

Position Description

Assistant Director – Digital Learning & Innovation

OVERALL PURPOSE OF THE POSITION

The Assistant Director - Digital Learning & Innovation provides strategic and operational leadership for digital learning across the Secondary School, aligned with broader school strategy and priorities. The role has significant responsibility for the day-to-day coordination, administration and continuous improvement of digital learning platforms and practices, including the LMS, digital assessment and mark books, teacher-facing digital tools and devices for learning.

The role connects digital platforms, curriculum, pedagogy, assessment and professional learning to strengthen the quality, coherence and impact of teaching and learning. It supports the effective implementation and operation of digital learning across the School, while contributing to the evaluation and adoption of educational technologies and practices.

The role builds the digital capability of teachers and leaders, works closely with academic departments and collaborates with ICT to ensure that technology decisions are educationally purposeful, sustainable and aligned with the School's strategic direction. It provides leadership, governance, evaluation and advice across the digital learning ecosystem, alongside the practical coordination required for its effective operation.

PRIMARY DUTIES & RESPONSIBILITIES

Strategic leadership and alignment

- Support the development, implementation and ongoing review of the School's digital learning strategy in alignment with the Barker Learning Ecology and wider teaching and learning priorities.
- Provide expert advice to the Director of Teaching Innovation and other leaders on digital pedagogy, platforms, devices, emerging technologies and associated opportunities and risks.
- Translate strategic priorities into clear implementation plans and scalable practices for teachers, departments and school sections.
- Contribute as a senior member of the Teaching Innovation Team to initiatives spanning teaching and learning, curriculum, professional learning, assessment, research and innovation.

LMS, assessment and mark books

- Provide leadership and educational governance for Canvas LMS, including its effective use in curriculum delivery, communication, assessment and feedback.
- Oversee the educational administration and continuous improvement of Canvas in partnership with the vendor and relevant School operational and technical teams.
- Provide leadership and advice on LMS-based assessment, mark books and feedback workflows.
- Work with curriculum and academic leaders to strengthen alignment between assessment design, digital workflows, student information systems and reporting processes.

- Monitor patterns of use, identify areas for improvement and guide targeted interventions that improve the experience of teachers and students.

Digital pedagogy and teacher capability

- Lead research-informed approaches to digital pedagogy that enhance learning, differentiation, personalisation, inquiry, collaboration, feedback and authentic assessment.
- Design and lead professional learning that builds teacher confidence, capability and sound professional judgement in the use of digital tools.
- Coach and support teachers and leaders to evaluate the educational value of technology and select approaches suited to learner needs and curriculum intent.
- Create conditions in which staff can experiment with, evaluate and refine technology-rich learning experiences.
- Work with the Director of Professional Learning & Barker Institute and other members of the Teaching Innovation Team to embed digital capability within wider professional growth priorities.

Digital tools and devices for learning

- Lead the evaluation, selection, implementation and periodic review of teacher-facing digital tools using clear educational, technical, privacy, accessibility and sustainability criteria.
- Provide educational leadership for the School's approach to devices for learning, including classroom practice, teacher capability and alignment with curriculum requirements.
- Develop guidance that supports purposeful and balanced use of digital technologies, with attention to active learning and student agency.
- Identify duplication, gaps and opportunities across the digital toolkit and recommend priorities for consolidation or investment.
- Stay informed about developments in digital learning and communicate relevant implications to staff and leaders.

Department liaison and change leadership

- Act as a key liaison with Heads of Department and teaching teams to understand needs, shape priorities and support consistent implementation.
- Lead consultation and change processes associated with significant digital learning initiatives, ensuring clarity of purpose, transparent communication and practical support.
- Build networks of teacher expertise and encourage the sharing of effective practice across departments and school sections.
- Use evidence, user feedback and implementation data to evaluate impact and refine initiatives.

Collaboration with ICT and other teams

- Collaborate closely with ICT to connect educational requirements with technical architecture, security, support and service delivery.
- Represent teaching and learning needs in the planning, implementation and review of digital platforms and services.
- Collaborate across Curriculum & Academics, the Junior School and relevant

operational teams to promote PreK-12 coherence in digital learning where appropriate.

- Contribute to cross-functional projects involving curriculum systems, student information, assessment, reporting, analytics, AI and emerging technologies, while maintaining clear role boundaries and shared accountability.

Leadership, operations and continuous improvement

- Establish priorities, project plans, governance arrangements and measures of success for digital learning initiatives.
- Manage relevant budgets, licences, resources, vendors and partnerships within delegated authority.
- Prepare concise advice, reports, recommendations and updates for School leaders and governance groups.
- Contribute to risk management, policy development, compliance and quality assurance relating to digital learning.
- Undertake other duties commensurate with the seniority, capabilities and purpose of the role, as directed.

Teaching

- The Assistant Director - Digital Learning & Innovation will be allocated a small (nominally 0.2 FTE) teaching load. The subject discipline will be determined in consultation with the Head of Curriculum and Academics based upon the successful candidate's experience.

The areas and responsibilities outlined in this position description are indicative and not exhaustive. The Director of Teaching Innovation or Head of Barker College may direct other duties commensurate with the role, training and experience of the Assistant Director - Digital Learning & Innovation.

This position description may be reviewed following a summative appraisal, or at another time by negotiation.

SKILLS AND KNOWLEDGE ESSENTIAL TO THE JOB

- Accomplished and highly effective classroom practitioner.
- Demonstrated success in leading digital learning, teaching innovation or educational technology in a complex school environment.
- Strong knowledge of contemporary pedagogy, curriculum design, assessment and professional learning, and the ability to connect these areas with technology decisions.
- Advanced understanding of learning management systems, preferably Canvas, including their use for curriculum, assessment and feedback.
- Demonstrated ability to lead strategic initiatives, manage change and build adoption across diverse stakeholder groups.
- Ability to evaluate digital tools and platforms using educational evidence, user needs and organisational requirements.
- Strong project, governance, planning and implementation capability, with attention to risk, quality and sustainability.
- Excellent consultation, facilitation, coaching, written communication and presentation skills.
- Capacity to work productively and purposefully across educational and technical teams and

translate between pedagogical and operational perspectives.

- Understanding of research, evaluation and data-informed improvement practices.
- High levels of organisation, judgement, initiative and attention to detail.

ESSENTIAL PERSONAL ATTRIBUTES

- A compelling commitment to excellent teaching, deep learning and the purposeful use of technology.
- Approachable, empathetic and service-minded, while able to provide clear direction and make well-reasoned decisions.
- Collaborative and relational, with the credibility to influence teachers, leaders, technical specialists and external partners.
- Curious and forward-looking, with disciplined judgement about when innovation adds genuine educational value.
- Calm, responsive and solutions-focused in complex or changing circumstances.
- Self-directed and motivated, with the ability to prioritise competing demands and exercise sound professional judgement.
- Excellent written and verbal communication skills.
- Exceptional personal standards of honesty, integrity and professionalism.
- A strong commitment to inclusion, child safety and continuous professional learning.

ACCOUNTABILITY

Child Safety

Barker College has an abiding commitment to the safety, protection and well-being of all children and young people in our care. All staff members will be held accountable for ensuring adherence to the policies of the School, in particular those relating to the safeguarding of children.

General

Breaches to a staff member's responsibilities and/or authority will be managed through the School's Disciplinary Management Procedures. This defined accountability is underpinned by Barker College's Code of Conduct and the Complaints Procedures.

Work Health and Safety

All staff members will be held accountable for their actions and omissions where it affects their own or another person's workplace safety.

SPECIAL CONDITIONS

- Prepared to undertake any additional training to complement the position.
- Flexible working hours.

QUALIFICATIONS

- Accomplished teaching practitioner with extensive knowledge and experience in the teaching profession.

- Evidence of study and/or professional learning relating to digital learning in education is highly desirable.
- Demonstrated educational leadership and experience in the design, implementation and evaluation of effective digital learning environments.
- Approval and accreditation to teach under NESA.
- Current Working with Children Check (WWCC).

ORGANISATION CHART RELATIVE TO POSITION

The Manager's Manager:	Head of Curriculum and Academics
The Immediate Manager:	Director of Teaching Innovation
This position:	Assistant Director - Digital Learning & Innovation

APPROVAL

This position description accurately details the primary duties and responsibilities of the **Assistant Director - Digital Learning & Innovation**.

Approved by the Director of Teaching Innovation in September 2026.

ACCEPTANCE OF POSITION DESCRIPTION

Position description accepted by:

Name of Staff Member:	[candidate_name]
Signature of Staff Member:	[acceptance_status]
Date:	[acceptance_date]