



Appointment of Head of School  
SCEGGS Darlinghurst  
March 2025

# Our Vision

SCEGGS commits itself to being an outstanding educator of girls.

---

A SCEGGS girl will be distinctive in her love of learning. This will be lifelong, allowing her to embrace change in the complex world of the future.

Her individuality will be allowed to flourish, and she will be confident and at ease in the city environment.

Her compassion and understanding of people will be based on a commitment to the service

of others and in response to the School's Christian foundation.

A SCEGGS girl will be accomplished, competent and articulate; one whose confidence and sense of self-worth allow her to make a significant contribution to the community.

## *Acknowledgment of Country*

SCEGGS Darlinghurst is built on the land of the Gadigal people of the Eora Nation. As we share knowledge, teaching and learning practices within this school, we pay respect to the longstanding and continuous histories, cultures and all knowledge of Aboriginal and Torres Strait Islander people.





# An Invitation from the Chair of the SCEGGS Board of Directors

Our current Head of School, Jenny Allum, will be retiring at the end of 2025 after 30 years of remarkable service to both the SCEGGS community and the wider educational landscape in Australia.

Ms Allum has left an immense legacy – under her leadership so many SCEGGS girls have been imbued with a lifelong love of learning, underpinned by the values of hard work, excellence and perseverance. SCEGGS staff, past and present, have thrived in an environment that highly values and respects their role as teachers.

The School Board now seeks to appoint her successor and extends a warm invitation to suitably qualified and highly experienced educators to apply for the position of Head of SCEGGS Darlinghurst with effect from 1 January 2026.

Since its establishment in 1895, SCEGGS has been known as an Anglican school committed to excellence in girls' education and empowering young women. It possesses an enviable record in public examinations but, more importantly, provides an academic environment which gives students the confidence to explore and test ideas, develop critical thinking, understand their strengths and grow their passion for learning. This, combined with a strongly inter-woven wellbeing and social justice program, diverse co-curricular opportunities and deeply connected community, sees the School possess an outstanding reputation.

As we prepare for a new era of leadership, the Board is committed to ensuring the enduring values and ethos of SCEGGS, so carefully developed and nurtured by our five

Heads in the last 130 years, remain in place. These include continuing our commitment to excellence in girls' education, maintaining a talented and professional staff and nurturing a culture of compassion, community, inclusion and respect.

The successful candidate will have the vision, intelligence, insight and empathy to navigate the many challenges which will arise in the coming decades as the educational, technological and social context in which we operate continues to evolve. Concurrently, the next Head of SCEGGS Darlinghurst should be capable of identifying new opportunities to enhance the School's position as an outstanding leader in girls' education well into the future.

I sincerely encourage you to consider this unique opportunity to lead one of Australia's most respected schools into a new era.



**Dr Sally Auld**  
Chair of the Board of Directors

# Contents

Our Vision .....	1
Invitation from the Chair of the Board of Directors .....	3
A Snapshot of SCEGGS .....	5
Facts and Statistics .....	6
The Role .....	7
Governance .....	9
A SCEGGS Education .....	10
Student Wellbeing .....	11
Service and Social Justice .....	12
Spiritual Life .....	13
Co-curricular Life .....	14
Our Staff .....	15
Our Community .....	16
The SCEGGS Trust .....	17
Selection Criteria .....	18
How to Apply .....	21

# A Snapshot of SCEGGS

Founded in 1895, SCEGGS Darlinghurst is dedicated to the education of girls, focused on delivering an outstanding education, on providing the individual care and support each girl needs, and on being there for each and every SCEGGS girl for life. An intimate school with a population of fewer than 1,000 students living on a small block of land at the heart of Sydney's inner city.

In many ways the SCEGGS experience is defined by our location in Darlinghurst, on Gadigal country. SCEGGS is no gated community. Instead, it's a place where the outside world is welcomed in, and where open hearts and minds are fostered. We use the resources of the city, its swimming pools and galleries as our facilities, its contrasts as our life lessons. And we hope a SCEGGS education prepares our girls for the real world, the world of tomorrow, in a way that is unlike any other school.

Bricks and mortar do not make a school. A school is about a culture, an ethos and a community. And a great school is defined by its people. Here at SCEGGS we have always valued people over things, substance over style, and quality over scale.

SCEGGS combines modernity with tradition, a passion for technology, creativity and progress with a faith in timeless values. We foster in every girl a deep understanding of our responsibilities to the wider community, always anchored in our liberal Anglican beliefs, traditions and ethics.

The School has a reputation for excellence and we are committed to being an outstanding educator of girls. It is not an academically selective school but it achieves outstanding academic results. And our focus is on more than just academic excellence. The SCEGGS experience is one of care. By placing the girls at the centre of every decision we make, we prioritise our teachers and staff and their

support for the girls above all. At SCEGGS, it's always ultimately about the girls. It's about a way of teaching that addresses the individual as a whole person, encouraging every girl to be the best version of herself she can be.

Parents enrol their girls at SCEGGS because it offers a special environment – a place where the personal and academic potential of each child is developed equally. Our students learn, not only the curriculum, but to feel comfortable within themselves, sure of their strengths and able to work as independent, self-assured and articulate members of society.

At every stage, the SCEGGS experience is one of understanding, of community, and of a dedicated feminist education empowering young women to lead and speak up. We are proudly a girls' school, a world-class learning environment. But it's also a place where our girls can learn to become good people. To achieve and to be vulnerable. To respect themselves and to care for each other.

A SCEGGS education is from Kindergarten to Year 12 and forever. We want to have an ongoing relationship with our girls for life. Whatever a SCEGGS girl goes on to do with her life, and whoever she wants to be in her life, we hope that a SCEGGS education sets up every girl to be the best, most resilient, capable, adaptable, confident, kind, open, creative, accomplished and fulfilled version of herself. That, to us, is true success.



# Facts and Statistics

## About our school

SCEGGS is a non-selective K-12, Anglican school for girls.

## Boarding

Although SCEGGS is largely a day school, boarding is available and offered in conjunction with St. Vincent's College, Potts Point. We have a small community of boarders across Years 7-12 who board at St Vincent's and attend SCEGGS every day.

## Financial strength

SCEGGS is in a strong financial position with a robust business model able to adapt to future economic, social and geopolitical

changes. Detailed information about the School's financial position will be available to short-listed applicants.

## Location

We operate on a single campus in Darlinghurst less than 2kms from the centre of Sydney with a dedicated Primary School as part of the site.

## Long-term Strategy

SCEGGS possesses a broad strategic plan Our Path Ahead which encompasses a building Master Plan to 2040.

## Leadership team

SCEGGS is led by the School Executive, consisting of the:

- Head of School
- Deputy Head of School
- Head of Primary
- Director of Curriculum
- Director of Student Wellbeing
- Business Manager
- Director of Administration
- Director of Operations
- Director of ICT

This group supports the Head in setting school policy, leading staff in meeting the School's goals and managing the day-to-day operation of the School.

## Staff population

SCEGGS currently employs 204 staff equating to an FTE of 181.3 staff of whom 141 (FTE: 128.1) are teaching staff.

## Student population

SCEGGS has an enrolment of 930 students K-12 with 280 students in the Primary and 650 in the Secondary School. Future demand for places at SCEGGS is high with significant waiting lists extending out to 2036.

# The Role

The position of Head of School is responsible to the School's Board of Directors for the educational leadership and strategic management of the School, with the Head reporting to the Board in all matters in relation to the School.

The Board and the Head work in partnership with each other, each fulfilling their own respective roles and responsibilities in the leadership and governance of the School. The Board sets the long-term strategic direction for the School. The Head is responsible for providing strategic leadership, academic oversight, student welfare, staff management, financial stewardship, and community engagement, amongst other things, to ensure that the School maintains the high-quality educational environment SCEGGS is known for. The Board does not have a role in the day-to-day running of the School but rather supports the Head as they execute the mission, vision and strategy of the School.

With only five Heads in its 130 year history the School has an enviable record for the depth and stability of its philosophy and values. The sixth Head will be a strong, passionate educator and champion of girls' education, in particular, who will uphold the School's ethos and take the best of our past into the future. They will ensure the outstanding reputation of the School continues and plan for its long term success.

We cherish the fact that SCEGGS girls love coming to school. With a clear educational vision and a real ability to evaluate contemporary trends in teaching and learning, the Head will lead, challenge and inspire students and staff to achieve their goals, aiming for excellence in academic, wellbeing and co-curricular outcomes, always with a focus on the development of each individual student to be the best person they can be.

The Head will be an engaged and visible leader with exceptional communication skills who can build strong relationships across our diverse and inclusive community with students, staff, parents and Old Girls. They will be active in the wider educational world, ensuring SCEGGS remains a leader in educational debate in Australia.

The Head will ensure the ongoing quality of staff, overseeing their appointment, professional development, support and wellbeing, to guarantee SCEGGS continues to attract and retain the best teachers and administrative professionals, maintaining its reputation as an employer of choice.

Operational excellence will be a key responsibility. As the leader of a substantial business, the Head will ensure the School's continued financial sustainability. In addition to the risk management, legal issues, compliance, facilities and people management aspects of the company, the Head will ensure the effective marketing of the School and strong enrolments.

Personally, the Head should bring resilience, humility, intelligence, stamina, compassion, and a sense of humour to the role, along with an unwavering commitment to the School's broad Christian values.





# Governance

With an open and transparent governance structure, the School is owned and operated by SCEGGS Darlinghurst Limited, a company limited by guarantee. All adults within the SCEGGS community are eligible for membership including parents, Old Girls, staff, friends and benefactors.

The business of SCEGGS Darlinghurst Limited is managed by its Board of Directors whose aim is to provide broad, comprehensive and modern governance of the School.

The role of the Board of Directors is to determine and maintain the mission and vision of the School and set long-term strategic directions and governing policies whilst supporting the Head in enacting the mission, vision and strategy of the School.

The School Constitution provides that there will be no fewer than three and no more than twelve directors unless the Company, in a general meeting by special resolution, changes the maximum number.

Generally there are 12 Directors on the Board and these comprise nominees from:

- The Company itself
- The SCEGGS Old Girls' Union
- The Sydney Diocese of the Anglican Church

The Company elects six members of the Board. Two members of the Board are nominees of the Old Girls' Union and four are nominees of the Diocese. Our current Board comprises 10 members.

## *Current Members of the Board of Directors*

Dr Sally Auld BEd (Hons), DPhil, GAICD – Chair

Mr Alan Docherty BAcc (Glasgow), Member ICAS

Rev Dr Daniel Dries DCA, MMus, BTh, DipEd, LTCL, LMusA, ARCM, ARCO

Mrs Katherine Grace BA (Hons), LLB (Hons), MPP, GAICD

Ms Quanchai Keller BAppSc, EMBA, GAICD

Dr Jeff Ling BSc(Med), MBBS, FRACS (Orth) GAICD

Mr Ian Narev BA, LLB (Hons), LLM

Mr Paul Oppenheim BCom, ACA, F Fin

Ms Mandy Tibbey BJuris, LLB, LLM, Grad Cert Management

Ms Gillian Wood BA(Hons), GradDipInfMgmt, GradDipPA

# A SCEGGS Education

SCEGGS Darlinghurst is an academically non-selective school providing girls from Kindergarten to Year 12 with a foundation and passion for life-long learning and the opportunity to realise their potential. We aim for our girls to be confident, articulate, resilient young women, ready to take their place in an ever-changing world. We emphasise the worth of the individual, personal integrity and social responsibility.

At the core of a SCEGGS education is its broad rigorous curriculum, an integrated wellbeing program and diverse co-curricular program, all of which work together to provide a well-rounded educational experience for each of our girls. Our focus is on an education that builds strong, assured, capable young women, unapologetically feminist, fostering the leadership qualities required in the 21st century. We want SCEGGS girls to feel empowered, to dream big, challenge the status quo and make a positive difference.

The School aims to equip students with the mindset and skills they need to navigate our evolving world. In the classroom, teachers strive to help our girls become positive, responsive and self-reliant learners, able to identify their needs and overcome problems. We aim to develop a range of vital skills within our students such as communication, organisation, time management, collaboration, critical thinking, adaptability and creativity. Most importantly of all we strive to nurture intellectual curiosity and a genuine love of learning.

Our teachers are focused on engaging and motivating our students by using a wide range of strategies and resources to maximise the learning experiences of every girl. Technology is an important tool used to enhance learning in the classroom, providing increased flexibility and more authentic and connected learning experiences. Teachers and students effectively access real world data to solve more complex problems, to create simulations and ask deeper “what if” questions.

All teaching and learning programs include enrichment, extension and challenge activities for our most able students, while Academic Support staff work with teachers to plan and implement a differentiated curriculum for girls of all abilities to help them reach set learning outcomes. We want to encourage every student to extend themselves that little bit further, creating an environment in which all our girls get to experience the enjoyment that comes from reaching their as yet unrealised potential.

Pivotal to the success of a SCEGGS education is the partnership between the School and parents. This connection sees open communication and access complemented by a comprehensive information program to ensure our parents are empowered with the knowledge and skills to help them navigate their daughters' educational and social growth.

Above all we aim to provide an environment which values excellence, encourages our students to strive for success – a place where girls can be themselves, where opportunities are provided for them to question and take risks with their learning to become well-rounded, deeply educated young women.



# Student Wellbeing

Relationships are at the heart of what we do at SCEGGS. The care of the individual pervades every facet of school life and is a responsibility modelled by, and entrusted to, all staff. We seek to affirm the worth, story and hopes of every member of the community. Our wellbeing program cultivates a sense of inclusion and belonging, as well as a focus on equipping our students with the skills to help them grow into flourishing young women.

From the beginning of the day our focus is on the complete wellbeing of our students – emotionally, physically, intellectually and spiritually. We aspire to develop relationships characterised by deep mutual respect, warmth and celebration of each other's differences. SCEGGS recognises that it is in our diversity that we are unique and it is this diversity that enriches the community and promotes a culture of inclusiveness and genuine acceptance. We recognise the major role that wellbeing plays in developing the social and emotional skills of our students. Each girl is encouraged to be herself, celebrate her unique strengths and those of others and embrace the challenges she encounters.

The primary expression of how we approach wellbeing is brought to life daily in and out of the classroom. Positive wellbeing is borne out of quality relationships that nourish learning, best expressed when all members of our community connect well and embody the School ethos. This must extend beyond our physical space, into the online spaces which are used by so many in our community, acknowledging specific skills are needed to foster quality relationships in this fast-changing world. In every context, we aspire to develop relationships characterised by deep mutual respect, warmth and celebration of each other's differences.

We understand the impact feeling well has on how our students flourish across all areas of school life; academic achievement follows

when our students are feeling well. We are committed to developing resilient students who are flexible, adaptable and will thrive in the complex world of the future. We nurture each student and help her develop high levels of emotional, psychological and social wellbeing so they will have the self-awareness and capacity to manage their emotions in a variety of ways.

Within this broad framework, counsellors and specialist staff work to cultivate positive relationships and learning experiences. Specific school-wide programs target, amongst a host of topics, dealing with the complexities of the online world, anxiety and stress, relationships, social and emotional skills and mental health. Through Form Classes, small groups, activities and conversations we help students, no matter how old, to build the resilience and emotional health that will benefit them throughout, and well beyond, school life.

We are not complacent and our program is constantly monitored, evaluated and assessed through a variety of student surveys and staff feedback.

Our wellbeing program also looks at balancing academic endeavour with a sense of community, generosity of spirit and consideration of others. Our students should know how to look after their friends, how to develop strong peer relationships and how to show empathy and compassion for others.



# Service and Social Justice

Being part of a community means that knowing how to care for others can be just as important as knowing how to care for yourself. Whether within friendships, a year group or even beyond the school gate, we hope that all members of our community look outward and value others.

We are a school committed to social justice and reconciliation and encourage students to give back to their community. To this end we actively provide opportunity for community service from a young age. With our Darlinghurst location, our students witness the vulnerabilities and injustices of society. Rather than shy away from this, we encourage our students to engage in community service and social justice activities because we want them to go on to lead improvement in the lives of others.

It is an important part of a SCEGGS education that students learn to understand the richness and diversity of human experience in our local area and beyond. We hope every SCEGGS girl is empowered by a belief in her own personal capacity to make a difference – to become confident and compassionate individuals who can contribute positively to society.

Our students live out the School motto *Luceat Lux Vestra* – ‘Let your Light Shine’ – in their community service, support for reconciliation and passion for social justice issues each day.



# Our Spiritual Life

We recognise the importance of the spiritual dimension of a person's wellbeing. The Christian faith and values underpin all we do as a school. Following the liberal Anglican tradition, SCEGGS openly welcomes students and teachers of all faiths and our girls are given the freedom to explore their own spirituality.

Our spiritual life encompasses weekly Chapel, Religious Education classes and special services which provide students with an understanding of our heritage of belief and why we celebrate different occasions. All these aspects provide the platform to express our understanding of the Christian faith and ethos. Our Religious Education program also investigates social justice issues, ethics, as well as providing students with an appreciation of the scope of religious faiths, helping them navigate this complex world of belief systems so that they can participate in meaningful dialogue and exchange of ideas in a respectful, honest, and affirming way.

Chapel, for us, is a place of connection, where people can be seen, heard and understood. Where love and compassion are unconditional, as we receive each other's stories. It also provides an important opportunity for discussions about the values we believe

should underpin life today, the relevance of the Christian message to the modern world and the ethos of SCEGGS.

Our Christian faith is the foundation which guides how we function as a community both inside and outside of our school walls. This can be seen in our philosophy and delivery of student wellbeing, community service and social justice programs and our promotion of reconciliation, diversity and inclusion, as well as our willingness to meet others at their point of need.

This applies to all in our immediate community: students, staff, parents and alumni. Through modelling, discussion and relating practice to our Christian understanding, the hope is that people will discover their own spiritual self and seek to understand their purpose and meaning in the world.



# Co-curricular Life

We understand that life is more than work and promote the importance of balance for us all to live happy and fulfilling lives. With an extensive range of co-curricular and extra-curricular experiences, we encourage every girl to discover, explore and extend their interests and talents in a meaningful way led by exceptional coaches and facilitators.

To achieve this, our co-curricular program is necessarily broad, diverse, fun and busy. At the same time we are aware that these activities foster a myriad of personal skills and qualities and support every student to get the most out of their involvement. So across the board, our co-curricular options offer leadership opportunities, help extend our girls' communication and inter-personal skills, nurture their creative, philosophical or sporting spirit and hone their ability to collaborate with others and be an effective team member.

We encourage every student to participate in a range of co-curricular activities to deepen their connection to the School and each other. We want students whatever their ability to 'have a go' and encourage them to have the confidence to do so. Perhaps that is why although Saturday Sport is not compulsory, we boast the highest per capita participation rates in IGSA where girls of all abilities enjoy the fun of sport whilst developing their overall fitness, wellbeing, self-respect, empathy and team spirit along the way. We have nurtured students of all ability levels including elite athletes across a number of disciplines to state, national and Olympic level.

The creative and performing arts have a long history at the School and our students in these areas have a myriad of opportunities to develop their skills and talents. Both in-house and major drama productions with other

schools, along with our St Peter's Players groups, provide performance experiences whilst reinforcing teamwork, creativity, leadership and risk-taking. We foster a love of music in our students with over 20 different musical ensembles covering Band, Chamber, Small Ensemble, Choral and String options. We hold concerts that range from hearing Kindergarten violinists play "Old Macdonald Had a Farm" to our senior School Orchestra performing Hayden, Mozart and Dvorak.

Our offerings go on to cover debating, public speaking and the opportunity to be involved in challenging competitions such as Tournament of the Minds, Mock Trial and History Debating. Additionally, we have a host of clubs that further students' interests in areas as diverse as the environment, science, chess, philosophy, film production and international social justice. Initiative, leadership, discipline and self-reliance are built in the Air Force Cadets and the Duke of Edinburgh's International Award Scheme, amongst others.

We love seeing our girls participate in all these co-curricular endeavours, growing in confidence whilst developing their skills and above all, having fun! The key to the success of these activities beyond the classroom is a commitment to constant and thoughtful monitoring of our offerings to ensure that opportunities are as diverse and rewarding as possible.



# Our Staff

Our staff are so important to us and are at the centre of all the School is able to achieve. Clearly, the quality of our staff is paramount in being able to deliver the best education for our girls. We are known as an outstanding school and attract, develop and retain the most highly capable and engaged teaching staff, supported by the very best administrative support teams. We do this by offering a stimulating, dynamic and emotionally rewarding working environment with outstanding conditions as well as diverse leadership opportunities and rich professional learning experiences.

Just as we ask our staff to encourage, challenge and nurture the girls, SCEGGS aims to do the same for them. We want all our staff to feel inspired, empowered, supported and valued so SCEGGS remains known for its excellence.

All staff are actively encouraged to continue to develop the highest professional skills through a wide range of professional learning opportunities, in addition to the annual award of the SCEGGS Professional Learning Scholarships. Innovative work practices, including attractive remuneration packages and reduced teaching loads, empower our teachers to strive for educational excellence.

Not only do they inspire excellence in the classroom, but they also often bring leadership qualities from other positions of

life outside of the School. The best teachers are leaders and we always encourage staff to develop their leadership, effective communication and problem solving skills so that they may lead with confidence and flair. Our staff share a strong camaraderie, are great supporters of each other and are proud to work at SCEGGS.

Most importantly, our staff are accessible and genuinely interested in the wellbeing and development of every girl. Parents and students continually pay tribute to the industry, care and professionalism of the teachers at SCEGGS.



# Our Community

The strength of the SCEGGS community stands out and it is the people who make the School unique. It is clear relationships and integrity are at its heart.

Many words have been used to describe our community – generous, joyous, fun, diverse and inclusive are just some. What is apparent is the spirit and support of our students, their families, staff and Old Girls all contribute, imbuing it with a generous view of the world, a deep concern for others and the knowledge that it is people, not things, which are most important.

We love our vibrant and dynamic community which has been established over many generations, through both good times and bad, offering a lifelong supportive centre for every student who passes through our doors. We value every member of the SCEGGS community, past and present, and everyone is encouraged to participate in the life of the School through a variety of organisations and events.

## Old Girls' Union

"Once a SCEGGS girl; always a SCEGGS girl" is the proud and long held catchcry of our Old Girls. The SCEGGS Old Girls' Union works closely with the School to provide an active portfolio of events, reunions and experiences for Old Girls of all ages, all over the world, where we can celebrate their success, offer guidance and support or just have the pleasure of catching up. They are also closely involved in the mentoring of current students and in the networking opportunities provided by SPAN – the SCEGGS Professional Alumni Network.

## Parents' & Friends' Association

Similarly, the SCEGGS Parents' & Friends' Association enthusiastically perform the role of ensuring our parents feel connected through a host of community building activities and events. With several annual social activities, including the popular Welcome Cocktail Party, parents old and new can socialise with each other and staff. Other Parents' & Friends' Association events include Parent/Daughter Breakfasts, trivia nights, year group get-togethers and our biennial fair, Festival on Forbes.

The organisation also facilitates the Class Parent Program. Class Parents play an important part in our school community acting as a liaison between parents, the Parents' & Friends' Association and the School, welcoming new parents and providing

a link for all parents of their year group through the organisation of year group social events.

## SPAN

In 1997 SCEGGS led the way in girls' schools with the introduction of a formalised networking organisation – SPAN (SCEGGS Professional Alumni Network).

SPAN harnesses the strength of our community to provide consistent networking opportunities that allow our current girls, Old Girls, parents and members of our wider community to meet in a professional setting where they can participate in career focused discussions, access mentors and career advice and connect with like-minded peers.

By bringing the community together in this way, we are reminded how important it is to surround ourselves with people who inspire us, and with whom we can engage on a professional level. We believe the benefits are enormous, particularly for our girls.



# The SCEGGS Trust

Since 1991 the SCEGGS Trust has worked to continue to foster a culture of giving within our school community, long established through the vision, drive and generosity of individuals in our past community including those who founded the School and those who saved SCEGGS from the 1970s financial crisis.

A public company limited by guarantee, the Trust is the major fundraising arm of the School and its vision is to ensure the opportunity and excellence of a SCEGGS education is secure for generations to come through investment in our physical and cultural resources and by increasing diversity and creating opportunity through scholarships. The Trust has a governing Board made up of current and past parents and Old Girls. This board co-ordinates and oversees the activities of the Trust and manages the various fundraising initiatives.

The strength of the community's philanthropic support has been evidenced in the success of the recent *Light Her Path* campaign which has seen almost \$10 million raised for the re-development of Wilkinson House and the nearly \$3.5 million received as part of this campaign towards our existing scholarship funds. We are well on our way to our objective of providing means-tested scholarships to 10 percent of the School community.



# Selection Criteria

The Head of SCEGGS will be a person of vision, character, compassion, dedication, energy and service, able to lead the School through its challenges and opportunities, and to take the School to the next phase of its growth and development. The following criteria will inform the selection and appointment of the next Head of SCEGGS Darlinghurst.

## Strategy & Vision

The Head should have:

- a passion for and commitment to girls' education.
- the proven capacity to think expansively, offer visionary and strategic leadership and constantly seek to do things differently and better.
- proven capabilities in strategic thinking and formulation.
- the ability to foster belief in the strategy across multiple stakeholders and to unify all levels of the School and key external stakeholders around the School's vision.
- the ability to meaningfully contribute to an evolving and well-articulated school strategy, providing deep insight with respect to the sources of future growth and sustainable points of differentiation while recognising that strategy is always emerging.

## Educational Leadership

The Head will display:

- high levels of resilience, energy and urgency with a proven ability to get things done and to deliver long-term.
- the courage and conviction to make hard, potentially consequential decisions and calculated trade-offs; they will confront difficult issues and take ultimate responsibility for decisions.

- decisive and forward-thinking as it relates to strategic resource allocation, curriculum and educational approaches.
- ethics and integrity; they will be a values-based steward of the School who puts the School and its students first.
- the ability to maintain the strength, cohesiveness and values of the School culture while having the ability to drive excellence and outcomes.
- the ability to drive accountability and ensure recognition for over-performance and unquestionable consequences for under-performance by staff and students.
- the ability to articulate and enact a strong pedagogical vision for the School.
- the capacity to care about the girls, to know them and to want to get out there and do things with them.

## Educational & Operational Excellence

The Head will possess:

- strong academic qualifications in an appropriate discipline, including post-graduate study and commitment to ongoing professional development.
- the ability to demonstrate effectiveness and a high level of educational leadership in at least one significant school leadership position.

- excellent knowledge and understanding of contemporary education issues and an understanding of the broader educational agenda facing Australian independent schools.
- the ability to contribute with authority to the broader educational dialogue.
- the experience in pastoral care for students and the ability to steer the development of the whole child – academically, pastorally, physically, spiritually and emotionally.
- the ability to plan systems and manage resources effectively to deliver the objectives of the School.
- an excellent understanding of governance, risk, compliance, philanthropy, and financial and organisational management.

## People leadership

The Head will demonstrate:

- the proven ability to lead, consult, delegate, analyse, plan and manage appropriately in an independent school context.
- the ability to lead and manage the development and performance of staff to foster, encourage and value the highest quality of education to students. In particular, to support teaching staff

to improve teaching and learning; and non-teaching staff to improve effectiveness and efficiency of service.

- the ability to create followership.
- grounded, centred behaviour; calm under pressure; steady and consistent style that students, staff and the School community can line up to; possesses deep reserves of inner confidence and self-assuredness.
- strong influencing and leadership skills and a people-centred style of leadership. They will have the presence to gain immediate respect as a source of leadership for all.
- the ability to assemble an excellent leadership team with requisite aggregate capability and complementary strengths, and to lead them as a unified, high performing unit with constructive tension and healthy respect; knowing how to develop them and get the most out of them; can make the difficult calls when required.
- humility, presence and gravitas, an inspirational communicator who can 'rally the troops' and inspire people to do great things.



# Selection Criteria continued...

## **Stakeholder management**

The Head will possess:

- impeccable interpersonal and communication skills and the capacity to build positive relationships and engage students, staff, parents, Old Girls and the wider community.
- excellent listening, communication, nuancing and relationship-building skills across relevant stakeholder groups.
- experience dealing with a Board effectively and transparently; demonstrated ability to build relationships and work effectively with the Board; valuing strong corporate governance practices; respecting the Board, willing to take the Board's counsel.
- a respect for the value of community – knowing how to facilitate the delivery of balanced outcomes despite sometimes conflicting demands and opinions.

## **Personal qualities**

The Head will exemplify:

- alignment with and support for the values of the School.
- an evident and strong commitment to Christian education with the ability to give leadership to the faith life of the School.

- personal qualities of integrity, compassion, humility, empathy, strength of character and a sense of humour! Not seduced by the 'celebrity' or power of the role.
- intellectually strong capabilities; being highly numerate and deeply commercial.
- thoughtful, careful listening.
- unyielding generosity of spirit.
- toughness, resilience and stamina; strong reserves of physical and mental fitness; highly committed work ethic; determination.
- calmness, steadiness and 'unflappability' to manage the ups and downs, the glare, the scrutiny.
- exceptional personal awareness – and can apply across multiple fronts (e.g. personal strengths and development areas, leveraging the complementary strengths of others with own).
- curiosity to learn and improve; the ability to grow into, and in, the job.

# How to Apply

## **Conditions of Appointment**

The SCEGGS Board of Directors is responsible for the appointment of the new Head.

A total salary package will be offered commensurate with the position, skills and experience of the successful candidate. The employment contract between the new Head and the Board, will also deal with the initial term, study and other leave and reviews of performance and remuneration. The School will pay reasonable relocation expenses.

It is anticipated that the selection process will be completed by mid 2025.

## **Applications**

Applications for the position of the Head of SCEGGS Darlinghurst should include the following:

- A covering letter
- A complete and current curriculum vitae covering current position and areas of responsibility, prior teaching and leadership experience; cultural, community and recreational involvement and interests; academic and professional qualifications and publications
- A statement outlining educational philosophy
- The names and contact details of three referees who may be approached in confidence about the applicant

We have engaged global recruitment firm Korn Ferry to assist us with this significant appointment.

Confidential enquiries can be made by phoning Courtenay Atwell at Korn Ferry on +61 2 9006 3423.

Applications may be lodged via email at [sceggsdarlinghurst@kornferry.com](mailto:sceggsdarlinghurst@kornferry.com)

The closing date for applications is Monday 7 April 2025. The School Board reserves the right to fill the position by invitation, or to re-advertise the position.

Thank you for considering the position of the Head of SCEGGS Darlinghurst. This is a significant appointment in the Australian educational sector and the School Board recognises its responsibility to appoint a Head who is able to further the School's purpose and guarantee its continuance as a highly successful school.







SCEGGS – we love it!

SCEGGS Darlinghurst Ltd  
215 Forbes Street  
Darlinghurst NSW 2010  
AUSTRALIA  
Phone: (02) 9332 1133  
[www.sceggs.nsw.edu.au](http://www.sceggs.nsw.edu.au)