

## ALC STUDENT SUPPORT OFFICER

BRANCH/UNIT	Student Services		
TEAM	Customer Service and Support		
LOCATION	Various		
CLASSIFICATION/GRADE/BAND	TWL4		
POSITION NO.	TBA		
ANZSCO CODE	599999	PCAT CODE	TBA
TAFE Website	<a href="http://www.tafensw.edu.au">www.tafensw.edu.au</a>		

### 1. ORGANISATIONAL ENVIRONMENT

TAFE NSW's purpose is to skill the workforce of the future. It is Australia's leading provider of vocational education and training with over 500,000 annual enrolments and a proud history for setting the benchmark for quality service. As the NSW public provider, it supports the NSW Government's priority to grow skills for the economy and jobs of tomorrow. Critically, TAFE NSW plays a vital role in providing vocational education in rural and regional NSW, and job training pathways for the most vulnerable in the community.

TAFE NSW offers the best of campus-based delivery as well as flexible, online and work-based learning. The TAFE NSW values of Customer First, Collaboration, Integrity and Excellence guide our team in strengthening communities, delivering world-class training for our students and producing job ready graduates for employers. The operating environment for TAFE NSW is dynamic as we leverage our scale, expertise, passion and reputation to meet the rapidly changing VET landscape.

TAFE NSW is committed to its students and customers and the role it plays in changing lives and opening up opportunities through learning.

### 2. POSITION PURPOSE

Support Aboriginal and Torres Strait Islander clients throughout their learning experience at TAFE NSW by establishing and maintaining strong and effective relationships with individual students and teaching, administrative and support staff to achieve positive outcomes of success and excellence.

### 3. KEY ACCOUNTABILITIES

1. Provide support for Aboriginal and Torres Strait Islander students including referrals for academic support or specialist support as required to meet the needs of the individual student.
2. Contribute to student orientation and information on facilities and services available to enhance their learning experience.
3. Monitor and report attendances of Aboriginal and Torres Strait Islander students to identify issues contributing to attrition rates.
4. Provide course information, qualification and career pathways advice to individual students on TAFE NSW and Aboriginal Education courses to promote opportunities for Aboriginal education within the Institute.
5. Provide timely and accurate information to the Manager Customer Support on the progress and status of Aboriginal funded students by providing ongoing reports on activities as required.
6. Liaise with other government and non-government agencies, educational institutions, job network providers, counselling and other specialist services to source information for identified students.
7. When appropriate, liaise with external service providers to provide services such as travel, accommodation and meal providers to assist the implementation of flexible delivery programs.
8. When appropriate, assist with promotional activities and the preparation for Award ceremonies to promote the ALC and student achievements.
9. Assist with quality assurance and continuous improvement processes to provide consistency and best practice.

The position holder will work across a defined geographical circuit and may be required to travel to locations within their circuit area:

- **Armidale Circuit** - Armidale, Tenterfield and Glen Innes
- **Moree Circuit** - Moree, Inverell, Narrabri and Boggabilla
- **Tamworth Circuit** - Tamworth, Gunnedah, Quirindi and Coonabarabran

### 4. KEY CHALLENGES

- Keeping up to date with course offerings and opportunities for Aboriginal education.
- Managing family and cultural obligations whilst delivering messages relating to Aboriginal products and services; and dealing with communication and expectations of community stakeholders out of hours as a member of that community.
- Identifying and addressing issues in relation to attrition rates and supporting students to continue courses.

## 5. KEY RELATIONSHIPS

WHO	WHY
<b>Internal</b>	
Manager Customer Support	<ul style="list-style-type: none"> <li>Receive guidance from and provide regular updates on key projects and priorities.</li> </ul>
ALC Staff	<ul style="list-style-type: none"> <li>To provide consistency in support and information provision.</li> </ul>
<b>External</b>	
	<ul style="list-style-type: none"> <li></li> </ul>
Aboriginal students and their communities	<ul style="list-style-type: none"> <li>Provision of information and customer service.</li> </ul>

## 6. POSITION DIMENSIONS

**Reporting Line:** Manager Customer Support

**Direct Reports:** Nil

**Indirect Reports:** Nil

**Financial delegation:** Nil

**Budget/Expenditure:** Nil

## 7. ESSENTIAL REQUIREMENTS

1. Aboriginality.
2. Demonstrated ability to assist in building cooperation within aboriginal communities.
3. Demonstrated ability to exercise discretion and maintain confidentiality.
4. Class C Drivers Licence and the capacity to travel for TAFE NSW business purposes as required.
5. The ability to address and meet focus capabilities as stated in the Position Description.





## 8. CAPABILITIES

### NSW Public Sector Capability Framework

Below is the full list of capabilities and the level required for this role as per the [NSW Public Sector Capability Framework](#). The capabilities **in bold** are the focus capabilities for this role. Refer to the next section for further information about the focus capabilities.

Capability levels are as follows and reflect a progressive increase in complexity and skill:

Foundational > Intermediate > Adept > Advanced > Highly Advanced

CAPABILITY GROUP	NAME	LEVEL
	Display Resilience & Courage	Foundational
	Act with Integrity	Foundational
	<b>Manage Self</b>	<b>Intermediate</b>
	Value Diversity	Foundational
	<b>Communicate Effectively</b>	<b>Intermediate</b>
	<b>Commit to Customer Service</b>	<b>Intermediate</b>
	Work Collaboratively	Foundational
	Influence and Negotiate	Foundational
	Deliver Results	Foundational
	Plan And Prioritise	Foundational
	<b>Think and Solve Problems</b>	<b>Intermediate</b>
	Demonstrate Accountability	Foundational
	Finance	Foundational
	<b>Technology</b>	<b>Intermediate</b>
	Procurement and Contract Management	Foundational
	Project Management	Foundational

### FOCUS CAPABILITIES

The focus capabilities for the Student Supervisor are the capabilities in which occupants must demonstrate immediate competence. The behavioural indicators provide examples of the types of behaviours that would be expected at that level and should be reviewed in conjunction with the position's key accountabilities.

### NSW Public Sector Focus Capabilities

NSW Public Sector Capability Framework		
Group and Capability	Level	Behavioural Indicators
<b>Personal Attributes</b>		
Manage Self	Intermediate	<ul style="list-style-type: none"> <li>Adapt existing skills to new situations</li> <li>Show commitment to achieving work goals</li> <li>Show awareness of own strengths and areas for growth and develop and apply new skills</li> <li>Seek feedback from colleagues and stakeholders</li> <li>Maintain own motivation when tasks become difficult</li> </ul>
<b>Relationships</b>		
Communicate Effectively	Intermediate	<ul style="list-style-type: none"> <li>Focus on key points and speak in 'Plain English'</li> <li>Clearly explain and present ideas and arguments</li> <li>Listen to others when they are speaking and ask appropriate, respectful questions</li> </ul>

## NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
		<ul style="list-style-type: none"> <li>• Monitor own and others' non-verbal cues and adapt where necessary</li> <li>• Prepare written material that is well structured and easy to follow by the intended audience</li> <li>• Communicate routine technical information clearly</li> </ul>
Commit to Customer Service	Intermediate	<ul style="list-style-type: none"> <li>• Support a culture of quality customer service in the organisation</li> <li>• Demonstrate a thorough knowledge of the services provided and relay to customers</li> <li>• Identify and respond quickly to customer needs</li> <li>• Consider customer service requirements and develop solutions to meet needs</li> <li>• Resolve complex customer issues and needs</li> <li>• Co-operate across work areas to improve outcomes for customers</li> </ul>
<b>Results</b> Think and Solve Problems	Intermediate	<ul style="list-style-type: none"> <li>• Research and analyse information and make recommendations based on relevant evidence</li> <li>• Identify issues that may hinder completion of tasks and find appropriate solutions</li> <li>• Be willing to seek out input from others and share own ideas to achieve best outcomes</li> <li>• Identify ways to improve systems or processes which are used by the team/unit</li> </ul>
<b>Business Enablers</b> Technology	Intermediate	<ul style="list-style-type: none"> <li>• Apply computer applications that enable performance of more complex tasks</li> <li>• Apply practical skills in the use of relevant technology</li> <li>• Make effective use of records, information and knowledge management functions and systems</li> <li>• Understand and comply with information and communications security and acceptable use policies</li> <li>• Support the implementation of systems improvement initiatives and the introduction and roll-out of new technologies</li> </ul>