



**RICHARD
JOHNSON**
ANGELICAN COLLEGE

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ROLE DESCRIPTION for DIRECTOR OF PROFESSIONAL PRACTICE AND ACCREDITATION

Position Title:	Director of Professional Practice & Accreditation	Contract Type:	Permanent Full Time
Section:	Junior and Senior School	Reports to:	Assistant Principal - Academics
Load:	Leadership Level 2.5 Allowance incl 0.5 Teaching	Last Reviewed:	08/08/2026

PURPOSE OF POSITION

The Director of Professional Practice & Accreditation provides strategic leadership for the development of a high-performing professional learning culture across the College. The role is responsible for fostering excellence in teaching practice, supporting staff growth and accreditation, and embedding research-informed approaches that improve student learning outcomes.

Working closely with the College Executive, the Director leads professional learning, coaching, mentoring, performance development, and accreditation processes while ensuring alignment with the College Strategic Plan, Learning Power @ RJ framework, AITSL standards, and NESA requirements. The role supports staff at every stage of their professional journey, from pre-service teachers and graduates through to experienced educators and aspiring leaders.

As a key educational leader, the Director promotes a culture of reflection, collaboration, accountability, and continuous improvement, grounded in Christian values and a commitment to educational excellence.

KEY RESPONSIBILITIES

The Director of Professional Practice & Accreditation will focus on the following key areas:

- Strategic Leadership of Professional Practice
- Professional Learning and Staff Development
- Coaching, Mentoring and Professional Growth
- Staff Induction and Early Career Development
- Accreditation and Professional Standards
- Performance and Development
- Supporting Leadership and Culture

Strategic Leadership of Professional Practice

- Lead the development and implementation of a whole-school professional learning strategy aligned with the College Strategic Plan and Learning Power @ RJ framework.
- Foster a culture of professional growth, reflective practice, innovation, and continuous improvement.
- Promote research-informed and evidence-based teaching practices that enhance student learning outcomes.
- Collaborate with College Executive to identify strategic priorities for staff development and organisational improvement.
- Develop pathways that support career progression, leadership development, and professional excellence.

Professional Learning and Staff Development

- Design, coordinate, and evaluate the College's professional learning program.
- Build staff capacity through targeted professional learning aligned with AITSL Professional Standards and College priorities.
- Curate and promote current educational research and best practice to inform teaching and learning.
- Facilitate collaborative professional learning opportunities, action research initiatives, and communities of practice in conjunction with College Executive.
- Support staff in establishing, monitoring, and reflecting on professional goals and development plans.

Coaching, Mentoring and Professional Growth

- Lead and oversee a coaching model that supports teacher growth, reflection, and instructional improvement.
- Establish and manage coaching programs for teaching staff across the College.
- Conduct learning walks, classroom observations, and feedback conversations in collaboration with relevant leaders.
- Oversee and support Instructional Coaches to ensure consistency and impact in coaching practices.
- Promote a culture of constructive feedback, collaboration, and professional accountability.
- Support staff to engage in action research and inquiry-based professional learning.

Staff Induction and Early Career Development

- Design and oversee comprehensive induction programs for new teaching and support staff.
- Support the successful transition of new staff into the College culture and professional expectations.
- Coordinate mentoring programs for graduate teachers and early career educators.
- Manage and support pre-service teachers, practicum students, and interns, including liaison with universities and training providers.
- Ensure new staff are inducted into the College's professional growth and coaching frameworks.

Accreditation and Professional Standards

- Lead College processes relating to teacher accreditation and professional standards.
- Support staff in achieving and maintaining accreditation requirements in accordance with NESA regulations.
- Guide teachers seeking accreditation at Proficient, Highly Accomplished, and Lead Teacher levels.
- Monitor accreditation timelines, documentation, and compliance requirements.
- Maintain accurate records of professional learning and accreditation activities.

Performance and Development

- Contribute to the development and implementation of the College's performance and development framework.
- Support annual review processes, including professional goal setting, reflection, and feedback.
- Work collaboratively with College leaders to address professional performance matters with clarity, support, and accountability.
- Ensure staff receive meaningful feedback that promotes growth and professional excellence.

Supporting Leadership and Culture

- Model servant leadership grounded in Christian faith and values.
- Build trusting, emotionally intelligent relationships that support staff wellbeing and professional growth.
- Contribute to retention strategies and assessment of teaching practice where required.
- Represent the College in external professional networks, accreditation forums, and educational partnerships.

Key Outcomes

The Director of Professional Practice & Accreditation will:

- Nurture a culture of continuous professional growth and excellence across the College.
- Improve teaching quality through coaching, mentoring, and evidence-based professional learning.
- Ensure compliance with all accreditation and professional standards requirements.
- Develop clear pathways for staff growth, leadership development, and career progression.
- Strengthen staff engagement, retention, and professional satisfaction.
- Support the implementation of Learning Power @ RJ through high-impact professional practice.
- Enhance student learning outcomes through improved teacher efficacy and instructional practice.

Key Relationships

Reports To

Principal through the Assistant Principal - Academics

Works Closely With

- | | |
|-----------------------------------|------------------------------|
| • Deputy Principal | • Instructional Coaches |
| • Assistant Principal – Academics | • Faculty and Stage Leaders |
| • Head of Junior School | • Teaching and Support Staff |
| • Head of Senior School | |

External Relationships

- NESA
- Universities and Initial Teacher Education providers
- Professional learning organisations
- Educational networks and professional associations

Leads through collaboration, coaching and clarity – does not operate as a line manager.

Clear is Kind

The Director of Professional Practice & Accreditation will own:

- Pedagogy (how we teach) - in collaboration with the Principal and Executive Team
- Professional practice and growth
- Instructional consistency and appropriate progression across sub-schools
- Teacher accreditation

This role does not own:

- Curriculum compliance or Timetabling (AP – Academics)
- Staff line management (HoJS & HoSS)
- Operations (P and DP)

Explicit Role Boundaries

To ensure clarity and protect existing leadership structures:

This role does not:

- Line manage Heads of School or Faculty Team Leaders
- Make staffing, recruitment or timetabling decisions
- Override sub-school leadership decisions
- Lead compliance, reporting or NESA requirements

Reporting Line

Reports directly to the Principal through the Assistant Principal – Academics

Flexibility with working hours is an expectation of this position. This role requires significant hours outside of a regular college day, including afternoons, evenings, weekend and possible non-term time work.

ESSENTIAL CRITERIA

- Demonstrated commitment to and support of the Christian ethos, mission, and values of the College.
- Proven leadership experience in professional learning, instructional coaching, staff development, or educational leadership.
- Deep understanding of contemporary educational research, effective pedagogy, and school improvement practices.
- Strong knowledge of AITSL Professional Standards for Teachers and Middle Leaders, and NESA accreditation requirements.
- Demonstrated ability to coach, mentor, and develop educators across varying career stages.
- Highly developed interpersonal, communication, and relationship-building skills.
- Capacity to analyse data and research to inform professional learning priorities and educational decision-making.
- Demonstrated organisational and project management skills, including the ability to lead strategic initiatives.
- Ability to work collaboratively with leaders and staff to build a culture of trust, accountability, and continuous improvement.
- Commitment to excellence in teaching and learning and the pursuit of improved student outcomes.

QUALIFICATIONS and SKILLS REQUIRED

- Undergraduate Degree and/or Teaching qualification
- Study at Masters level or relevant training on Staff Development and/or Coaching (desirable)
- Current NESA Accreditation
- Working With Children Check Employment Clearance currency
- First Aid currency (at Provide First Aid level)
- Punctuality, reliability and flexibility
- Initiative and problem-solving skills
- Good physical fitness and no physical ailments, or details of any relevant illness/injury disclosed on Application for Employment form
- Competency in Microsoft Office applications and web-based applications (Microsoft 365, CANVAS, OneNote, One Drive etc.)

ADDITIONAL INFORMATION

Child Safety

Richard Johnson Anglican College is committed to child safety. All staff must comply with applicable Child Protection legislation and ensure that the College's Child Safe policy, procedures, and programs are at the forefront of all our activities and interactions. As such, all staff must satisfy Child Protection screening, adhere to the College's Child Safe Policy and Code of Conduct, and complete training as directed.

Work, Health & Safety

Richard Johnson Anglican College is committed to the safety, health, and wellbeing of staff and students (including visitors and contractors who attend the College site). Staff members are to prioritise the health and safety of themselves and others to support a safe working and learning environment. Staff must understand the College's WHS policies and procedures, including Emergency Response practices, and complete training as directed.

Spiritual Wellbeing

As a Christian community, staff are to prioritise and participate in staff devotions, which are currently held on Monday, Wednesday and Friday mornings at 8:05am. All staff members are privileged to lead devotions as outlined by a roster.

Performance Measures

An annual Performance Review is undertaken with the Deputy Principal to review and set goals and expectations.

Award

This role is remunerated in accordance with the Independent Schools NSW (Teachers) Cooperative Multi-Enterprise Agreement 2025.

This position description is subject to change based on our College requirements. All appointments at Richard Johnson Anglican College are subject to Child Protection Legislation. Richard Johnson Anglican College is owned by the Anglican Schools Corporation (ASC).