

Regional Director, Regional Services Group – Position Description

POSITION TITLE	Regional Director - Department of Education and Training				
GROUP	Regional Services Group				
REGION	Various				
CLASSIFICATION	EO2	EMPLOYMENT STATUS	Executive Contract 5 years	FTE	1.0
POSITION REPORTS TO	Deputy Secretary, Regional Services Group				
FURTHER INFORMATION					
LOCATION	Various				

ORGANISATIONAL ENVIRONMENT

The role of the Department of Education and Training is to support Victorians to build prosperous, socially engaged, happy and healthy lives. It does this by supporting lifelong learning and healthy development, strengthening families and helping to equip people with the skills and knowledge for a 21st century economy and society.

The Department's responsibilities cover three overlapping stages of life:

- Early Childhood development (birth to eight) – covering health, learning and development services
- School Education (five to eighteen) – covering primary, secondary and special school services for children and young people from Prep to Year 12
- Higher education and skills (fifteen and over) – covering higher education, vocational education and training, apprenticeships and traineeships, and adult, community and further education.

The Department's Strategic Intent over the next four years is for a future where:

- we develop the foundation skills of literacy and numeracy for life-long learning
- develop knowledge skills and disposition of critical thinking, creativity, communication, problem solving and collaboration
- child and young people are confident, optimistic, healthy and resilient
- students reach their potential, regardless of background, place, circumstance or abilities
- Victorians develop knowledge, skills and attributes needed now and for the jobs of the future
- The Department workforce is high-performing, empowered, valued and supported.

The Department aspires to excellence in achievement, engaging and wellbeing, and will achieve this through a focus on four approaches:

Approach 1: Service and Funding Reform

- give additional, targeted support to Victorians who need it
- connect settings and sectors to improve transitions and ensure continuity of learning
- focus on mental and physical health and wellbeing as an integral part of learning and development
- monitor and improve systems, including by setting standards
- map demand for services and effectively target resources to community needs
- use evidence to design and implement policy

Approach 2: Workforce strategies and practices

- develop excellence in educational practice, targeted to individual learning and development needs
- support children and students to learn independently and contribute to each other's learning
- build creative and critical thinking through a world-class curriculum
- build performance, develop capabilities and share expertise across all workforces
- unify the education system through new pathways between schools and central and regional offices

- build workforce capacity to support all children, young people and families, regardless of circumstances

Approach 3: Partnerships and Innovation

- work with providers, employers, not for profits, families, children and young people to develop new approaches and share best practice
- strengthen learning, health and wellbeing through stronger place-based partnerships
- strengthen career pathways for learners while meeting the needs of business and industry
- prepare learners to be global citizens and provide them with the skills to succeed in a fast-changing world
- partner with other agencies, Departments and levels of government to deliver outcomes

Approach 4: Organisational Reform

- promote strong public sector leadership and the highest standards of governance, integrity and conduct
- build inclusive workplaces based on public sector values (integrity, accountability, impartiality, respect, responsiveness, leadership and human rights)
- ensure use of resources provides value for money and meets community expectations
- establish shared responsibility and clear accountability for decisions
- provide stronger, more direct and place-based support to schools, services and providers

The Department's operational structure comprises:

- seven central business groups – Early Childhood and School Education Group; Higher Education and Skills Group; Strategy and Review Group; Policy Reform Group; Regional Services Group; Infrastructure and Finance Services Group; and People and Executive Services Group
- four Departmental regions – North-Eastern Victoria Region; North-Western Victoria Region; South-Eastern Victoria Region; and South-Western Victoria Region
- three independent statutory authorities: the Victorian Curriculum and Assessment Authority (VCAA), the Victorian Registration and Qualifications Authority (VRQA) and the Merit Protection Board (MPB)

Staff work in a diverse range of roles and the Department recognises that its people are its greatest asset, and having the right people and culture are integral to fulfilling our goals. The Department strives to be an organisation that respects the skills and contribution of its people, and values innovation and collaboration.

The Department also works in conjunction with the following statutory bodies: Adult, Community and Further Education Board; Children's Services Coordination Board; Disciplinary Appeals Boards; Victorian Children's Council; and Victorian Institute of Teaching.

Further information about DET is available at www.education.vic.gov.au

ROLE CONTEXT

Regional Services Group

Regional Services Group is responsible for delivering, monitoring, evaluating and improving DET services at the regional level. RSG's key functions are:

- Service delivery including contract management and performance, funding delivery and acquittal.
- Program implementation including detailed implementation planning and delivery.
- Local area engagement, advice, support and partnerships.
- Workforce capability development design, professional practice leadership and delivery.
- Leadership of Emergency Management including critical incident response.
- Accountable for state-wide early years and schools service performance. This is through the Regional Performance Framework, responsibility in contract management, and strengthened focus on priority reviews and interventions.
- Implementation planning and delivery to ensure greater alignment of services with the policy or program's original intent. It will work to ensure translation of policy intent to implementation criteria and delivery of outcomes.
- Play a critical role in feeding back on-the-ground experience in implementation to Early Childhood and School Education Group (ECSEG) and Strategy and Performance Group (SRG) in terms of policy and program design.
- Take a much stronger role in professional practice leadership and capability development.

- RSG will bring together the new Professional Practice and Leadership Division with the Bastow Institute, Victorian Deaf Education Institute, Professional Practice and Workforce Reform Branch and Principal in Residence to support performance and capability.

Position Scope

There are four DET Regional Director positions, each responsible for an area that covers approximately a quarter of the state and with both a metropolitan and rural component. Each region has a staff of approximately 350 EFT, 450-500 early childhood settings, 400 government primary and secondary schools and a range of vocational education and training (VET) providers. Each region has a major metropolitan and regional office and a number of sub-offices. Regional Directors are expected to develop and maintain a high profile in the rural and regional sectors of their region including active participation in Regional and Metropolitan Partnerships. Regional Directors are expected to work from multiple office locations in their regions.

RSG is creating a culture of collaboration and a joined up system by building dynamic connections between the Department's central and regional offices, Area offices and service providers, all focussed on achieving the ambition of the *Education State* Targets (Early Childhood , Schools, Higher Education), through strengthening learning and development.

RSG now operates with 17 Areas within the four regions. Areas have given RSG a stronger focus and resourcing level and are a critical component of the Department's Learning Places operating model, which privileges people and place in the design and delivery of services. The 17 Areas within our four regions help provide a deeper understanding of the trends and issues of local communities. South West Victorian Region (SWVR) has five Areas with the region.

Working collaboratively with Regional Services Group (central) the Regional Director is responsible for the effective implementation of policy and strategy, and the active monitoring of provider and school performance to drive improved learning outcomes.

The Regional Director works with Area Executive Directors and two Divisional Executive Directors (School Improvement and Early Childhood and School Support) to achieve the Department's priorities..

ROLE PURPOSE

The role is offered as an Executive Officer contract for five years.

Under the leadership of the Deputy Secretary, Regional Services Group, Regional Directors work collaboratively as part of a team of executives to develop and implement government learning and development strategies; to design, broker and deliver high quality services that are responsive to local needs; and to monitor for and intervene in the face of provider failure.

Regional Directors are accountable for their region's contribution to improved learning and development outcomes by:

- Oversight of the performance and delivery of the Department's regionally based services and supports to children, families and service providers
- Ensuring responsive local solutions to implement agreed reform projects and services
- Ensuring community based learning and development plans integrate the learning system to support community aspirations and address service gaps
- In conjunction with central Groups, ensuring system and individual provider performance is monitored and appropriate challenge and support is available to prevent provider failure
- Working with central Groups to ensure policy design and implementation improves service quality and efficient use of resources
- Working in partnership with the three other Regional Directors in the design and delivery of quality state-wide services and programs
- Developing and maintaining strategic regional relationships, networks and partnerships to improve cooperation and system integration to lift learning and development outcomes and contribute to broader community aspirations
- Ensuring the learning and development needs of the rural areas of the region are given a high priority
- Acting as the delegate of the Secretary as the employer of government school principals.

Regional Directors are members of the Department's Education State Board, which has oversight of the design, monitoring and delivery of strategic programs to deliver on the Department's strategic intent.

ORGANISATIONAL VALUES

Victorian Public Sector Values

DET employees commit to the public sector values as outlined in Section 7 of the Public Administration Act 2004, DET has adopted these values



For more information on the DET's values, visit:

<http://www.education.vic.gov.au/hrweb/workm/Pages/Public-Sector-Values.aspx>

KEY ACCOUNTABILITIES

KEY ACTIVITIES

Regional leadership, strategy and service delivery development

- Contribute to the development of strategic priorities and policy with a focus on the link ages between strategy and implementation at the regional level. This includes input into Departmental policy and program development, and policy and program refinement in light of implementation experience.
- Take a leadership role for specific state-wide projects or committees as required by the Deputy Secretary.
- Coordinate the regional response to emergencies where relevant, working in partnership with other regional emergency agencies.
- Establish processes to ensure the needs of the rural parts of the region are given a high priority and develop and maintain a high profile in the rural and regional sectors of the region including active participation in Regional Management Forums.
- Work with other colleague Regional Directors in the design/redesign and implementation of services to ensure high quality, consistency, sharing of good practice and an ongoing focus on service improvement.
- Represent the Regional Services Group on key departmental standing committees to ensure a regional perspective is brought to bear on departmental decision making and that relevant decisions are effectively implemented through the Regional Services Group.

Prioritise, plan and manage for results.

- Take responsibility for and implement collective decisions of the Regional Services Group Leadership Team at the regional level.
- Maintain focus on high risk and/or high impact policy areas and take personal responsibility for managing issues and risks effectively at the regional and local level.
- Develop and maintain an effective regional planning, performance monitoring and reporting regime. This is at two levels. One encompasses those aspects for which the Region has a direct responsibility, and the other encompasses the performance of the regional learning and development system as a whole, which is done in conjunction with DET Central Groups.
- Improve the quality of the services directly delivered by the region in order to deliver on key priorities and achieve agreed service delivery targets.
- Improve the performance of providers and the learning and development system within the region by establishing an effective support and monitoring

	<p>system (in conjunction with DET Central Groups) to identify potential failure and leading intervention teams that effectively address that failure where appropriate.</p> <ul style="list-style-type: none"> • Develop and maintain a regional community planning function to improve learning and development outcomes and ensure appropriate provision responses, including responding to demographic changes. • Report monthly to the Deputy Secretary, Regional Services Group, on the performance of the region's services and initiatives.
<p><i>Lead and manage the regional team and maintain effective regional relationships</i></p>	<ul style="list-style-type: none"> • Select, manage and motivate staff and teams, including developing staff and preparing future leaders through ongoing coaching, feedback and development opportunities. • Act as the Secretary's delegate as the employer of government school principals. • Manage internal and external relationships to initiate system change and improve wider sector performance. • Establish effective working relationships with managers in other Government agencies with a presence in the region to ensure service provision is coordinated and aligned to improve learning and development outcomes and to meet the needs of vulnerable children and young people. • Lead DET's contribution to cross-agency and sector collaboration at the regional level, providing the 'learning and development voice' in regional relationships. • Establish effective relationships with other government agencies, local government, partnerships and education sector and community groups to improve service delivery. • Establish and maintain effective relationships with key regional stakeholders with an interest in the learning and development system. This includes stakeholders such as service providers at each level of the system, community service groups, indigenous communities, key culturally and linguistically diverse communities, disability communities, parent groups, employer, business and economic development groups and sporting associations. • Target and engage directly with regional communities of interest (including Koorie communities) to gain input on strategy, policy and implementation from the sector, agencies and other areas involved in implementation and delivery. • Lead and influence change within the sector at the regional level, including through the exchange of information, and through proactive advocacy for lifting learning and development outcomes and achievement. • Represent DET on interagency and other regional forums.
<p><i>Effective Management within business systems and policies</i></p>	<ul style="list-style-type: none"> • Lead the region in the delivery of Departmental goals and targets, vision and direction including the effective deployment of staff, resources, material and knowledge. • Ensure that appropriate financial, human resources, contracting and other business systems, policies and processes are established and followed consistently across the region.
<p><i>Financial Authorisation</i></p>	<ul style="list-style-type: none"> • Duties are exercised in accordance with the approved position as a financial delegate as authorised under Direction 2.4 of the Standing Directions of the Minister for Finance. • Financial obligations (expenditure and commitment) for the appropriate transaction type and value are approved as authorised under Direction 2.4. • Purchasing rules and principles of procurement are followed by all staff in the area of responsibility, as per departmental procurement policies. • All appropriate financial obligations and relevant documentation within the area of responsibility is for a business purpose in accordance with policy requirements.

	<ul style="list-style-type: none"> • Ensure that there is sufficient separation of financial duties and that controls are optimised to prevent misappropriation or inappropriate use of funds. • Report monthly to the Deputy Secretary on the region's financial performance and on key risks to the effective Operation of the region and the Department.
Contract Management	<ul style="list-style-type: none"> • Contract disputes and discrepancies are resolved as required • All contract documentation produced in area of responsibility is compliant with departmental policy
Procurement responsibilities	<ul style="list-style-type: none"> • All procurement activities within the area of responsibility are appropriately analysed, approved and monitored • Appropriate purchasing processes are used by all staff in the area of responsibility, in accordance with departmental policy • Area of responsibility has a well-developed and appropriate annual procurement plan
Direction setting and supervision	<ul style="list-style-type: none"> • DET's vision, purpose and strategic priorities are embedded in the region's work • Staff can clearly state the link between their work and business outcomes at the unit, division and organisational levels

REQUIRED CAPABILITIES

- Specialist expertise as follows:
 - Proven track record and extensive experience in leading complex organisations through organisational change
 - Experience in a senior leadership and/or management role
 - Experience in dealing with a broad range and levels of stakeholders
- People/Stakeholder Engagement
- Influence and Negotiation
- Leadership
- Organisational Awareness
- Results Orientation
- Strategic Planning
- Conceptual and Analytical Ability
- Self-Awareness and Mastery
- Agile and Critical Thinking
- Learning Agility and Curiosity

QUALIFICATIONS

- Essential: Tertiary qualifications in relevant discipline
- Desirable: Post Graduate Degree in relevant discipline

KEY SELECTION CRITERIA

Criterion 1	Extensive experience in the leadership and management of policy implementation and service delivery in large complex organisations undergoing significant structural and cultural change.
Criterion 2	A broad knowledge of learning and development systems (including early childhood, schools, further education) including an understanding of strategy, systems, institutions and sector perspectives.
Criterion 3	Demonstrated capacity to build strong stakeholder relationships and to work effectively at the community level to gain commitment of others to agreed goals.
Criterion 4	Evidence of outstanding oral and written communication skills, interpersonal and negotiating skills and the ability to use these to lead and motivate internal staff and external stakeholders and manage complex issues.

Criterion 5	Understanding of and experience in government processes and machinery of government, public sector delivery structures and systems.
Criterion 6	Demonstrated ability to work as part of a senior leadership team to drive improvement and contribute to agreed organisational outcomes.

OTHER RELEVANT INFORMATION

- Applicants should keep a copy of the position description as it cannot be accessed once the job has closed.
- Candidates are advised that the key selection criteria must be addressed. Visit <http://www.careers.vic.gov.au/vacancies/tips-for-applying> for guidelines and tips for applying for government positions and addressing key selection criteria.
- The Department of Education and Training (DET) is committed to diversity. The Department places considerable effort and resources into responding to the needs of employees with a disability. People from disadvantaged groups are encouraged to apply for this position.
- Successful applicants are subject to a satisfactory criminal record check prior to employment. New DET employees are required to meet the cost of the criminal record check.
- If appointed from outside DET, successful applicants will be required to complete a pre-employment health declaration.
- A probationary period of up to 3 months may apply for a person appointed to an ongoing position from outside the Public Service or the Teaching Service.
- All DET employees are required to comply with relevant legislation, including legislation regarding the management of Departmental records, the Code of Conduct for Victorian public sector employees and Departmental policies and procedures in the conduct of their employment.
- Standard public service terms and conditions apply. Information about DET's operations and employment conditions can be obtained from the following websites: www.education.vic.gov.au and www.education.vic.gov.au/hrweb.
- To support DET's commitment to its Environmental Management System, DET employees are expected to act in an environmentally responsible manner at all times.
- For Allied Health employees working in the regions, a current driver's licence is mandatory, and a capacity to access private transport with approved comprehensive insurance cover.
- For regulatory early childhood employees working in the regions, a current driver's licence is mandatory.

PRIVACY NOTIFICATION

We are collecting your personal information for the purposes of processing and considering your application for employment. We will use and disclose the information we collect from you only for these purposes. Unsuccessful job applications are retained for six (6) months and then securely destroyed.

Your personal information is kept secure and confidential and managed in accordance with the Department of Education and Training Information Privacy Policy. If you have any concerns about how your information is being managed or wish to obtain a copy of the Department's Information Privacy Policy please contact Corporate HR Services on 9637 2421 or visit our website <http://www.education.vic.gov.au/Pages/privacypolicy.aspx>