

POSITION DESCRIPTION

POSITION: DIRECTOR OF STUDENT EXPERIENCE

Employment status	Full-time, five-year tenure subject to successful probation period.
Department	Secondary School
Reports to	Deputy Principal – Head of Secondary
Last revised	November 2025

ABOUT GREAT SOUTHERN GRAMMAR

Our School:	Great Southern Grammar is a vibrant independent Christian co-educational day and boarding school for students from Pre-Kindergarten to Year Twelve.
Our Values:	Respect Integrity Courage Compassion
Our Vision:	Create YOUR impact. All Great Southern Grammar graduates are beacons of light in the world, having a position, lasting impact in their communities for the common good.
Our Mission:	Passion Purpose Joy We are a forward-looking school called to ignite passion , shape purpose and cultivate joy . All students experience success and come to know their important place in the world.
Our Core Strengths:	Place Community Learning & Care Experience People.

POSITION PURPOSE

The Director of Student Experience is a senior leadership position responsible for experiential learning, cocurricular, service learning, outdoor learning, rites of passage and character education across the School. The role works in consultation with the Deputy Principal – Head of Secondary and Head of Primary to design and deliver programs that promote student development and engagement in learning beyond the classroom. The Director of Student Experience promotes the School values in action and drives key strategic priorities.

RESPONSIBILITIES

The responsibilities which are all interlinked include, but are not limited to, the following:

STRATEGIC LEADERSHIP

- Implement and enhance the School's Vision and Values;
- Achieve alignment and excellence across the School;
- Shape strategic priorities alongside the School Executive encouraging innovation, and developing solutions with a sense of purpose and direction;
- Undertake planning to help the School transition through change initiatives, and evaluate progress and outcomes to inform future planning;
- Actively maintain and enhance a culture of student engagement in the Secondary School;
- Define and deliver the School's experiential learning strategy in the context of cocurricular, service learning, outdoor learning, rites of passage and character education in consultation with the Deputy Principal – Head of Secondary School;
- Stay abreast of research and implement best practice in all areas of experiential learning; and
- Actively engage in the School's strategy and pastoral care teams.

STUDENT EXPERIENCE

- Oversee and deliver high quality and sequential outdoor learning program in collaboration with Heads of House, Director of Academic Studies and staff;
- Oversee all planning and administration of camps, tours and cocurricular excursions, ensuring all staff are engaged in at least one activity;
- Work collaboratively with the Deputy Principal – Head of Secondary, Head of Boarding and Heads of House to design and deliver rites of passage programs and curriculum experiences across the School;
- Oversee cocurricular programs not inclusive of sport and music;
- Oversee and lead the delivery of the Values and Christian Service program in consultation with Heads of House to maximise the School's engagement in the broader Great Southern Community
- Manage and lead international opportunities for student engagement; and
- Work in collaboration with the School Executive, Heads of House and Homeroom teachers to design and deliver character education program aligned with a social and emotional learning strategy.

OPERATIONAL LEADERSHIP

- Teach classes as required;
- Lead a cocurricular activity;
- Lead annual review of all programs beyond the classroom in collaboration with the School Executive;
- Ensure relevant qualifications are held by internal and external staff for camps, tours cocurricular excursions;
- Engage with third parties to help deliver experiential learning for students;
- Oversee risk management and procedures associated with camps, tours and cocurricular excursions;
- Attend meetings and events as required;
- Comply with all relevant legislative, regulatory obligations, School's codes, policies and procedures;
- Be responsible and accountable for continuing compliance with the School's child protection policies and actively support a child safety culture, with a zero tolerance for child abuse;
- Complete administrative and operational activities in alignment with School's requirements; and
- Be willing to undertake tasks as requested by the Principal or their delegate.

ACTIVELY SUPPORT SCHOOL OPERATIONS

- Demonstrate highest standards of professionalism in personal conduct, behaviour and presentation;
- Comply with all relevant legislative, regulatory obligations, school's codes, policies and procedures;
- Complete administrative and operational activities in alignment with school's requirements;
- Organise processes and systems to benefit 'one school' and to maximise work efficiencies and work effectiveness;
- Contribute to the continuous improvement of systems and processes, organisational performance, productivity, flexibility and effectiveness in achieving quality outcomes for clients;
- Participate in staff professional development as required; and
- Be willing to undertake tasks as requested by the Principal or their delegate.

WORKING RELATIONSHIPS

Internal	Principal, Deputy Principal – Head of Secondary, Head of Primary, Heads of House, Teaching, Boarding and Business colleagues, and students.
External	External regulatory bodies, business partners, providers, parents and guardians.

EDUCATION, KNOWLEDGE AND EXPERIENCE, SKILLS AND ABILITIES

Essential

- Outdoor Education experience
- Current Teachers Registration Boarding (TRBWA) registration;
- Working with Children Check clearance;
- Satisfactory National Police History Check;
- Valid First Aid Certificate;
- Hold appropriate Australian work rights;
- Have or be prepared to undertake Mandatory Reporting training or similar; and
- Maintain the currency of specific expertise through a commitment to ongoing professional development.

Desirable

- Certificate in Risk Management or similar; and
- Outdoor education qualifications.

Knowledge and Experience

Essential

- Demonstrated organisational and educational leadership and a record of success in achieving agreed goals in collaboration with others;
- Demonstrated success in developing and implementing experience learning programs and achieving objectives through planning processes;

- A developed knowledge and practical understanding of risk management and relevant legislation application to a school;
- A sound grasp of current educational and character development thought and practice;
- Well-developed knowledge of the Western Australian assessment and reporting practices;
- Demonstrated comprehensive knowledge and understanding of current pastoral care perspectives and practice;
- Demonstrated experience and knowledge of co-educational philosophies;
- Significant teaching experience with exemplary classroom and cocurricular practice and demonstrated application of current pedagogy;
- Previous experience building relationships of trust with students, staff and families;
- Understand and use available technologies to maximise efficiencies and effectiveness;
- Understanding and apply financial processes to achieve value for money and minimise financial risk;
- Previous experience leading an engaged, strong performing team; and
- Understanding of and the ability to communicate Christian Faith principles.

Skills and Abilities

Essential

- High level of resilience, work ethic and commitment to the School;
- High level leadership skills with demonstrated professionalism and effectiveness;
- Ability to initiate and drive change and ensure a culture of continuous improvement;
- Ability to effectively operationalise strategic decisions;
- Demonstrated high level skills in people management and the ability to contribute to strategic and operational workforce planning;
- Proven ability to build a positive culture and team ethic;
- Strong attention to detail; administrative and organisational skills;
- Ability to align systems and processes to encourage improved performance and outcomes;
- High level skills in establishing effective working relationships with staff, students, parents and the community;
- Advanced written and verbal communication skills and the ability to communicate with purpose and clarity;
- Ability to achieve results through the efficient use of resources and respond flexibly to changing circumstances;
- Proactive and demonstrated achievement of aims for optimal outcomes;
- Demonstrated high levels of initiative and results oriented;
- Demonstrate inclusive behaviour and respect for diverse backgrounds, experiences and perspectives;
- Capacity to think, analyse and consider the broader content to develop practical solutions;
- Understand the social, emotional, physical, spiritual and academic wellbeing of students; and
- Have knowledge of wellbeing issues relevant to the different developmental stages of students.

COMMITMENT TO CHILD SAFETY AND CHRISTIAN VALUES

Great Southern Grammar is deeply committed to safeguarding the wellbeing of all students and staff. We expect every staff member and volunteer to uphold this commitment by strictly adhering to our child protection policies and comply with all relevant laws and regulations.

Staff are expected to demonstrate empathy and embody the values of the School in their daily interactions.

Please note that Great Southern Grammar is a smoke-free campus.

CREATE YOUR IMPACT