Agreement	Teaching Service (Tasmanian Public Sector)
Classification	Band 4, Level 1
Employment Conditions	Fixed-term, Full-time working up to 73.5 hours per fortnight 52 weeks per year including four weeks annual leave
Location	Statewide (MSO1's central office will be in one of the founding schools in Hobart)

Context

The Department for Education, Children and Young People (DECYP) is committed to ensuring every child and young person in Tasmania is known, safe, well, and learning. As part of a system reform initiative aligned to the Department's strategic plan, DECYP is trialling Multi-School Organisations (MSOs). An MSO is a strong family of schools under shared governance and leadership. This model aims to strengthen school improvement through shared leadership, strategic alignment, and operational autonomy.

Primary Purpose

This role is responsible for enabling school leaders within the MSO to deliver high-quality education by providing strategic direction, system-level leadership, and oversight of shared services and resources. The CEO of the MSO will lead a family of three schools in the initial phase, with the potential for expansion.

The position will lead the strategic design and operational development of the first state government MSO, ensuring adherence with legislation and DECYP priorities, and enabling school leaders to deliver improved student outcomes. The CEO will be accountable for the performance of the MSO, fostering a culture of excellence, inclusivity, collaboration, innovation, and continuous improvement. This includes setting and upholding high standards across all areas, promoting equitable opportunities for all students and staff, and driving ongoing refinement of practices to enhance educational outcomes.

Level of Responsibility/Direction and Supervision

Under the broad direction of the Secretary the CEO will work with considerable independence, ethical decision-making, and strategic foresight in collaboration with other system leaders and DECYP executives to deliver system-wide reform.

The occupant holds a senior executive leadership position with significant operational autonomy and high accountability for learner performance, improvement and stakeholder engagement.

The role is responsible for the strategic design and performance of the MSO, providing direct line management to school principals and being accountable for ensuring high standards of leadership, governance, and improvement in educational outcomes across the MSO.

The incumbent will stay abreast of contemporary developments, research and innovation, ensuring the successful translation of such to support the achievement of Agency objectives.

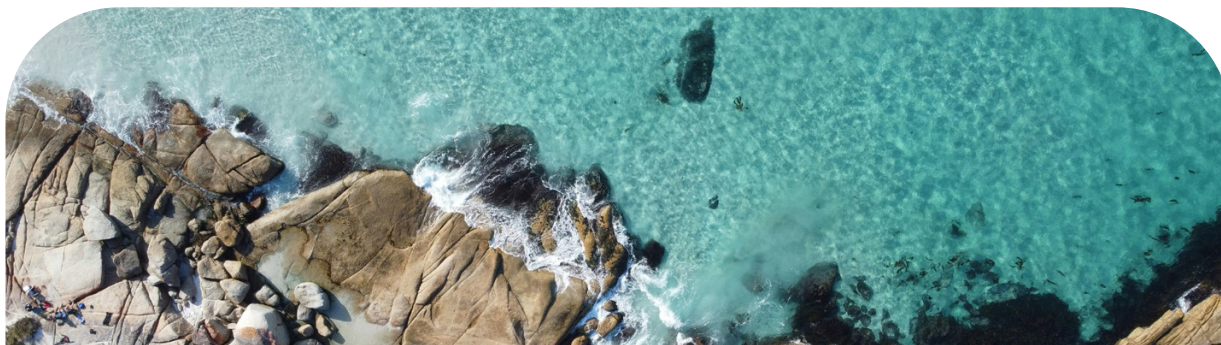
It is the responsibility of the occupant to actively participate, promote and model behaviours which are consistent with the Department's commitment to the safety and wellbeing of children and young people. This includes the prevention, identification and reporting of child abuse and behaviours which are not consistent with the Department's values.

The occupant is responsible for complying with all Agency policies and procedures, including those relating to fraud and corruption control, record management, confidentiality, conduct and behaviour, mandatory reporting, education, training and assessment.

DECYP has a range of delegations across the operational portfolio's which include Finance, People and Culture and Facilities. The occupant is responsible for ascertaining the delegations that are assigned to these duties and is expected to exercise any applicable delegations prudently and in accordance with a range of Acts, Regulations, Awards, administrative authorities and functional arrangements.

In the delivery of DECYP's activities, the occupant must ensure that:

- Within the occupant's area of organisational responsibility, appropriate strategies are in place to minimise the risk of fraud; and
- Decisions and actions are made ethically and with integrity, on the basis that such is lawful and reasonable, based on an objective standard; and
- Decisions and actions promote a culture that upholds the rights of children and young people, to keep them at the centre of DECYP's work and protect them from harm.



Primary Duties

1. Lead the development, local evaluation and implementation of a multi-year operational, business, and educational plan, that aligns with DECYP priorities and apply systems thinking to drive sustainable improvements across the MSO.
2. Provide line management and performance oversight for the leadership team, supporting individual leadership needs and providing constructive feedback, mentoring, coaching, and modelling self-reflective practices, whilst demonstrating a commitment to personal growth, wellbeing and ethical leadership.
3. Establish structures for collaboration across a family of schools that enables improved practice and learner experience within a culture of mutual respect, agency, and accountability, and foster inclusive, safe, and supportive environments for students and staff.
4. Accountable for the MSO's operational functions—including finance, workforce planning, and procurement—ensuring efficient, ethical, and transparent use of resources in alignment with departmental priorities.
5. Work within DECYPs policies and structures to report on the performance of the MSO, ensuring robust governance, risk management, and strategic oversight of community engagement/partnerships, together with advocacy for the MSO's schools and communities.
6. The occupant can expect to be allocated duties, not specifically mentioned in this document, that are within the capacity, qualifications and experience normally expected from persons occupying positions at this classification level.
7. In accordance with the *Work Health and Safety Act 2012* the occupant will actively participate in and contribute to the maintenance of safe working conditions and practices, including the development and implementation of improvement initiatives, safeguarding practices and all mandatory training requirements.

Credit: Tourism Tasmania.



Selection Criteria

The following selection criteria must be addressed by candidates. The nominated position objective and duties contained in this statement of duties must also be used to assist in the interpretation of these selection criteria.

1. Demonstrated ability to lead complex organisations to achieve results through strategic design and improvement planning, systems thinking, and evidence-informed improvement.
2. Proven ability to support and hold senior school leaders accountable, while demonstrating self-reflection, seeking feedback, and continuous professional growth through consistent behaviours and actions.
3. Strong capability in managing budgets, staffing models, and operational systems to support improved educational outcomes and organisational sustainability.
4. Highly developed interpersonal skills with the proven ability to build inclusive cultures, foster collaboration, influence stakeholders, engage communities, and lead across multiple and diverse settings to drive improvement.
5. Demonstrated experience in establishing and leading governance, risk management and accountability structures, with a strong commitment to ethical leadership, stewardship of public resources and transparent decision-making aligned with the Department's strategic priorities and values.
6. Proven ability to inspire a shared sense of purpose and direction by effectively translating the Department's strategic priorities and organisational values to empower principals to achieve high-quality, student-centred outcomes.
7. Demonstrated commitment to DECYP's values and to creating safe, inclusive, and respectful learning environments for all children and young people.

Requirements

Registration/licences that are essential requirements of this role must remain current and valid at all times whilst employed and the status of these may be checked at any time during employment. It is the employee's responsibility to advise DECYP if there is any change to the status of a registration/licence. This includes notifying DECYP of any new criminal charges or convictions and/or if a registration/licence is revoked, cancelled or has conditions applied.

Essential	Current Tasmanian Registration to Work with Vulnerable People (Registration Status – Employment)
Desirable	- A current driver's licence - Relevant tertiary qualifications - A senior executive with a proven record of management in a large private or public sector organisation

How to Apply

For further information and to apply, please submit a CV and covering letter, detailing how you fulfill the role description and personal specification to Perrett Laver: <https://PLusPortal.PerrettLaver.com> quoting reference 7962 for Chief Executive Officer.

The deadline for applications is midnight (AEDT), Sunday 26th October.

The table below sets out the timelines for the recruitment process. Perrett Laver will conduct an executive search process in parallel with the public advertisement of the role.

Timelines

STEP	DATES
Application window and Screening Interviews with Perrett Laver – Online	10 Sept – 26 Oct
Shortlisting	29 Oct
First Round Interviews – Online	5–6 Nov
Final Round Interviews – In Person (to be confirmed with candidates)	24–25 Nov
Preferred Candidate Offers	By early Dec



Credit: Tourism Tasmania.



Credit: Tourism Tasmania.

Applicants will need to be available to travel to Tasmania for Final Round Interviews. This trip will include a visit to each of MSO1's schools and a meeting with their Principal. These visits/meetings are for the candidate to learn more about the Tasmanian context and won't form part of the assessment process. Flights and accommodation costs will be covered. Final decisions regarding travel will rest with the Recruitment Panel Chair.

If you require any reasonable adjustments to assist you in the selection process, please advise us of these so that we can make appropriate arrangements.

For a conversation in confidence please contact:

Edoardo Vachez

Edoardo.Vachez@perrettlaver.com

Perrett Laver's Data Protection Policy

Protecting your personal data is of the utmost importance to Perrett Laver and we take this responsibility very seriously. Any information obtained by our trading divisions is held and processed in accordance with the relevant data protection legislation. The data you provide us with is securely stored on our computerised database and transferred to our clients for the purposes of presenting you as a candidate and/or considering your suitability for a role you have registered interest in.

Perrett Laver is a Data Controller and a Data Processor, and our legal basis for processing your personal data is 'Legitimate Interests'. You have the right to object to us processing your data in this way. For more information about this, your rights, and our approach to Data Protection and Privacy, please see our Privacy Statement.

Department for Education, Children and Young People
decyp.tas.gov.au

