

Position Description

Manager, Literacy Guarantee Unit

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 people thrive, so do our communities and our state.

Our values

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

							
SERVICE	PROFESSIONALISM	TRUST	RESPECT	COLLABORATION & ENGAGEMENT	HONESTY & INTEGRITY	COURAGE & TENACITY	SUSTAINABILITY
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 Manager, Literacy Guarantee, is responsible for providing statewide high level strategic leadership for the implementation and monitoring of the Literacy Guarantee. This includes leading key priorities such as managing a state-wide team of literacy coaches, and delivering professional learning to teachers in all aspects of literacy, including phonics and dyslexia support.

A central focus of the role is driving the successful implementation of the Year One and Year Two Phonics Screening Checks across South Australia. The Manager supports teachers and leaders in understanding and utilising phonics check data to inform practice and plan differentiated strategies for literacy improvement.

As a member of the English and Literacy Unit leadership team, the Manager works collaboratively to advance equity and excellence in English and literacy. The role requires a consultative and partnership-based approach, working closely with principals, educators, and a range of local, national, and international stakeholders including professional associations, the tertiary sector, and community partners. The Manager ensures a consistent, connected, and strategic approach to site support and service delivery,



enabling high quality professional learning and coaching programs to strengthen literacy teaching across the state.

Position title	Manager, Literacy Guarantee Unit
Classification	S121-5
Division	Curriculum and Learning
Directorate	Curriculum (English and Literacy)
Location	Milner Street, Hindmarsh
Reports to	Assistant Director, English and Literacy
Direct reports	Literacy Guarantee Coaches
Role description date	March 2026

What you will do (key outcomes)

1. Lead high-level statewide initiatives to ensure the successful achievement of all relevant elements of the Literacy Guarantee. Drive a strong commitment to improving literacy outcomes at a system level and across all levels of schooling
2. Provide decisive leadership within the English and Literacy Unit, fostering strong, collaborative partnerships with the Director, Curriculum, Assistant Director English and Literacy, Directors across Curriculum and Learning, and other key stakeholders. Drive alignment and integration of Literacy Guarantee initiatives with the Department's literacy policy, practice, and strategic directions, ensuring these initiatives inform and support whole of department priorities.
3. Establish and provide strategic leadership for a diverse team of literacy coaches with expertise in all pillars of literacy including phonics and instruction for students with dyslexia. Build and maintain a highly skilled workforce across primary and secondary schools by maintaining effective systems to support high quality, timely service provision.
4. Provide high-level strategic leadership in the development and maintenance of comprehensive, system wide processes that enable trained teachers to coach and deliver high impact professional learning to leaders and teachers, with a focus on evidence based practices such as phonics instruction. Ensure continuous improvement in literacy teaching by strategically integrating and annually delivering the Phonics Screening Check and associated professional learning for leaders and teachers across the department.
5. Oversee and deliver high impact literacy support and assessment programs, including equity focused allocation of resources and system wide implementation of key programs such the Dyslexia TLC and Roadshow. Ensure monitoring and reporting of assessment data supports continuous improvement in teaching, learning, and professional development.
6. Establish and maintain networks and partnerships to lead the system focus on dyslexia and literacy learners, supporting the adoption of inclusive literacy teaching practices across all settings.
7. Initiate, deliver, and evaluate innovative educational design projects and large scale professional learning, such as the Literacy Guarantee conferences, that are responsive to the needs of primary and secondary educators and leaders.
8. Exercise high level autonomy and collaborative leadership by independently and strategically guiding teams to achieve agreed goals, milestones, and targets within a complex, multi-disciplinary

education environment. Model and promote flexibility, resilience, political nous, and initiative in managing competing priorities, effectively organising challenging workloads, and ensuring deadlines are met.

9. Conduct and oversee research and high level analysis of departmental and broader educational data to inform planning, implementation, and evaluation of literacy initiatives. Provide timely, evidence informed reports and advice to senior executives, articulating system progress and best practice in literacy improvement.
10. Establish and maintain effective working relationships with site leaders, Education Directors, and LET teams, internal and external partners to plan, schedule, and implement timely and connected literacy initiatives and programs that advance consistent, high quality literacy education statewide.
11. Help to maintain a safe and healthy working environment by proactively reporting incidents, hazards and injuries.

The capabilities you will bring (key competencies)

- **Literacy Program Leadership:** Demonstrated high-level experience in planning, leading, and delivering highly effective literacy programs, with a strong record of driving learning improvement and reform initiatives in complex and dynamic environments.
- **Strategic Planning and Organisational Skills:** Demonstrated ability to lead evidence informed strategic planning and delivery of educational advice, plans, and policy to drive system wide improvement in literacy outcomes. Proven expertise in organising complex workloads, managing competing priorities, and consistently meeting deadlines.
- **Team Leadership:** Demonstrated ability to lead and model a service oriented approach within a high-functioning complex team, building the capability of others and collaborating to achieve shared objectives and priorities within a dynamic environment.
- **Educational Theory and Practice:** Comprehensive knowledge of the Australian Curriculum, contemporary pedagogical frameworks, evidence based literacy teaching practices, and learning design strategies, with specific expertise in phonics, support for students with dyslexia and diverse learning needs, and application of effective literacy and assessment tools and intervention strategies..
- **Organisational Skills:** Demonstrated high-level experience, initiative, and political nous in planning, prioritising, and delivering educational and operational advice, plans, and policy to facilitate outcomes in complex environments.
- **Communication:** Proven high-level oral and written communication, consultation, negotiation, and interpersonal skills. Ability to present complex or sensitive information with clarity and tact to a range of audiences, promoting departmental priorities and securing confidence and cooperation.
- **Research and Evaluation:** Extensive experience in conducting high-level and detailed research that informs the planning, development, implementation, and evaluation of effective literacy teaching practices and professional learning programs.

Who you will work with (key relationships)	Qualifications
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<i>Director Curriculum</i> <i>Assistant Director, English and Literacy</i> <i>Site Leaders</i> <i>Program Manager, Literacy and English</i> <i>Education Directors</i> <i>LET teams</i> <i>Curriculum and Learning Directors</i> <i>Strategy and Performance division</i>	Essential: An appropriate tertiary qualification including post-graduate qualification in an education related field Desirable: Nil (<i>amend as necessary</i>)
Eligibility	
Appointments made under section 121 of the <i>Education and Children's Services Act 2019</i> may provide health, social or other non-education services to schools, preschools and children's services centres. Positions will require the application of specialist education related skills and knowledge required for managing education programs, or, administration of education standards requiring specific knowledge of site functions and operations.	

Corporate responsibilities	Special conditions
Keep accurate and complete records Act appropriately in line with the Public Sector Code of Ethics at all times Support diversity and promote an inclusive workplace for everyone Maintain a commitment to Work Health and Safety legislative requirements	You may need a current driver's license and be willing to drive You may be asked to work out of hours You may need to travel within or outside South Australia You need to achieve mutually agreed performance goals You must have a current Working with Children Check You must do Responding to Risks of Harm, Abuse and Neglect – Education and Care training You must be an Australian resident or provide evidence you have a current work permit

Assessed by: Tazeen Adnan P&C Consultant P&C Operations		Approved by: Denise Squire Assistant Director English and Literacy	
Date: 10 June, 2026		Date: 12 June, 2026	