# Position Description

## Senior Policy Analyst, Learning for Life Policy

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| **General Information:** | |
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| **Position Title:** | **Senior Policy Analyst – *Learning for Life* Policy** |
| **Incumbent:** | **Maree Stanley** |
| **Function & Team/Program:** | **Evidence and Impact; Policy, Practice and Analytics Team** |
| **Location(s):** | **Sydney, Brisbane, Melbourne** |
| **Manager’s Position Title:** | **Policy Manager** |
| **Manager’s Name:** | **Jacqui Taylor** |
| **Date Prepared:** | **16 October 2025** |
| **Prepared By:** | **Jacqui Taylor** |
| **Approved By:** | **Christine Hunt and Wendy Field** |

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| **Primary Purpose of this Position *(In one sentence - why does the role exist?)*** |
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| The Senior Policy Analyst (*Learning for Life)* role supports the Policy Manager by leading a portfolio of work to improve *Learning for Life* student outcomes by developing, analysing, reviewing and reporting on policy and program design for the *Learning for Life* program. |

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| **Scope:** | |
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| **Direct Reports to this Position** | **Indirect Reports** |
| By Position Title | Total Number |
| N/A | N/A |
| **Financial Dimensions controlled by this Position *(Include key financial metrics such as revenue growth, income & expense budget, etc)*** | |
| **Direct control** | **Indirect control** |
| N/A | N/A |
| **Other Dimensions of this Position** | |
| This position has responsibility for supporting a wide variety of policy-related initiatives related to the *Learning for Life* program. | |

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| **Setting Priorities *(how is work prioritised)*** | |
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| How often does employee prioritise their own work?  Eg. Daily, weekly, monthly, annually, other | Contribute to **annual** setting of team priorities  Contribute to **twice yearly** review of progress against agreed priorities  **Monthly** tracking of progress against agreed work plan  **Weekly** prioritisation of own work, with the need to occur more frequently in response to issues etc. |
| How often does employee determine the priorities of others? Eg. Daily, weekly, monthly, annually, other | N/A |

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| **Key Relationships *(Who does the role interact with******? List the titles of individuals, departments and organisations frequently interacts with)*** | |
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| **Internal** | * Policy Manager, Senior Policy Analysts and Policy Analysts * National Manager, Policy, Practice and Analytics * Head of Evidence and Impact * Practice Development team * Scholarship Operations team * State and Territory Operations Team * Research & Evaluation team * Strategic Engagement team * Various partnership teams (eg Corporate Partnerships) |
| **External** | N/A |

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| **Key Decision Making in this Role: *(What are the key decisions and recommendations made in this role?)*** |
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| Decisions Expected   * Provide policy decisions around specific scenarios with regard to existing policy and policy principles. * In consultation with Policy Manager, prioritise policy issues for review/development to support the success and rigour of the *Learning for Life* program. * Prioritise own workload. |
| Recommendations Expected   * Provide policy insights and policy recommendations specific to the *Learning for Life* program and *Learning for Life* parents/carers and students. * Provide recommendations to cross functional team members on *Learning for Life* policy matters and matters affecting *Learning for Life* parents/carers and students. |

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| **Key Responsibilities / Accountabilities:** | |
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| **Major Area:** Policy development | **% of Job: 35%** |
| Identify policy needs and opportunities across the *Learning for Life* program and make recommendations on future direction and priorities. This could include development and review of *Learning for Life* theory of change, the framework underpinning short programmatic offerings, and other overarching *Learning for Life* policy frameworks. | |
| In collaboration with relevant teams, develop policy to support the delivery of the *Learning for Life* program and activities involving *Learning for Life* parents/carers and students | |
| Maintain up-to-date knowledge of the research/literature which may impact on our work, and apply this to issues related to the *Learning for Life* program | |
| Manage multiple complex *Learning for Life*-related tasks and projects simultaneously | |
| **Major Area:** Lead the policy setting of the *Learning for Life* program | **% of Job: 35%** |
| Be a key policy lead for the *Learning for Life* program working in close collaboration with relevant internal stakeholders. This could include representing the Policy team as a subject matter expert in cross-functional forums. | |
| Develop and maintain effective relationships with key internal stakeholders, and practice highly developed strategic relationship management skills | |
| **Major Area:** Analysis and **r**eporting | **% of Job: 25%** |
| Monitor and report on *Learning for Life* policy, policy changes and initiatives. | |
| **Major Area: *Time to Grow*** | **% of Job: 5%** |
| Pursue professional development opportunities | |
| **Key Challenges in Achieving Goal(s): *(What are the key challenges faced by this role in meeting goals/objectives)*** | |
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| * Ensuring *Learning for Life* policy is appropriately balanced to achieve program outcomes, enable opportunities for students/families and support child safety, rights and well-being * Managing competing priorities and deadlines * Distilling complex information into formats accessible and relevant to The Smith Family staff * Providing advice in a complex, multi-stakeholder environment * Working within a complex matrix environment, and with remote team members * Maintaining an awareness of current and emerging policy and practice that relates to the *Learning for Life* program * Fostering a sound understanding of The Smith Family’s Research>Policy>Practice approach * Refining and embedding new evidence-based policies and approaches | |

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| **Qualifications, Experience and Competencies: *(What background, knowledge,*** ***experience or competencies are required to perform the role at the expected level?)*** | | |
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| **Education /**  **Qualifications / Memberships:** | **Essential** | **Desirable** |
| * Tertiary qualifications or equivalent experience in Social Policy, Research or related disciplines | * Tertiary qualifications in Education. |
| **Experience:** | **Essential** | **Desirable** |
| * Demonstrated experience in a Social Policy * Experience designing & developing program policy | * Experience in education, Research or related field |
| **Competencies:** | **Essential** | **Desirable** |
| * Excellent analytical research skills, and experience in qualitative or quantitative research techniques and/or data analysis * Excellent conceptual skills and ability to synthesise complex information and translate for a policy setting * Strong written skills in a range of formats, and effective interpersonal communication skills with a diverse range of stakeholders * Strong stakeholder management skills * Ability to manage a portfolio of varied projects, including the ability to manage competing priorities and deadlines * Ability to work independently to achieve identified goals within time constraints * Experience in working cross functionally to achieve results | * Understanding of the Research>Policy>Practice approach * Knowledge of theory of change and program evaluation tools and methodology, and Outcomes Based Accountability (also known as Results Based Accountability) * Project management skills * Working with remote team members |