

Role Description

Director Aboriginal Engagement and Student Support (Aboriginal Identified)



Role Description Fields	Details
Cluster	Education
Department/Agency	TAFE NSW
Division/Branch/Unit	Student Support and Community Group
Position Description no	10419-01
Classification/Grade/Band	PSSE Band 1
Senior executive work level standards	Not Applicable
ANZSCO Code	139999
PCAT Code	2119192
Date of Approval	2024
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 responsible for planning, developing and driving the engagement and stakeholder relations, partnerships and programs to activate TAFE NSW training solutions to meet Aboriginal and Torres Strait Islander learner, community and social needs.

The role leads and oversees central and geographically dispersed specialist programs and services ensuring strategies achieve measurable outcomes in an environment of inclusivity and cultural safety, supportive of the unique needs of the Aboriginal and Torres Strait Islander community and learners.

Key accountabilities

1. Lead state-wide planning, and provide direction and oversight for stakeholder engagement, education, programs, services, partnerships and associated activities to meet Aboriginal and Torres Strait Islander community and learner needs and TAFE NSW strategic objectives.
2. Lead and oversee key external stakeholder relationships including across regional networks, industry, Commonwealth and State agencies, local government and the university sector, to drive collaborative partnerships, initiatives and strategies that meet Aboriginal and Torres Strait Islander community needs and ensure retention and success of Aboriginal learners across TAFE NSW.
3. Lead and influence effective management, coordination and integration of activities impacting Aboriginal and Torres Strait Islander learner outcomes across central initiatives, local engagement, program delivery, student lifecycle and support services championing inclusivity, cultural awareness and building organisation wide capability and cultural competence to achieve outcomes.
4. Set statewide and regional Aboriginal and Torres Strait Islander engagement, participation, programs and services measures and targets, evaluate efforts and results and provide executive advice to inform and shape both future planning and broader TAFE NSW Aboriginal and Torres Strait Islander learner strategies, to achieve greater community participation in partnership with Aboriginal and Torres Strait Islander communities.
5. Provide strong direction and leadership in managing and mentoring high performance specialist teams, with comprehensive knowledge of Aboriginal and Torres Strait Islander community, culture, learner needs, networks and partner services, ensuring enhanced community relationships and continual improvements in programs and learner support.
6. Collaborate with senior stakeholders across TAFE NSW to engage in Aboriginal and Torres Strait Islander community promotions, course development, and partnership solutions ensuring considerations of service delivery capacity and resourcing inform successful program and services delivery.
7. Oversee delivery of a centre of expertise and specialist services supporting statewide Aboriginal and Torres Strait Islander focused programs, initiatives and regionally dispersed activities including cultural expertise, coordination, resources and tools to enable and enhance team capability, cohesiveness and operational efficiencies.
8. Represent TAFE NSW and oversee regional representation at public engagements beneficial for TAFE NSW Aboriginal and Torres Strait Islander programs and ensure conduits for community/stakeholder-initiated contacts provide appropriate management and follow through on feedback, issues and opportunities relating to TAFE NSW Aboriginal community engagement, programs and learner support.
9. Demonstrate a genuine commitment to safety excellence and safety leadership. This includes setting health and safety expectations, results and behaviours with direct reports, providing a safe workplace and ways of working, and promoting and complying with safety systems and procedures.
10. Place the customer at the centre of all decision making.
11. 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.
12. Collaborate with staff to ensure the development and regular review of meaningful individual performance development and review plans that are clearly aligned to strategic objectives and focused to develop the individual.

Key challenges

- Integrating activities and establishing effective ways of working across multi focused teams and functions to ensure seamless and culturally appropriate engagement and program delivery.
- Building TAFE NSW profile and credibility through effective relationships with Aboriginal and Torres Strait Islander communities given the complexities of relationships within and between communities across NSW.

Key relationships

Internal

Who	Why
Line manager	<ul style="list-style-type: none">• Receive leadership, advice and support.• Provide strategic advice, update on relevant matters, emerging issues, significant initiatives and resolutions.• Contribute as member of senior leadership to broader planning, reform and improvement strategies.
Direct reports	<ul style="list-style-type: none">• Provide leadership, advice and support.• Coach mentor and support on addressing challenges and issues resolutions.
Broader Student Support and Community Group executive/senior leadership	<ul style="list-style-type: none">• Provide leadership, advice and support.• Coach mentor and support on addressing challenges and issues resolutions.
Executive/senior leadership across education and training delivery and course development and quality	<ul style="list-style-type: none">• Engage and liaise on initiatives, programs, courses and products ensuring readiness and capability to deliver and that delivery meets the needs of Aboriginal Learners.• Promote and provide specialist advice on culturally inclusive and supportive learning environments for Aboriginal learners.

External

Who	Why
Aboriginal and Torres Strait Islander networks, communities, business networks and forums	<ul style="list-style-type: none">• Engage senior representatives, foster relationships, nurture collaborative initiatives and partnerships to support Aboriginal and Torres Strait Islander learner and community outcomes.
Other NSW government agencies, forums, reference groups	<ul style="list-style-type: none">• Establish professional networks and relationships, maintain currency, share ideas and learnings and collaborate on emerging issues and strategies.

Role dimensions

Decision making

- Makes decisions on highly complex and sensitive issues where there may be not readily available source of advice and guidance and outcomes may break new ground for the organisation.
- Manage functional expenditure and resourcing within relevant policy and delegation frameworks.

Reporting line

Chief Student and Community Officer

Direct reports

5-10

Budget/Expenditure

TBA

Key knowledge and experience

- Extensive experience planning and leading strategies to drive collaborative partnerships, initiatives and programs that meet Aboriginal community and learner needs in a large and regionally dispersed education-based organisation.
- Demonstrated leadership experience building organisational capability and knowledge to ensure programs, delivery and learning environments support unique needs of Aboriginal and Torres Strait Islander learners.

Essential requirements

1. A valid Working with Children Check (required prior to commencement).
2. Degree qualification in a related field or equivalent skills, knowledge and experience.
3. Applicants for this position must be of Aboriginal descent by parentage, identify as being Aboriginal and be accepted in the community as such. An applicant's race is a genuine occupational qualification and is authorised under Section 14(d) of the NSW Anti-Discrimination Act 1977.
4. Confirmation of Aboriginality documentation must be provided.

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.

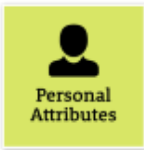

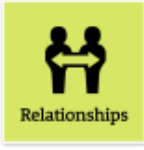
The capabilities are separated into focus capabilities and complementary capabilities

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
 <p>Personal Attributes</p>	<p>Value Diversity and Inclusion</p> <p>Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives</p>	<ul style="list-style-type: none"> • Encourage and include diverse perspectives in the development of policies and strategies • Take advantage of diverse views and perspectives to develop new approaches to delivering outcomes • Build and monitor a workplace culture that enables diversity and fair and inclusive practices • Implement practices and systems to ensure that individuals can participate to their fullest ability • Recognise the value of individual differences to support broader organisational strategies • Address non-inclusive behaviours, practices and attitudes within the organisation • Champion the business benefits generated by workforce diversity and inclusive practices 	Advanced
 <p>Relationships</p>	<p>Communicate Effectively</p> <p>Communicate clearly, actively listen to others, and respond with understanding and respect</p>	<ul style="list-style-type: none"> • Articulate complex concepts and put forward compelling arguments and rationales to all levels and types of audiences • Speak in a highly articulate and influential manner • State the facts and explain their implications for the organisation and key stakeholders • Promote the organisation's position with authority and credibility across government, other jurisdictions and external organisations • Anticipate and address key areas of interest for the audience and adapt style under pressure 	Highly Advanced
 <p>Relationships</p>	<p>Work Collaboratively</p> <p>Collaborate with others and value their contribution</p>	<ul style="list-style-type: none"> • Recognise outcomes achieved through effective collaboration between teams • Build cooperation and overcome barriers to information sharing, communication and collaboration across the organisation and across government • Facilitate opportunities to engage and collaborate with stakeholders to develop joint solutions • Network extensively across government and organisations to increase collaboration • Encourage others to use appropriate collaboration approaches and tools, including digital technologies 	Advanced



Deliver Results

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

- Seek and apply the expertise of key individuals to achieve organisational outcomes
- Drive a culture of achievement and acknowledge input from others
- Determine how outcomes will be measured and guide others on evaluation methods
- Investigate and create opportunities to enhance the achievement of organisational objectives
- Make sure others understand that on-time and on-budget results are required and how overall success is defined
- Control business unit output to ensure government outcomes are achieved within budgets
- Progress organisational priorities and ensure that resources are acquired and used effectively

Advanced



Plan and Prioritise

Plan to achieve priority outcomes and respond flexibly to changing circumstances

- Understand the links between the business unit, organisation and the whole-of-government agenda
- Ensure business plan goals are clear and appropriate and include contingency provisions
- Monitor the progress of initiatives and make necessary adjustments
- Anticipate and assess the impact of changes, including government policy and economic conditions, on business plans and initiatives and respond appropriately
- Consider the implications of a wide range of complex issues and shift business priorities when necessary
- Undertake planning to help the organisation transition through change initiatives, and evaluate progress and outcomes to inform future planning

Advanced



Procurement and Contract Management

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

- Ensure that employees and contractors apply government and organisational procurement and contract management policies
- Monitor procurement and contract management risks and ensure that this informs contract development, management and procurement decisions
- Promote effective risk management in procurement
- Implement effective governance arrangements to monitor provider, supplier and contractor performance against contracted deliverables and outcomes
- Represent the organisation in resolving complex or sensitive disputes with providers, suppliers and contractors

Advanced

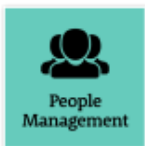


Manage and Develop People

Engage and motivate staff, and develop capability and potential in others

- Refine roles and responsibilities over time to achieve better business outcomes
- Recognise talent, develop team capability and undertake succession planning
- Coach and mentor staff and encourage professional development and continuous learning
- Prioritise addressing and resolving team and individual performance issues and ensure that this approach is cascaded throughout the organisation
- Implement performance development frameworks to align workforce capability with the organisation's current and future priorities and objectives

Advanced



Inspire Direction and Purpose

Communicate goals, priorities and vision, and recognise achievements

- Champion the organisational vision and strategy, and communicate the way forward
- Create a culture of confidence and trust in the future direction
- Generate enthusiasm and commitment to goals and cascade understanding throughout the organisation
- Communicate the parameters and expectations surrounding organisational strategies
- Celebrate organisational success and high performance, and engage in activities to maintain morale


Highly Advanced

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	Adept
	Act with Integrity	Be ethical and professional, and uphold and promote the public sector values	Advanced
	Manage Self	Show drive and motivation, an ability to self-reflect and a commitment to learning	Advanced
	Commit to Customer Service	Provide customer-focused services in line with public sector and organisational objectives	Advanced

	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Advanced
	Think and Solve Problems	Think, analyse and consider the broader context to develop practical solutions	Advanced
	Demonstrate Accountability	Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	Advanced
	Finance	Understand and apply financial processes to achieve value for money and minimise financial risk	Adept
	Technology	Understand and use available technologies to maximise efficiencies and effectiveness	Adept
	Project Management	Understand and apply effective planning, coordination and control methods	Adept
	Optimise Business Outcomes	Manage people and resources effectively to achieve public value	Adept
	Manage Reform and Change	Support, promote and champion change, and assist others to engage with change	Adept