

# Position Description

## Leader, English 7-12

### Why work with us

Every child and young person deserves a great education.

We have a strategy that aims to unlock every child’s potential now and into the future, one that in partnership with learners, students, parents and the wider South Australian community will build a world-leading public education system. One that is equitable and prioritises learning and wellbeing.

Together we will make our education system the best it can be.

When our children and young thrive, so do our communities and our state.

### Our values

We are part of the South Australian public sector and share the values of:

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| <b>SERVICE</b>  | <b>PROFESSIONALISM</b>  | <b>TRUST</b>  | <b>RESPECT</b>  | <b>COLLABORATION &amp; ENGAGEMENT</b>   | <b>HONESTY &amp; INTEGRITY</b>  | <b>COURAGE &amp; TENACITY</b>   | <b>SUSTAINABILITY</b>  |
| We proudly service the community and the South Australian Government.             | We strive for excellence.   | We have the confidence in the ability of others.                                  | We value every individual.  | We create solutions together.   | We act truthfully, consistently, and fairly.  | We never give up.   | We work to get the best results for current and future generations of South Australians. |

### About this role

The Leader, English 7-12 demonstrates specialist expertise in secondary education, providing high-level advice and leadership across SA Curriculum, Australian Curriculum V9, and SACE. The role directs resources and curriculum development in collaboration with practitioners, leveraging extensive knowledge to guide system-wide implementation and improvement.

English education focuses on developing literacy, language, and literature skills that are critical for academic achievement and lifelong learning. This specialist field enhances students’ ability to comprehend, analyse, create, and communicate effectively in a range of contexts. Through engagement with texts, oral and written communication, and critical literacy practices, English prepares students to participate as informed, confident citizens in an ever-changing world.

The Leader, English 7–12 collaborates with the Curriculum directorate and key stakeholders to implement evidence-informed curriculum and strengthen teacher capability. The role monitors emerging



trends locally and globally, activating areas of Impact and guiding strategic learning design to enhance educational outcomes across the system.

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| <b>Position title</b>        | Leader, English 7-12                  |
| <b>Classification</b>        | STL3                                  |
| <b>Division</b>              | Curriculum and Learning               |
| <b>Directorate</b>           | Curriculum (English and Literacy)     |
| <b>Location</b>              | Milner Street, Hindmarsh              |
| <b>Reports to</b>            | Program Manager, Literacy and English |
| <b>Direct reports</b>        | Nil                                   |
| <b>Role description date</b> | May 2026                              |

### What you will do (key outcomes)

1. Provide high-level advice and educational leadership in curriculum development and implementation for the specialised learning area, including research, guidance, and support to Curriculum and Learning leaders and officers.
2. Maintain and apply deep knowledge of pedagogical approaches and current curriculum frameworks (SA Curriculum, Australian Curriculum, SACE).
3. Monitor, share, and leverage emerging research and trends within the local, national, and international context, providing professional research, advice, and guidance across the system.
4. Collaborate on major system-wide projects within the Curriculum and Learning Division, supporting strategic objectives and system improvement, including working with Education Directors, local education teams, principals, teachers, and offices across the department.
5. Co-design, plan, and facilitate professional learning to build capacity and impact in student learning and assessment.
6. Ensure curriculum and resource development is responsive to the needs of teachers and leaders and reflects evidence-informed practice.
7. Consult, negotiate, and liaise with education systems, key curriculum partners, stakeholders, professional associations, unions, and interstate jurisdictions to inform curriculum design and implementation.
8. Identify and proactively address complex risks, issues, and opportunities relating to curriculum enactment, maintaining alignment with departmental strategy and frameworks.
9. Help to maintain a safe and healthy working environment by proactively reporting incidents, hazards and injuries.



## The capabilities you will bring (key competencies)

- **Collaborative Leadership:** Demonstrated experience as an educational leader who actively contributes to high-performing, collaborative teams to achieve quality outcomes in complex settings. Brings extensive knowledge of the Australian Curriculum and expertise in teaching, learning, assessment, and reporting practices across various schooling levels.
- **Autonomy and Initiative:** Ability to lead and work both autonomously and collaboratively, exhibiting flexibility, resilience, political awareness, and initiative to manage challenging priorities and competing demands to achieve milestones within a multi-disciplinary education environment.
- **Learning and Adaptability:** Effective engagement in feedback, active listening, and adaptation of practices in response to changing contexts.
- **Consultation and Co-design:** Proven high-level skills in consultation, co-design, and building professional relationships, enabling successful collaboration and networking across diverse contexts to achieve successful outcomes.
- **Learning Design:** Expertise in designing impactful learning and assessment experiences, underpinned by knowledge of contemporary and effective pedagogies.
- **Specialist Knowledge:** Deep understanding of the relevant learning area, including curriculum frameworks and pedagogical approaches aligned with the SA Strategy for Public Education. Demonstrating expertise in delivering effective and innovative secondary education and recognises its implications for leaders, teachers, and students in South Australia.
- **Research and Evidence:** Extensive capability to conduct and apply high-level and detailed research that informs the planning, development, and evaluation of curriculum, resources, and professional learning that are focused on improving outcomes for learners.
- **WHS:** Demonstrated knowledge and commitment to promoting and creating a safe and inclusive work environment, and the legislative requirements of Equal Opportunity and Work Health and Safety legislation.

### Who you will work with (key relationships)

#### Internal working relationships:

- Reports to the Program Manager, English and Literacy
- Officers across the department

#### External working relationships:

- Education Directors
- Local Education teams
- Principals and Teachers

Applicants must be either currently registered or able to be registered to teach in South Australia. If not permanent with the Education Department, applicants must meet the department's minimum employment requirements before taking up an appointment.



Minimum departmental employment requirements for teachers include recognised teaching qualifications and registration as a teacher in South Australia and, in addition, for all applicants who are not permanent with the department will include an active on-line application in the Employable Teacher

Register (ETR), a cleared Education Department Employment Declaration, Australian residency or current work permit, Reporting Abuse and Neglect training (previously known as Mandatory Notification), and an approved First Aid Certificate.

At the conclusion of a term of appointment:

- permanent Education Department employees will be placed according to the terms of their substantive appointment and the policies in operation at the time.
- employees originally from other public sector organisations with a right of return, will be managed according to the provisions of the Public Sector Act 2009 (SA) and any applicable public sector determination or policies.
- applicants who are not permanent employees of the department do not hold placement rights with the Department for Education at the conclusion of the appointment.

| Corporate responsibilities  | Special conditions  |
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| Keep accurate and complete records.<br>Act appropriately in line with the Public Sector Code of Ethics at all times.<br>Support diversity and promote an inclusive workplace for everyone<br>Maintain a commitment to Work Health and Safety legislative requirements | You may need a current driver’s license and be willing to drive<br>You may be asked to work out of hours<br>You may need to travel within or outside South Australia<br>You need to achieve mutually agreed performance goals |

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| <b>Assessed by:</b> Tegan Palamaris, Advisor People and Culture<br><b>Date:</b> May, 2026 |  | <b>Approved by:</b> Thomas Harvey, Assistant Director Curriculum Development<br><b>Date:</b> May, 2026 |  |
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