

Role Description

Principal Investigator



Education

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|---------------------------|--|
| Cluster | NSW Department of Education |
| | Corporate Services |
| Division/Branch/Unit | Employee Performance and Conduct Directorate |
| Location | Level 8, 1 Oxford Street, Darlinghurst |
| Classification/Grade/Band | Clerk 11/12 |
| Kind of Employment | Ongoing |
| ANZSCO Code | 224999 |
| Role Number | 123783 |
| PCAT Code | 1119192 |
| Date of Approval | August 2018 |
| Agency Website | education.nsw.gov.au |

Overview

The NSW Department of Education serves the community by leading the provision of world-class education. The department protects young children by regulating preschool and long day care providers. Once children move into school, we provide them with a world-class primary and secondary education. We also work to advance the wellbeing of Aboriginal people.

The Employee Performance and Conduct Directorate investigates allegations of misconduct against employees. It also oversees performance improvement programs for school employees and provides support and advice to schools, regional and state offices in respect to the management of performance and conduct matters.

Primary purpose of the role

The Principal Investigator engages in planning, managing and undertaking investigations into allegations of improper conduct by a NSW DOE staff members with a major focus on child protection. The Principal Investigator is also involved in training and development within an investigation team and across the Employee Performance and Conduct Directorate.

Key accountabilities

- Plan and undertake complex investigations into allegations of misconduct by a staff member, including child protection allegations against a student(s) under the direction of a Director Child Protection Investigations and consistent with the Directorate's processes and practice
- Develop correspondence, briefings and reports in a timely manner, relating to individual investigation cases in accordance with the Directorate's policy and the Department's style guides.
- Foster and sustain strategic partnerships across the Directorate teams, schools, the wider Education and Communities portfolio and ongoing liaison with other relevant external agencies such as the NSW Police, Family and Community Services, the NSW Ombudsman and the Office of the Children's Guardian in order to foster a culture of open communication as well as ensuring alignment with department and whole of Government policies across all agencies.
- Maintain meticulous computer and file records of investigations in order to be able to substantiate recommendations to decision makers, to inform tribunals and courts and to meet accountability requirements of bodies such as ICAC, the NSW Ombudsman and the Office of the Children's Guardian.

- As a role model demonstrate a commitment to continuous learning culture in relation to the current legislative developments and emerging educational issues in the area of child protection.
- Plan and implement training and development relating to investigation practice to ensure consistency and compliance to the standard organisational policies and procedures.
- Contribute to the development of child protection policy and best practice to ensure that any systemic issues are identified and addressed effectively.
- Respond to emergent issues, providing briefings/responses to parliamentary, ministerial and departmental requests as directed by the Executive Director

Key challenges

- Managing and conducting complex investigations including sensitive child protection matters. They must lead investigations in a high volume and often high risk and politically sensitive environment.
- Managing competing demands by the various stakeholders and ensuring that high risk matters are assessed as a priority and in a timely manner.
- Maintaining knowledge and understanding of all the current legislative developments and educational issues and the implications of these on child protection and misconduct investigations.

Key relationships

| Who | Why |
|--|---|
| Internal | |
| Executive Director | Receive guidance from and provide regular updates on investigations and disciplinary matters |
| Director Child Protection Investigations | Receive guidance from and provide regular updates on investigations, local management matters |
| Work team | Inspire and motivate team, provide direction and advice on investigations to investigators |
| External | |
| Students | Interview students who may be witnesses or victims in relation to child protection matters |
| Employees | Consult and liaise with employees who may be subject of allegations or assisting in the investigation of allegations against other employees. |
| Other agencies | Consult, advise and liaise with external agencies such as the Office of Children's Guardian, NSW Ombudsman's Office, Independent Commission Against Corruption, Family and Community Services or NSW Police on matters that have cross-jurisdictional issues. |
| Legal representatives | Consult and liaise with legal practitioners who may be acting on behalf of an employee who is subject of allegations. |

Role dimensions

Decision making

This role:

- Has high level of autonomy and is fully accountable for the delivery of work assignments and investigations on time, within budget and to expectations in terms of quality and compliance with legislation and guidelines
- Refers to a Director Child Protection Investigations decisions that require remedial action; are likely to escalate to disciplinary action or create substantial or contentious precedent; require higher administrative or financial delegation, or submission to a higher level of management.

Reporting line

This role reports to a Director Child Protection Investigations who in turn reports to the Executive Director, Employee Performance and Conduct.

Direct reports

No direct reports.

Budget/Expenditure

The budget for this role is established within the Employee Performance and Conduct annual budget.

Essential requirements

- High level skills and experience in leading complex investigations.
- Sound knowledge and the skills to implement child protection policies and practices
- Knowledge of and commitment to the Department's Aboriginal Education policies.

Capabilities for the role


The NSW Public Sector Capability Framework applies to all NSW public sector employees. The Capability Framework is available at www.psc.nsw.gov.au/capabilityframework

This role also utilises an occupation specific capability set which contains information from the Skills Framework for the Information Age (SFIA). The capability set is available at www.psc.nsw.gov.au/capabilityframework/ICT





This role also utilises an occupation specific capability set.

Capability summary

Below is the full list of capabilities and the level required for this role. The capabilities in bold are the focus capabilities for this role. Refer to the next section for further information about the focus capabilities.

| NSW Public Sector Capability Framework | | |
|---|--------------------------------|-----------------|
| Capability Group | Capability Name | Level |
|  | Display Resilience and Courage | Advanced |
| | Act with Integrity | Advanced |
| | Manage Self | Advanced |
| | Value Diversity | Adept |

NSW Public Sector Capability Framework

| Capability Group | Capability Name | Level |
|--|-------------------------------------|---------------------|
|  Relationships | Communicate Effectively | Advanced |
| | Commit to Customer Service | Adept |
| | Work Collaboratively | Adept |
| | Influence and Negotiate | Adept |
|  Results | Deliver Results | Adept |
| | Plan and Prioritise | Adept |
| | Think and Solve Problems | Advanced |
| | Demonstrate Accountability | Adept |
|  Business Enablers | Finance | Intermediate |
| | Technology | Intermediate |
| | Procurement and Contract Management | Intermediate |
| | Project Management | Intermediate |
|  People Management | Manage and Develop People | Adept |
| | Inspire Direction and Purpose | Adept |
| | Optimise Business Outcomes | Intermediate |
| | Manage Reform and Change | Adept |

Focus capabilities

The focus capabilities for the role 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 role's key accountabilities.

NSW Public Sector Capability Framework

| Group and Capability | Level | Behavioural Indicators |
|----------------------------|----------|--|
| Personal Attributes | | |
| Manage Self | Advanced | <ul style="list-style-type: none"> Act as a professional role model for colleagues, set high personal goals and take pride in their achievement Actively seek, reflect and act on feedback on own performance Translate negative feedback into an opportunity to improve Maintain a high level of personal motivation Take the initiative and act in a decisive way |
| Relationships | | |
| Communicate Effectively | Advanced | <ul style="list-style-type: none"> Present with credibility, engage varied audiences and test levels of understanding Translate technical and complex information concisely for diverse audiences Create opportunities for others to contribute to discussion and debate Actively listen and encourage others to contribute inputs Adjust style and approach to optimise outcomes Write fluently and persuasively in a range of styles and formats |

NSW Public Sector Capability Framework

| Group and Capability | Level | Behavioural Indicators |
|---|--------------|--|
| Relationships Commit to Customer Service | Adept | <ul style="list-style-type: none"> Take responsibility for delivering high quality customer-focussed services Understand customer perspectives and ensure responsiveness to their needs Identify customer service needs and implement solutions Find opportunities to co-operate with internal and external parties to improve outcomes for customers Maintain relationships with key customers in area of expertise Connect and collaborate with relevant stakeholders within the community |
| Results Plan and Prioritise | Adept | <ul style="list-style-type: none"> Take into account future aims and goals of the team/unit and organisation when prioritising own and others' work Initiate, prioritise, consult on and develop team/unit goals, strategies and plans Anticipate and assess the impact of changes, such as government policy/economic conditions, on team/unit objectives and initiate appropriate responses Ensure current work plans and activities support and are consistent with organisational change initiatives Evaluate achievements and adjust future plans accordingly |
| Results Think and Solve Problems | Advanced | <ul style="list-style-type: none"> Undertake objective, critical analysis to draw accurate conclusions that recognise and manage contextual issues Work through issues, weigh up alternatives and identify the most effective solutions Take account of the wider business context when considering options to resolve issues Explore a range of possibilities and creative alternatives to contribute to systems, process and business improvements Implement systems and processes that underpin high quality research and analysis |
| Business Enabler Technology | Intermediate | <ul style="list-style-type: none"> Apply computer applications that enable performance of more complex tasks Apply practical skills in the use of relevant technology Make effective use of records, information and knowledge management functions and systems Understand and comply with information and communications security and acceptable use policies Support the implementation of systems improvement initiatives and the introduction and roll-out of new technologies |
| People Management Manage and Develop People | Adept | <ul style="list-style-type: none"> Define and clearly communicate roles and responsibilities to achieve team/unit outcomes Negotiate clear performance standards and monitor progress Develop team/unit plans that take into account team capability, strengths and opportunities for development Provide regular constructive feedback to build on strengths and achieve results Address and resolve team and individual performance issues, including unsatisfactory performance in a timely and effective way Monitor and report on performance of team in line with established performance development frameworks |