

# Role Description

## Community Liaison Officer

|                                       |   |
|---------------------------------------|---|
| Cluster                               | Education   |
| Agency                                | Department of Education   |
| Division/Branch/Unit                  | School Improvement and Education Reform                                   |
| Role number                           | Various   |
| Classification/Grade/Band             | CLO   |
| Senior executive work level standards | Not Applicable  |
| ANZSCO Code                           | 421111  |
| PCAT Code                             | 1 1 1 91 92   |
| Date of Approval                      | 04 June 2021  |
| Agency Website                        | <a href="https://education.nsw.gov.au/">https://education.nsw.gov.au/</a> |

### Agency overview

The NSW Department of Education serves the community by providing world-class education for students of all ages.

We ensure young children get the best start in life by supporting and regulating the early childhood education sector. We are the largest provider of public education in Australia with responsibility for delivering high-quality public education to two-thirds of the NSW student population. We are committed to fostering vibrant, sustainable and high-performing vocational and higher education sectors.

We are responsible for enacting NSW Government policy, driving improvement in education, and overseeing policy, funding and compliance issues relating to non-government schools. We respect and value Aboriginal and Torres Strait Islander people as First Peoples of Australia.

### Primary purpose of the role

Support NSW schools in building vibrant, tolerant and harmonious school communities. The Community Liaison Officer works to support school communities in the development of approaches to improve social, emotional, health and educational outcomes for students.

### Key accountabilities

- Assist in the development and implementation of support programs for students and communities  
Support the development of consultative mechanisms to promote understanding between the community and the Department
- Assist school communities to access support services by strengthening inter-agency collaboration and using available resources to enhance understanding on where and how to access support
- Facilitate community involvement in program implementation and other initiatives including student wellbeing
- Promote the education sector policies and programs through liaison with community

## Key challenges

- Servicing a diverse range of schools providing support to the schools/s and their communities
- Being sensitive to cultural differences and social complexities to ensure vulnerable students are safe and their wellbeing is considered
- Working with a wide range of key stakeholders, including government and non-government agencies

## Key relationships

| Who   | Why  |
|---|--|
| <b>Internal</b>                                       |  |
| Principal or Manager                                  | <ul style="list-style-type: none"><li>• Seek guidance on performance expectations</li><li>• Escalate matters outside of delegation</li></ul>     |
| Departmental services                                 | <ul style="list-style-type: none"><li>• Work in collaboration with departmental teams to develop appropriate school based supports</li></ul>     |
| <b>External</b>                                       |  |
| Parents, community members, local government agencies | <ul style="list-style-type: none"><li>• Develop collaborative and productive working relationships to benefit students and communities</li></ul> |

## Role dimensions

### Decision making

The role acts independently in performing the core work activities of the business unit, in accordance with relevant legislation, department policy, procedures and guidelines. Sound decision making is achieved by assessing business unit priorities and workload, and in consulting with the supervisor as required. In this context, the role:

- Establishes daily work routines in relation to the core functions of the role, consulting the supervisor where clarification of priorities is required.
- Exercises independent judgement in responding to enquiries from customers. Complex enquiries or contentious issues are raised with the supervisor to determine a suitable response.
- Makes recommendations to the supervisor regarding improving customer service, administrative practice or business processes.

### Reporting line

Principal or approved delegate

### Direct reports

Nil

### Budget/Expenditure

As per the departmental financial delegations

## Key knowledge and experience

- Knowledge of and commitment to implementing the Department's [Aboriginal Education Policy](#) and upholding the [Department's Partnership Agreement with the NSW AECG](#) and to ensure quality outcomes for Aboriginal people.

## Essential requirements

- Valid Working With Children Check clearance (paid employment)

## Capabilities for the role

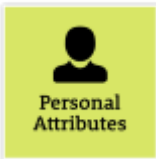
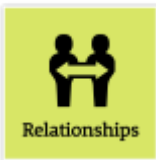
The [NSW public sector capability framework](#) describes the capabilities (knowledge, skills and abilities) needed to perform a role. There are four main groups of capabilities: personal attributes, relationships, results and business enablers, with a fifth people management group of capabilities for roles with managerial responsibilities. These groups, combined with capabilities drawn from occupation-specific capability sets where relevant, work together to provide an understanding of the capabilities needed for the role.



The capabilities are separated into **focus capabilities** and **complementary capabilities**.

## Focus capabilities

*Focus capabilities* are the capabilities considered the most important for effective performance of the role. These capabilities will be assessed at recruitment.

The focus capabilities for this role are shown below with a brief explanation of what each capability covers and the indicators describing the types of behaviours expected at each level.




| FOCUS CAPABILITIES   |   |   |              |
|--|---|---|--------------|
| Capability group/sets  | Capability name   | Behavioural indicators  | Level        |
| <br>Personal Attributes | <b>Manage Self</b><br>Show drive and motivation, an ability to self-reflect and a commitment to learning                        | <ul style="list-style-type: none"><li>Be willing to develop and apply new skills</li><li>Show commitment to completing assigned work activities</li><li>Look for opportunities to learn and develop</li><li>Reflect on feedback from colleagues and stakeholders</li></ul>  | Foundational |
| <br>Relationships       | <b>Commit to Customer Service</b><br>Provide customer-focused services in line with public sector and organisational objectives | <ul style="list-style-type: none"><li>Recognise the importance of customer service and understanding customer needs</li><li>Help customers understand the services that are available</li><li>Take responsibility for delivering services that meet customer requirements</li><li>Keep customers informed of progress and seek feedback to ensure their needs are met</li><li>Show respect, courtesy and fairness when interacting with customers</li><li>Recognise that customer service involves both external and internal customers</li></ul> | Foundational |

|   |  |   |              |
|---|--|---|--------------|
|  | <b>Plan and Prioritise</b><br>Plan to achieve priority outcomes and respond flexibly to changing circumstances | <ul style="list-style-type: none"> <li>Plan and coordinate allocated activities</li> <li>Re-prioritise own work activities on a regular basis to achieve set goals</li> <li>Contribute to the development of team work plans and goal setting</li> <li>Understand team objectives and how own work relates to achieving these</li> </ul>  | Foundational |
|  | <b>Project Management</b><br>Understand and apply effective planning, coordination and control methods         | <ul style="list-style-type: none"> <li>Understand project goals, steps to be undertaken and expected outcomes</li> <li>Plan and deliver tasks in line with agreed project milestones and timeframes</li> <li>Check progress against agreed milestones and timeframes, and seek help to overcome barriers</li> <li>Participate in planning and provide feedback on progress and potential improvements to project processes</li> </ul> | Foundational |

## Complementary capabilities

*Complementary capabilities* are also identified from the Capability Framework and relevant occupation-specific capability sets. They are important to identifying performance required for the role and development opportunities.

Note: capabilities listed as 'not essential' for this role are not relevant for recruitment purposes however may be relevant for future career development.

| COMPLEMENTARY CAPABILITIES  |                                |  |              |
|---|--------------------------------|--|--------------|
| Capability group/sets   | Capability name                | Description  | Level        |
|              | Display Resilience and Courage | Be open and honest, prepared to express your views, and willing to accept and commit to change         | Foundational |
|   | Act with Integrity             | Be ethical and professional, and uphold and promote the public sector values                           | Foundational |
|   | Value Diversity and Inclusion  | Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives | Foundational |
|              | Communicate Effectively        | Communicate clearly, actively listen to others, and respond with understanding and respect             | Foundational |
|   | Work Collaboratively           | Collaborate with others and value their contribution   | Foundational |
|   | Influence and Negotiate        | Gain consensus and commitment from others, and resolve issues and conflicts                            | Foundational |
|              | Deliver Results                | Achieve results through the efficient use of resources and a commitment to quality outcomes            | Intermediate |
|   | Think and Solve Problems       | Think, analyse and consider the broader context to develop practical solutions                         | Foundational |
|   | Demonstrate Accountability     | Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines         | Foundational |
| Finance   |                                |  |              |
| Technology  |                                |  |              |
| Understand and apply financial processes to achieve value for money and minimise financial risk |                                |  |              |
| Understand and use available technologies to maximise efficiencies and effectiveness            |                                |  |              |



## Procurement and Contract Management

Understand and apply procurement processes to ensure effective purchasing and contract performance

Foundational