

Deputy Director Teachers Registration Board

STATEMENT OF DUTIES

JULY 2022

Number	978977
Portfolio	Education Regulation
Branch	Teachers Registration Board
Section/Unit/School	Education Regulation
Supervisor	Director, Education Regulation
Award/Agreement	Senior Executive – <i>State Service Act 2000</i> S31
Classification	SES Level 1
Employment Conditions	Fixed-Term, Full Time, 73.5 hours per fortnight, 52 weeks per year with 4 weeks annual leave. Interstate and intrastate travel as required. Contract (IOA) of up to 5 years.
Location	South

Context

Education is the single most powerful driver for improving economic and social outcomes in Tasmania, including health outcomes, life expectancy, happiness and productivity. Through the Review of Education Regulation, the Tasmanian Government is modernising the regulatory framework for education in Tasmania to improve educational outcomes for all students and young people. A modern approach to the regulation of education will drive results and improve:

- the quality of teaching that our learners experience
- how students' learning is assessed and recognised
- the quality and safety of learning environments
- the extent to which students are participating and engaged in learning pathways.

Tasmania's education regulators are: the Teachers Registration Board, the Tasmanian Assessment Standards and Certification Board, the Registrar Education and the Non Government Schools Registration Board.

In 2020 Government accepted a set of recommendations which are reflected in the *Education Legislation Amendments (Education Regulation) Bill 2021* (the Bill).

As provided in the Bill, the Director Education Regulation is expected to delegate some or all of their functions and powers as Registrar of the Teachers Registration Board to this office, which will be titled Deputy Director.

Primary Purpose

Provide strategic advice and guidance to the Board, the Minister and the executive of the Agency on matters relating to teacher registration and the operations of the Teachers Registration Board (TRB) in fulfilling the objectives, functions and powers under the Teachers Registration Act 2000. This will include managing the operations and resources of the office of the TRB of Tasmania and building strong relationships with key stakeholders in a consultative and diverse environment.

The objectives, functions and powers will vary in accordance with future legislative amendments which are expected to be effective from 2023.

Level of Responsibility/Direction and Supervision

The officer operates with a high level of autonomy, accountable to the Director, Education Regulation and the Chair of the Board for compliance and administrative requirements relating to the performance and exercise of the functions and powers under Teachers Registration Act 2000.

The officer also receives broad direction from the Director Education Regulation regarding corporate and related matters including employment arrangements under the State Service Act 2000 and related provisions, together with financial and budget management requirements

The occupant is a member of the Department's Senior Leadership Group and has a key strategic role in the overall management and senior leadership of the Department.

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.

The Department has a range of delegations across the operational portfolio's which include Finance, People Services and Support (HR) 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.

Accountability

The occupant is also responsible for exercising delegations in accordance with a range of Acts, Regulations, Awards, administrative authorities and functional arrangements mandated by the Secretary and the Minister. 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 any specified limitations.

In the delivery of the department'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.
- Decisions and actions are made ethically and with integrity, on the basis that such is lawful and reasonable, based on an objective standard.
- Enforce decisions and actions promoting a culture that upholds the rights of children and young people, to keep them at the centre of the Department's work and protect them from harm.

Primary Duties

1. Lead, direct and manage day to day operations of TRB in accordance with the requirements of the Teachers Registration Act 2000, and in line with the aims and objectives of Government policy and within a risk management framework and in collaboration with key stakeholders and the other Education Regulators.
2. Collaborate extensively, consult and co-construct through, robust and highly productive stakeholder relationships at the senior executive level with the Minister for Education, Secretary of DoE, teacher regulatory authorities, Government, Independent and Catholic School sectors and others to execute the functions of the office.
3. Provide strategic and authoritative advice to the Chair, Board, the Minister for Education and the Director, Education Regulation on issues relating to the roles and functions of the office including registration, professional teaching standards, pre-service teacher education program approval/accreditation and disciplinary matters.
4. Ensure the provision of effective and efficient teacher registration processes across Tasmania including finalising applications for registration, limited authorities to teach and permission to teach, applications to change category of registration, making registration or limited authorities subject to conditions and amending or removing conditions.
5. Build and maintain strategic partnerships at a state and national level to lead best practice registration standards across all Tasmanian Education sectors, representing the TRB at national teacher regulatory forums to ensure that the Tasmanian context is understood and considered.
6. Manage administrative and legislative processes arising from the Teachers Registration Act 2000 and respond to enquiries and communication from key stakeholders, members of the public and the media including request for briefings from the Ministers office in line with protocols established via the DoE's Ministerial process.

7. Work with the Board Secretariat to provide high-level advice to the Board on policies and procedures particularly in relation to its role as a disciplinary tribunal, including supporting the conduct of formal inquiries and hearings dealing with complaints and other remedial matters and related arrangements.
8. Assist and guide the Board with strategic long-term planning in order to achieve outcomes and steer continuous improvement, including ensuring appropriate policies, procedures, systems, quality assurance measures, standards, benchmarks and risk management strategies are in place, having regard to emerging trends at local, national, and international level that are likely to impact on teacher quality, skills and standards.
9. Lead, direct, manage and prioritise human, physical, financial and information resources in accordance with the allocated budget to deliver integrated and innovative approaches to the provision of quality services and in anticipation of future teacher registration needs
10. Support a strategically focused, inclusive and productive working environment.
11. Contribute to the leadership of the Department through the Strategic Leadership Group in order to achieve change and contemporary educational and workforce management practices.
12. Support a strategically focused, inclusive and productive working environment.

Performance Management and Development Framework/Requirements

The Performance Management Framework is designed to support the Agency's business planning process and provide a clear link between the occupants performance and development and the achievement of the Department's strategic direction.

The performance assessment will be based on the key achievements against the annual performance agreement which will incorporate an assessment of demonstrated capability against the Senior Executive Leadership Capability Framework to shape strategic thinking; achieve results; cultivate productive working relationships; exemplify personal drive and integrity; and to communicate with influence.

Selection Criteria

The following specific 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. Proficiency

Significant experience and knowledge, together with demonstrated competency, in the requirements and processes of the Teachers Registration Act 2000, particularly relating to the objectives, functions and powers, together with demonstrated competency in leading quality assurance and recognition practices, approaches and standards.

2. Expertise

High level leadership skills and the demonstrated capacity and effectiveness to manage the contemporary teacher registration, assessment and certification practices and associated policy frameworks involving all Tasmanian education sectors.

3. Shapes Strategic Thinking

Demonstrated awareness of the strategic vision and values of the Department and an understanding of the policy environment, along with proven skills to drive team performance, to achieve outcomes and align strategies to the broader environment.

4. Achieves Results

Demonstrated senior management experience in the development and delivery of significant policy and project initiatives within specified timeframes that achieve the required outcomes within a service delivery environment.

5. Cultivates Productive Working Relationships

Demonstrated experience in creating, leading and being a part of multi-disciplinary/skill teams, including proven capacity to engage key stakeholders and clients for positive benefit.

6. Exemplifies Personal Drive and Integrity

Demonstrate the Department's values, together with drive, professionalism and integrity, in everyday actions with a strong proven performance in previous senior roles, possessing high level initiative and adaptability, outstanding conceptual, analytical and creative skills, and the ability to manage change, motivate, guide and mentor staff, and achieve results in a change environment.

7. Communicates with Influence

Demonstrated proficiency in clear communication; ability to understand and adapt to varying audiences to ensure that views and information are effectively exchanged; negotiate persuasively to achieve desired outcomes; and conflict resolution.

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 officer's responsibility to advise the Department if there is any change to the status of a registration/licence. This includes notifying the Department 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

- Relevant tertiary qualifications. A senior executive with a proven record of management in a large private or public sector organisation.

Working within the 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.

APPROVED BY PSS DELEGATE: 960250 – Director Human resources – July 2022

Request: 7002835

Date Duties and Selection Criteria Last Reviewed: 07/22 VRH
