

Role Description

Team Leader Aboriginal Student Support



Role Description Fields	Details
Cluster	Education
Department/Agency	TAFE NSW
Division/Branch/Unit	Student Experience Group
Position Description no	10048-01
Classification/Grade/Band	TAFE Worker Level 6
Senior executive work level standards	Not Applicable
ANZSCO Code	139999
PCAT Code	1119192
Date of Approval	February 2021
Agency Website	www.tafensw.edu.au

Agency overview

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.

Primary purpose of the role

This position is an identified Aboriginal and Torres Strait Islander position responsible for operationally and administratively leading an Aboriginal Student and Support team. The position will ensure the effective allocation of work, resourcing and support while ensuring the provision of exceptional customer service and support to students.

Key accountabilities

1. Develop and coordinate a flexible resourcing model to ensure adequate resourcing levels are in place to meet business needs.
2. Provide advice and escalation point for staff in order to deliver high levels of expertise in problem resolution.
3. Collaborate with key stakeholders to implement the regions Reconciliation Implementation plan, focusing on the Student Journey Guiding Principles and other student support policies and procedures that enhance student participation and success.
4. Contribute to continuous improvement initiatives, keeping informed of services provided and student experience directions in order to support quality assurance processes and the delivery of responsive services.
5. Report on Aboriginal and Torres Strait Islander participation, completions and other activities, in order to provide effective evidence for decision-making.
6. Provide administrative support in order to deliver effective student services and support.
7. By example, lead the development of a safe, healthy and inclusive work environment, including implementation and review of appropriate strategies and measures.
8. Place the customer at the centre of all decision making.
9. Manage and develop a high performance team, aligned to the core values of integrity, collaboration, excellence and a customer first attitude, through effective leadership, support and feedback.
10. Collaborate with staff to ensure the development and regular review of meaningful individual performance management and development plans that are clearly aligned to strategic objectives and focused to develop the individual.

Key challenges

- Leading a team working across dispersed locations.
- Leading a team whilst the organisational is going through modernisation and continuous change.
- Working across multiple units with competing priorities.
- Managing a diverse and agile workforce capable of responding to changing customer requirements.
- Managing the expectations and needs of local Aboriginal communities.

Key relationships

Internal

Who	Why
Line Manager	<ul style="list-style-type: none"> • Receive cultural leadership, and organisational direction, advice and support. • Proactively alert where delivery timeframes may be in jeopardy. • Implement agreed mitigation strategies to ensure on time delivery of activities. • Work collaboratively to deliver high-level support and advice on Aboriginal and Torres Strait Islander student participation and engagement.
Aboriginal Education and Engagement Coordinators (Aboriginal identified)	<ul style="list-style-type: none"> • Receive advice on local community needs. • Provide advice on local Aboriginal and Torres Strait Islander support needs.
TAFE Services Managers and Coordinators / Student Services	<ul style="list-style-type: none"> • Liaise and collaborate to enhance the customer experience of Aboriginal and Torres Strait Islander students.
Head Teachers	<ul style="list-style-type: none"> • Provide advice and engage to clarify various enrolment activities. • Provide advice in relation to Smart and Skilled Enrolments.

All Staff	<ul style="list-style-type: none"> • Guide, support and direct. • Implement interim operational processes. • Identify areas of potential improvement, develop, and implement appropriate improvement strategies.
Systems Group	<ul style="list-style-type: none"> • To ensure technology effectively supports Student Service deliverables.
Finance Teams	<ul style="list-style-type: none"> • To ensure internal and external financial requirements are identified and complied with. • To ensure all budgetary and financial policies, processes and procedures are addressed.

External

Who	Why
Students	<ul style="list-style-type: none"> • Review and provide advice on data entry / enrolment issues. • Check / confirm details on refunds. • Support students in enrolment procedures.
Aboriginal networks, communities, learning partners, and endorsed consultative and advisory groups	<ul style="list-style-type: none"> • Collaborate on issues relevant to student participation and transition. • Establish and grow productive relationships.

Role dimensions

Decision making

- Makes decisions, using good judgment, expertise and knowledge, under limited guidance from more senior staff, on tasks/assignments with considerable complexity and sensitivity.
- Matters requiring a higher level of approval are referred to the Reporting Line Manager.

Reporting line

Senior Manager Aboriginal Education Engagement (Aboriginal identified)

Direct reports

Various

Budget/Expenditure

TBA

Essential requirements

1. A valid Working with Children Check (required prior to commencement).
2. Diploma, Advanced Diploma or Associate Degree in a relevant discipline or equivalent skills, knowledge and experience.
3. Aboriginality (Aboriginality is a genuine occupational qualification and is authorised under Section 14 of the Anti-Discrimination Act of 1977). Candidate should present proof of Aboriginality as part of their application.

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
 Personal Attributes	Value Diversity and Inclusion Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	<ul style="list-style-type: none"> Promote the value of diversity and inclusive practices for the organisation, customers and stakeholders Demonstrate cultural sensitivity, and engage with and integrate the views of others Look for practical ways to resolve any barriers to including people from diverse cultures, backgrounds and experiences Recognise and adapt to individual abilities, differences and working styles Support initiatives that create a safe and equitable workplace and culture in which differences are valued Recognise and manage bias in interactions and decision making 	Adept
 Relationships	Communicate Effectively Communicate clearly, actively listen to others, and respond with understanding and respect	<ul style="list-style-type: none"> Tailor communication to diverse audiences Clearly explain complex concepts and arguments to individuals and groups Create opportunities for others to be heard, listen attentively and encourage them to express their views Share information across teams and units to enable informed decision making Write fluently in plain English and in a range of styles and formats Use contemporary communication channels to share information, engage and interact with diverse audiences 	Adept



Commit to Customer Service

Provide customer-focused services in line with public sector and organisational objectives

- Focus on providing a positive customer experience
- Support a customer-focused culture in the organisation
- Demonstrate a thorough knowledge of the services provided and relay this knowledge to customers
- Identify and respond quickly to customer needs
- Consider customer service requirements and develop solutions to meet needs
- Resolve complex customer issues and needs
- Cooperate across work areas to improve outcomes for customers

Intermediate



Deliver Results

Achieve results through the efficient use of resources and a commitment to quality outcomes

- Seek and apply specialist advice when required
- Complete work tasks within set budgets, timeframes and standards
- Take the initiative to progress and deliver own work and that of the team or unit
- Contribute to allocating responsibilities and resources to ensure the team or unit achieves goals
- Identify any barriers to achieving results and resolve these where possible
- Proactively change or adjust plans when needed

Intermediate



Demonstrate Accountability

Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines

- Be proactive in taking responsibility and being accountable for own actions
- Understand delegations and act within authority levels
- Identify and follow safe work practices, and be vigilant about own and others' application of these practices
- Be aware of risks and act on or escalate risks, as appropriate
- Use financial and other resources responsibly

Intermediate



Technology

Understand and use available technologies to maximise efficiencies and effectiveness

- Demonstrate a sound understanding of technology relevant to the work unit, and identify and select the most appropriate technology for assigned tasks
- Use available technology to improve individual performance and effectiveness
- Make effective use of records, information and knowledge management functions and systems
- Support the implementation of systems improvement initiatives, and the introduction and roll-out of new technologies

Intermediate



Project Management

Understand and apply effective planning, coordination and control methods

- Understand project goals, steps to be undertaken and expected outcomes
- Plan and deliver tasks in line with agreed project milestones and timeframes
- Check progress against agreed milestones and timeframes, and seek help to overcome barriers
- Participate in planning and provide feedback on progress and potential improvements to project processes

Foundational



Optimise Business Outcomes

Manage people and resources effectively to achieve public value





- Develop team and unit plans that consider team capabilities and strengths
- Plan and monitor resource allocation effectively to achieve team and unit objectives
- When planning resources, consider the attraction and retention of people of diverse cultures, backgrounds and experiences
- Ensure that team members work with a good understanding of business principles as they apply to the public sector context
- Participate in wider organisational workforce planning to ensure that capable resources are available









Intermediate

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.

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
	Manage Self	Show drive and motivation, an ability to self-reflect and a commitment to learning	Intermediate
	Work Collaboratively	Collaborate with others and value their contribution	Intermediate

	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Foundational
	Plan and Prioritise	Plan to achieve priority outcomes and respond flexibly to changing circumstances	Foundational
	Think and Solve Problems	Think, analyse and consider the broader context to develop practical solutions	Foundational
	Finance	Understand and apply financial processes to achieve value for money and minimise financial risk	Intermediate
	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Foundational
	Manage and Develop People	Engage and motivate staff, and develop capability and potential in others	Foundational
	Inspire Direction and Purpose	Communicate goals, priorities and vision, and recognise achievements	Foundational
	Manage Reform and Change	Support, promote and champion change, and assist others to engage with change	Foundational