RADFORD COLLEGE

Truth
Compassion
Wisdom

Located in Bruce ACT, Radford College is a co-educational Anglican school that supports and nurtures students from Pre-Kindergarten to Year 12. We combine strong academics with transformational co-curricular opportunities, a deep sense of belonging and a holistic education preparing for a life of leadership and impact.

Head of High Potential Learning
Full time | Commencing Term 1, 2027
Leadership position – 3-year appointment

Radford College seeks to appoint an outstanding educator and leader as Head of High Potential Learning. This is an exciting opportunity to lead academic enrichment, gifted and high-potential education, enterprise learning and future-readiness initiatives across the Secondary School.

Reporting to the Head of Learning and Teaching, this pivotal middle leadership role is responsible for developing and delivering programs that challenge, inspire and extend students to achieve their personal best. Working collaboratively with academic leaders, teachers and external partners, the Head of High Potential Learning will foster a culture of intellectual curiosity, innovation, academic excellence and real-world application.

Radford College is committed to safeguarding and promoting the safety, welfare and wellbeing of children and young people. The successful applicant will be required to comply with the College's Child Protection and Safeguarding policies, procedures and satisfy all relevant child protection screening requirements. Radford College expects all staff to actively contribute to a child-safe culture and to uphold their responsibilities in creating an environment where all children and young people are safe, respected and heard.

About the role

As a member of the College's leadership community, the Head of High Potential Learning will provide strategic and operational leadership for gifted and high-potential education, academic enrichment, enterprise education and future-readiness programs.

The successful candidate will work closely with the Head of Learning and Teaching, Dean of Student Pathways and Strategy, Heads of Department, Heads of Year and classroom teachers to identify, support and extend high-potential learners while developing innovative learning opportunities that prepare students for future pathways, tertiary study and an evolving workforce.

Key responsibilities include:

- Lead the development and implementation of gifted and high-potential education programs across the Secondary School.

- Coordinate the identification, monitoring and support of high-potential students using multiple sources of evidence and student achievement data.
- Partner with Heads of Department and teachers to promote differentiation, curriculum extension and academic challenge.
- Coordinate student participation in academic competitions, Olympiads, university extension programs, specialist workshops and external enrichment opportunities.
- Develop and maintain partnerships with universities, academic institutions and external providers to enhance student learning pathways.
- Lead the development and delivery of the College's Year 7 to Year 10 Enterprise Education and Future Readiness Program.
- Foster innovation, design thinking, entrepreneurship and real-world problem-solving opportunities for students.
- Oversee the delivery of work experience programs, tertiary outreach initiatives, industry partnerships and workplace immersion experiences.
- Support the planning and delivery of pathways expos, tertiary information evenings, industry engagement opportunities and future-focused learning events.
- Manage student selection processes, communications, consent requirements, risk assessments and administrative processes associated with external programs.
- Promote and celebrate student achievement through College publications, assemblies, events and communication channels.
- Engage with parents and carers through information sessions and workshops focused on high-potential learning, gifted education and future pathways.

We are seeking a leader who possesses:

- Relevant tertiary qualifications in Education and current teacher registration.
- Demonstrated knowledge and experience in gifted and high-potential education, including student identification, curriculum differentiation and academic extension.
- Experience developing, implementing and evaluating enrichment, extension or gifted education programs within a secondary school environment.
- Strong understanding of contemporary teaching and learning practices that support high-potential learners.
- Experience using student achievement data to inform educational decision-making and program improvement.
- Demonstrated experience coordinating academic competitions, university partnerships or other external enrichment programs.
- Knowledge of enterprise education, future-focused learning, design thinking, entrepreneurship and career readiness.
- Experience leading complex student programs involving external stakeholders and providers.
- Strong organisational, project management and communication skills.
- The ability to build positive relationships with students, families, staff, universities, industry partners and the wider community.
- A demonstrated commitment to child safety and student wellbeing.
- Current ACT Working with Vulnerable People registration.

This is an exceptional opportunity for a passionate educator and leader to shape the academic experiences and future pathways of high-potential learners while contributing to the continued excellence of Radford College.

Why choose Radford College?

As well as promoting an environment where staff can thrive professionally, Radford College offers:

- An attractive remuneration package

- A vibrant and rewarding employee experience
- Generous professional development opportunities supporting the value we place on investing in our staff
- Staff priority and discounted tuition fees for your child/ren to attend Radford College
- Subsidised Outside School Hours Care
- Employee well-being initiatives including EAP Program, access to gym facilities and group fitness classes
- Generous superannuation
- Excellent resources
- World class grounds and contemporary facilities
- Free onsite parking
- Electric vehicle charging stations

For further information, please visit the Careers page on the College website.

Qualifications, Knowledge and Experience Required

- Relevant tertiary qualifications in Education and teaching qualification.
- Current registration, or eligibility for registration, with the ACT Teacher Quality Institute (TQI).
- Demonstrated experience in gifted and high-potential education, academic enrichment, curriculum leadership, or a related educational leadership role.
- Proven leadership, project management and administrative experience, including the coordination of complex programs and initiatives.
- Demonstrated knowledge of differentiated teaching and learning practices that support high-potential learners and academic extension.
- Experience using student achievement data and multiple sources of evidence to identify, monitor and support student growth and program effectiveness.
- Experience developing and coordinating enrichment opportunities, academic competitions, university partnerships or other external learning programs.
- Knowledge of enterprise education, future-focused learning, innovation, design thinking and student pathways is highly desirable.
- Current ACT Working with Vulnerable People Clearance.
- Work rights in Australia.

All candidates for roles at Radford College are subject to screening and assessment against child safety standards as part of the recruitment process and will be required to provide a current ACT Working with Vulnerable People card prior to commencing employment.

How to Apply

Details about this position can be found on the Careers page of the College website.

For a confidential discussion, please contact the Principal Christopher Bradbury by email at chris.bradbury@radford.act.edu.au

Applications close **23 November 2026 at 5pm** and should be addressed to:

The Principal – Christopher Bradbury
recruitment@radford.act.edu.au

RADFORD COLLEGE

POSITION DESCRIPTION
Head of High Potential Learning

At Radford College, our core values of *Truth, Compassion* and *Wisdom* are not just words: they are living principles that guide our community's actions, decisions and character. They are foundational to our mission of fostering the holistic growth of every student, preparing them for a life of purpose and integrity.

Truth

Truth signifies a profound commitment to integrity, honesty and authenticity. It is the pursuit of knowledge and understanding, guided by a sincere desire to discover what is real and just. In the classroom, it is the intellectual honesty to engage in rigorous inquiry, to challenge assumptions, and to accept evidence, even when it is uncomfortable. In our relationships, it means acting with sincerity and transparency, building trust through reliable and ethical conduct. Truth empowers students to think critically, to stand up for what is right, and to live with personal integrity. It is the bedrock of a moral compass, encouraging students to be authentic in their identity and their interactions.

Compassion

Compassion is the heart of the Radford community. It is the ability to empathise with others, to understand their struggles, and to be moved to action by their pain. It goes beyond simple sympathy: it is an active and heartfelt concern for the wellbeing of others. This value is expressed in the way our students and staff support one another, through acts of kindness, service and generosity. Compassion teaches students to look beyond themselves, to connect with the wider world, and to contribute positively to the lives of those in need. It is a powerful force that builds a nurturing, inclusive and supportive environment where every individual is valued and cared for.

Wisdom

Wisdom is the culmination of knowledge and experience, applied with discernment and good judgement. It is not merely about accumulating facts but about understanding how to use that knowledge to make wise decisions that benefit oneself and others. At Radford, we strive to equip students with the ability to navigate life's complexities with insight and a moral sense of purpose. This means teaching them to reflect on their experiences, to learn from their mistakes and to seek understanding rather than just information. Wisdom is about cultivating a sense of perspective and a deep appreciation for the interconnectedness of all things, enabling students to act with prudence and foresight in an ever-changing world.

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POSITION ACCOUNTABLE TO	Head of Learning and Teaching
POSITION IS RESPONSIBLE FOR	Not Applicable
CLASSIFICATION	Independent Schools (Teachers) Cooperative Multi-Enterprise Agreement 2025 3-year tenure Time Allowance 12ppc Leadership Allowance – Level 2
KEY RELATIONSHIP	Dean of Student Pathways and Strategy Heads of Department Heads of Year Classroom Teachers

PURPOSE

The Head of High Potential Learning is a pivotal middle leadership position responsible for driving academic enrichment and extension, enterprise education and future-readiness across the Secondary School.

This role bridges the gap between traditional academic extension and contemporary skills for a rapidly changing world. The position is responsible for identifying and supporting gifted and high-potential students through rigorous extension, university pathways, and national/international competitions, while simultaneously leading innovative Enterprise Education and Future Readiness initiatives.

Working closely with the Senior Leadership Team, Heads of Department, Heads of Year, and external partners, the Head of High Potential Learning shapes a culture of high expectations, intellectual curiosity, innovation, and practical real-world application.

RESPONSIBILITIES

1. High Potential and Gifted Education (HPGE) Leadership

- Program Development & Coordination: Lead the strategy, design, and implementation of Gifted and Talented Education and academic enrichment frameworks across the Secondary School.
- Student Identification & Monitoring: Coordinate multi-criteria identification processes, track ongoing academic progress, and build targeted profile data for high-potential students in collaboration with academic leaders and classroom teachers.
- Curricular Extension & Differentiation: Partner with Heads of Department to ensure classroom instruction provides appropriate depth, complexity, pace, and academic challenge, enabling high-potential students to pursue individual interests and talents.
- Academic Enrichment & Competitions: Design, coordinate, and oversee participation in high-level external competitions, Olympiads, university extension units, specialist workshops, and extension programs that stretch student learning beyond standard syllabi.
- Build and maintain strategic partnerships with tertiary institutions, academic bodies, and external enrichment providers to broaden extension pathways for students.

- Establish clear data tracking systems to monitor student participation and outcomes, continuously evaluating enrichment offerings to measure impact and inform ongoing program refinement.

2. Enterprise Education & Future Readiness

- Lead and build the delivery of our Year 7 to Year 10 Enterprise Education and Future Readiness Program across the Secondary School.
- Cultivate a culture of innovation, design thinking, and entrepreneurship by creating opportunities for students to build critical real-world capabilities: complex problem-solving, collaboration, initiative, and creative agility.
- Oversee the operational delivery of external learning pathways, including Work Experience, university outreach programs, industry partnerships, and workplace immersions.
- Develop and sustain productive relationships with industry leaders, employers, tertiary partners, and community organisations, supporting the Dean of Student Pathways and Strategy in broader strategic stakeholder initiatives.
- Assist in the planning and execution of key College events, such as Pathways Expos, tertiary nights, industry engagement panels, excursions, and specialised future-readiness workshops.
- Administration & Operational Logistics: Manage student selection, consent, risk assessments, communication, and administrative workflows associated with external programs, liaising effectively with students, families, staff, and external partners

3. Communication & Community Engagement

- Champion student achievements, enterprise projects, and academic extension wins across College communication channels (newsletters, social media, assemblies, and annual publications).
- Lead information sessions, webinars, and workshops for parents and carers regarding high-potential pathways, gifted education, and future-focused career trends.
- Other duties as directed.

QUALIFICATIONS, KNOWLEDGE AND EXPERIENCE REQUIRED

- Recognised tertiary qualifications in Education and current registration, or eligibility for registration, with the ACT Teacher Quality Institute (TQI).
- Current Working with Vulnerable People (WWVP) registration.
- Demonstrated knowledge and experience in gifted and high-potential education, including student identification, differentiation, curriculum extension and the development of appropriate enrichment opportunities.
- Demonstrated experience designing, implementing and evaluating academic enrichment, extension or gifted education programs within a secondary school environment.
- Strong understanding of contemporary approaches to differentiated teaching and learning, including strategies that provide appropriate depth, complexity, pace and challenge for high-potential learners.

- Experience using student achievement data and multiple sources of evidence to identify high-potential students, monitor progress, evaluate outcomes and inform program improvement.
- Demonstrated capacity to develop and coordinate academic competitions, Olympiads, university extension opportunities, specialist programs or other external enrichment pathways.
- Knowledge of, or demonstrated experience in, enterprise education, future-focused learning, design thinking, entrepreneurship and/or career readiness, particularly in developing students' problem-solving, collaboration, initiative and creative capabilities.
- Demonstrated experience coordinating complex programs involving students and external providers, including appropriate communication, consent, risk management and administrative processes.
- Experience in educational or curriculum leadership, project leadership or cross-school program coordination is highly desirable.

PERSONAL SKILLS AND ATTRIBUTES

- Demonstrates credibility as an educator and the ability to influence teaching practice, build staff capability and foster a culture of high expectations and academic challenge.
- Demonstrated Initiative and creativity in the development of enrichment, enterprise and future-readiness opportunities.
- Ability to build strong relationships with all educational and pastoral stakeholders.
- Demonstrate a genuine commitment to identifying and supporting the individual strengths, interests and potential of students and providing opportunities for them to be appropriately challenged.
- Ability to manage multiple programs, external opportunities, events, deadlines, student processes and stakeholder relationships concurrently.
- Demonstrated ability to interpret academic and participation data, identify trends and evaluate program effectiveness to inform continuous improvement.
- Ability to communicate confidently and professionally with students, parents and carers, colleagues and external partners, including through presentations, information sessions and workshops.
- Demonstrate confidence and professionalism in establishing productive relationships with universities, industry, employers and community organisations.
- Demonstrate a commitment to child safety, student wellbeing and creating an environment in which children and young people are safe, respected and heard, consistent with the College's stated safeguarding expectations.

It is a requirement that all Radford employees hold a current Working with Vulnerable People Clearance.