



PENLEIGH AND ESSENDON GRAMMAR SCHOOL

POSITION DESCRIPTION

POSITION: Director of Operations and Engagement

REPORTS TO: Principal and Deputy Principal

LOCATION: Keilor East campus

PURPOSE

The Director of Operations and Engagement is a senior leadership role responsible for leading coherent school-wide operations, high-quality communications, community engagement and continuous improvement across a diverse portfolio of services, events and activities, aligned with the school's strategic plan.

SCHOOL OVERVIEW

Penleigh and Essendon Grammar School is a school for boys and girls from Kindergarten to Year Twelve and is associated with the Uniting Church. The school operates on three campuses with a student population of almost 3,000. The Kindergartens and Junior School (boys) are located in Essendon, the Junior School (girls) in Moonee Ponds and Gottliebse House Middle School (boys), McNab House Middle School (girls) and the Larkin Centre (coeducational Senior School) are located in Keilor East.

The school has an excellent record for the academic achievement of its students in all areas. The curriculum is designed to challenge students intellectually, to develop their knowledge within particular disciplines and to gain an appreciation of contemporary society and its history. The academic programme is complemented by a diverse co-curricular programme of Drama, Dance, Music and Sport.

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The school actively promotes the safety, wellbeing and participation of all students, including supporting children from culturally diverse backgrounds and those with learning diversity and inclusion needs and encourages every student to thrive in the classroom and beyond.

SCHOOL VALUES: REACH

RESPECT: We acknowledge the dignity and intrinsic worth of individuals and our world. We demonstrate fairness, kindness, and an awareness of diverse perspectives, recognising the impact of our actions on others.

EXCELLENCE: In education and all that we do, we pursue the highest standards with focus and a commitment to continuous growth. We embrace challenges, learn from mistakes, and cultivate a culture of mastery and exceptional outcomes.

ACCOUNTABILITY: We act with integrity and take responsibility for ourselves, others, and the world around us. We demonstrate honesty, reliability, and ethical behaviour in all we do.

CURIOSITY: We learn and grow through questioning, exploring, and deepening understanding, stimulating wonder and innovation. We value intellectual engagement and lifelong learning.

HEART: We show kindness, courage, and empathy in our actions and relationships. We stand for what is right, support others, and build meaningful connections based on trust and compassion.

POSITION CONTEXT

The Director of Operations and Engagement is responsible to the Principal and Deputy Principal, for providing whole-school operational leadership, strengthening community engagement, coordinating complex systems and supporting strategic priorities.

The Director of Operations and Engagement is expected to support the school's values, policies and procedures and the philosophy of an independent school associated with the Uniting Church and support Equal Employment Opportunity principles, including support for an equitable, safe, and productive environment for all staff and students and treating all school community members with dignity and respect.

Direct Reports:

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- Marketing and Communications Coordinator
- Branding and Imaging Coordinator
- Director of Performing Arts
- Camp Director
- Events Manager
- Community Relations Manager
- School Nurses
- Health Administrator
- Anthology Coordinator

POSITION GUIDELINES

The role requires sound judgement, initiative and collaboration across a broad and evolving portfolio. The following responsibilities are indicative of the scope of the position and will be undertaken in close partnership with the Principal, Deputy Principal, Heads of Section, Directors and senior leaders.

DIRECT RESPONSIBILITIES

1. *Operational Leadership:*

- Provide strong and visible leadership for the school community.
- Oversee publications, including Student Information Booklets, Principal's Newsletter, Community Report, Alumni publications, Anthology, social media
- Ensure all external communications and publications are aligned with the school's strategic plan.
- Manage and/or facilitate a variety of whole school events, including, but not limited to One School Day, DaVinci Decathlon, professional learning days NAPLAN, examinations, administration of school photos, immunizations and church services.
- Oversee the School Colours/School Awards system.
- Manage student health administration.
- Oversee content development and maintenance of the school's website and administrative use of PEGSpace.

- Develop and deliver efficient communication and administrative systems and processes across the school.

2. *Strategic Planning*

- Support the Principal and Deputy Principal in the development and implementation of the school's strategic plan.

3. *Policy Development*

- Collaborate with the Principal, Deputy Principal, Director of Business and Finance, Risk and Compliance Manager and leadership team on policy development, focusing on risk management and ensuring alignment with the school's strategic objectives.
- Manage communication of policies.

4. *Programme Oversight*

- Lead and guide the development of innovative programmes across Performing Arts and Camp.
- Develop and lead the effective organisation of overseas and interstate trips that support the school's curricular and co-curricular programmes.
- Provide visible leadership, attending Saturday sport, music and drama events, school assemblies and other significant school activities regularly.

5. *Community Engagement and Communication*

- Support and drive community engagement initiatives.
- Lead the strategic coordination of marketing, branding and communications to ensure consistent and effective representation of the School.
- Support and facilitate fund-raising initiatives.
- Foster positive relationships with parents, caregivers, alumni, and the wider community.
- Oversee management of the Alumni Association and Archives.

6. *Daily Operations Management*

- Liaise with Facilities, IT, and Finance departments to ensure smooth daily operations.

- Facilitate the effective and efficient operational communications on the school's platform (PEGSpace) for all matters, including ancillary works, church service rosters, One School Day rosters, exam timetables and parent teacher interviews.

7. *Resource Management*

- In consultation with the Principal, Deputy Principal and Director of Business and Finance, provide effective budget management and allocation of human and physical resources required for the school's sound administration.
- Liaise with the Principal, Deputy Principal, Director of Business and Finance and Facilities Manager to contribute to the monitoring and maintenance of school facilities.

8. *Child Safety*

- Support a child-safe environment, ensuring adherence to and demonstrating behaviours in accordance with the School's Child Safety Code of Conduct, including the Child Safe Standards.

Legal and safety matters

- Assist the Principal in meeting the school's legislative and compliance obligations in matters including effective health and safety management, risk management and continuing school registration.
- Participate in the OHS Committee as required, to support safety and wellbeing.

General responsibilities

- Support the Principal and Deputy Principal on all matters.
- Support the school's aims and the philosophy of a school affiliated with the Uniting Church of Australia.
- Due to the complex nature of the role, other duties not listed in this position description may be required.
- Teaching qualifications would be an advantage. Typically, the Director of Operations and Engagement would teach one class and act as a role model of exemplary teaching practices, as required.

SELECTION CRITERIA

The Director of Operations and Engagement will demonstrate the following attributes:

- Senior operational and people leadership experience;
- Strategic planning and continuous improvement capability;

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- Strong communication, stakeholder engagement and community relations skills;
- Ability to lead complex events, systems and school-wide processes;
- Outstanding innovation and creative problem-solving skills
- Adaptability and flexibility to manage diverse responsibilities and unexpected situations
- High attention to detail in overseeing publications, calendars, and external communications
- Demonstrated ability to lead high performing teams
- A strong commitment to professional learning and continuous improvement to build efficacy both personally and across the staff
- A commitment to student and staff wellbeing and safety, including a deep understanding of how to deliver a child-safe environment and ensure appropriate behaviours when engaging with children with diverse needs and backgrounds
- Ability to foster a positive and collaborative school culture
- Support for the values and policies of the school, including co-curricular activities
- Current Victorian Institute of Teaching registration would be an advantage, or valid Working With Children Check
- A valid national criminal record check
- Relevant qualifications, with a master’s degree or higher qualification desirable and Teaching qualifications would be an advantage

SKILLS AND COMPETENCIES (AITSL Standard for Principals and Educational Leaders)

The **Standard for Principals and Educational Leaders** gives expression to the leadership, educational and management requirements and practices for section leaders. The Standard is an integrated model that recognises all good leaders share common qualities and capabilities, which are expressed as three Leadership Requirements. Leaders draw upon these three Leadership Requirements within five areas of Professional Practice.

The Standard acknowledges the challenging and changing context in which leaders work and the diverse settings and variety of situations which they face on a day-to-day basis. The Standard provides a model against which principals and leaders can match their knowledge, qualities, experiences and skills to determine their strengths and areas for development. It is ‘Standard’ rather than ‘Standards’, as it is integrated by nature, reflecting the complexity of the role and shared visions.

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The Standard is applicable to leaders irrespective of context or experience. What will vary is the emphasis given to particular elements of the Standard as principals respond to context, capability and career stage. The Standard is based on three Leadership Requirements which are enacted through the following five key Professional Practices

We acknowledge that the leader will be on a continuum of proficient, accomplished or expert leadership capability levels.

Leadership Requirements

- Vision and Values
- Knowledge and understanding
- Personal qualities, social and interpersonal skills

Professional Practices

Leading teaching and learning

Principals create a positive culture of challenge and support, enabling effective teaching that promotes enthusiastic, independent learners, committed to lifelong learning. Principals have a key responsibility for developing a culture of effective teaching, for leading, designing and managing the quality of teaching and learning, and for students' achievement in all aspects of their development. They set high expectations for the whole school through careful collaborative planning, monitoring and reviewing the effectiveness of learning. Principals set high standards of behaviour and attendance, encouraging active engagement and a strong student voice.

Developing self and others

Principals work with and through others to build a professional learning community that is focused on continuous improvement of teaching and learning. Through managing performance, effective continuing professional learning and feedback, they support all staff to achieve high standards and develop their leadership capacity. Principals support others to build capacity and treat people fairly and with respect. They model effective leadership and are committed to their own ongoing professional development and personal health and wellbeing in order to manage the complexity of the role and the range of learning capabilities and actions required of the role.

Leading improvement, innovation and change

Principals work with others to produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities. They recognise that a crucial part of the role is to lead and manage innovation and change to

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ensure the vision and strategic plan is put into action across the school and that its goals and intentions are realised.

Leading the management of the school

Principals use a range of data management methods and technologies to ensure that the school's resources and staff are efficiently organised and managed to provide an effective and safe learning environment as well as value for money. This includes appropriate delegation of tasks to members of the staff and the monitoring of accountabilities. Principals ensure these accountabilities are met. They seek to build a successful school through effective collaboration with school boards, governing bodies, parents and others. They use a range of technologies effectively and efficiently to manage the school.

Engaging and working with the community

Principals embrace inclusion and help build a culture of high expectations that takes account of the richness and diversity of the wider school community and the education systems and sectors. They develop and maintain positive partnerships with students, families and carers and all those associated with the wider school community. They create an ethos of respect taking account of the spiritual, moral, social and physical health and wellbeing of students. They promote sound lifelong learning from preschool through to adult life. They recognise the multicultural nature of Australia's people. They foster understanding and reconciliation with Indigenous cultures. They recognise and use the rich and diverse linguistic and cultural resources in the school community. They recognise and support the needs of students, families and carers from communities facing complex challenges.

CONDITIONS

Salary and conditions will be negotiated according to the qualifications and experience of the successful applicant.

CONCLUDING REMARKS

The statement of duties should not be seen as limiting. The role of the Director of Operations and Engagement is a changing one. Specific features of the description may alter because of changing circumstances. The description of duties is open to review, by negotiation, by either party.

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