

# Executive Lead

## STATEMENT OF DUTIES

SEPTEMBER 2025

Number	Generic
Portfolio	Schools and Early Years
Branch	N/A
Section/Unit/School	N/A
Supervisor	Deputy Secretary - Schools and Early Years
Award/Agreement	Teaching Service (Tasmanian Public Sector)
Classification	Band 4 Level 1
Employment Conditions	Fixed-term, Full-time 73.5 hours per fortnight 52 weeks per year including four weeks annual leave
Location	Statewide

## Context

The Department for Education Children and Young People (DECYP) is committed to ensuring every child and young person is known, safe, well and learning. In response to recommendations from the Independent Education Review recommendations, DECYP is introducing Executive Lead and Manager Operations roles in 2026 to lead across groupings of schools.

Formal groupings of schools will be established to strengthen improvement through a consistent focus on collaborative effort and the provision of equitable and responsive supports.

## Primary Purpose

The Executive Lead will be accountable for the performance and improvement of student outcomes within the assigned grouping of schools through fostering a culture of performance/attainment, excellence, inclusivity, collaboration and continuous improvement.

The role is a senior educational leader in the Schools and Early Years portfolio, with leadership and management expectations that encompass schools. The role will improve the learning and wellbeing of all children and young people within the assigned groupings, providing strategic direction, operational oversight, and professional support to principals.

## Level of Responsibility/Direction and Supervision

This role is critical with a particular focus on driving integrity and effectiveness across the system. Reporting directly to the Deputy Secretary of Schools and Early Years, the incumbent will be responsible for:

- Leading the implementation of strategic improvement approaches that build leadership capability among School Principals ensuring consistent delivery of high-quality educational programs, with a focus on teaching and learning and the administration of a school in accordance with all relevant legislation and policy directives.
- Providing critical leadership in alignment with the DECYP Strategic Plan and system direction to maximise learning and wellbeing outcomes for young people.
- Holding senior leaders accountable through clearly defined performance expectations, targeted professional support, and rigorous, outcome-focused improvement planning.
- Ensuring high standards of leadership, governance and educational outcomes across the groupings of schools.

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.

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; 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 the Department's work and protect them from harm.

## Primary Duties

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1. Drive measurable improvement in teaching, learning, and student well-being by promoting evidence-informed practices, fostering collaborative efforts, and ensuring a strong focus on equity and excellence across the groupings.
2. Provide expert guidance to principals in inclusive teaching practices, aligning leadership with system directions to ensure consistent educational improvement and impact.
3. Apply system-level thinking to support long-term, sustainable improvement initiatives that align with DECYP's strategic plan and priorities.
4. Provide line management to principals by setting clear expectations, monitoring performance, and ensuring accountability for educational outcomes, professional conduct, and strategic alignment.
5. Cultivate a culture of shared accountability and continuous learning and collaborate with other Executive Leads to ensure coherence in system-wide progress.
6. Address and resolve complex educational and service delivery challenges, ensuring continuity, quality and responsiveness in teaching and learning services across the assigned group of schools and prepare sites for the transition into a Multi School Organisation (MSO).
7. Lead initiatives to strengthen staff wellbeing and professional relationships, ensuring that principals are supported through targeted development strategies and collaborative problem-solving approaches which enhance service delivery and cohesion.
8. 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.
9. 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.

## 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.

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1. Demonstrated ability to lead improvement through the development and implementation of strategic, evidence-based initiatives that result in measurable gains and high-quality learning outcomes for all children and young people.
2. Proven ability to lead and implement robust performance and development systems that foster individual and collective accountability, align with strategic priorities, and support professional growth.
3. Proven ability to cultivate a culture of collective accountability and continuous improvement by leveraging innovation, data-informed practice, and organisational learning to drive equitable student achievement.
4. Demonstrated ability to inspire and align others to a shared purpose, translating organisational values and strategic priorities into actionable goals that empower educational leaders to deliver student-centred outcomes.
5. A demonstrated commitment to the Department'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 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.

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| <b>Essential</b> | <ul style="list-style-type: none"><li>• Current Tasmanian Registration to Work with Vulnerable People (Registration Status – Employment)</li><li>• A registered teacher with full registration within the meaning of the <i>Teachers Registration Act 2000</i>.</li></ul> |
| <b>Desirable</b> | <ul style="list-style-type: none"><li>• Four years or more training as defined in the Teaching Service (Tasmanian Public Sector) Award 2005.</li><li>• A current driver's licence.</li></ul>  |

# Working within the Department for Education, Children and Young People



Connection



Courage



Growth



Respect



Responsibility

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.

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**APPROVED BY PSS DELEGATE:** Manager – Recruitment and Employment – SA 8/25

Request:

Date Duties and Selection Criteria Last Reviewed: SW 9/25

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