

# Role Description

## Aboriginal Community Liaison Officer



Education

Role Description Fields	Details
Cluster	Education
Department/Agency	NSW Department of Education
Division/Branch/Unit	School Performance - North / Student Support and Specialist Programs / Delivery Support
Role number	Various
Classification/Grade/Band	ACLO
Senior executive work level standards	Not Applicable
ANZSCO Code	422111
PCAT Code	1119192
Date of Approval	28 October 2022
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

The role works as part of a team to develop partnerships and understanding between the Aboriginal community and the Department of Education at all levels, thereby helping to improve the outcomes for Aboriginal school students.

### Key accountabilities

- Contribute to and when appropriate lead the development of consultative mechanisms to promote understanding between Aboriginal communities and the Department of Education.
- Act as a conduit between local AECG's, Regional AECG's, and the State AECG Secretariat in the realisation of fulfilling the Partnership Agreement.
- Act as a conduit between local AECG's and Regional AECG's, Educational Services teams and school communities to ensure improvement in educational outcomes for Aboriginal learners.
- Work collaboratively with school staff and Educational Services team staff to develop, implement and evaluate support programs for students and communities.

- Promote departmental policies and programs through liaison with Aboriginal communities, including support of the facilitation of Aboriginal community involvement in educational initiatives including student learning and wellbeing programs.
- Assist with building the capacity of Aboriginal community members and departmental officers to work effectively to achieve the goals of Aboriginal education.
- Act as a conduit between local principals and Educational Services team staff on the views of Aboriginal communities, including the local AECG, which have relevance for the Aboriginal students in schools and the Aboriginal education programs.
- Assist Departmental staff and when required staff from other agencies, to develop awareness of social and health issues that impact on outcomes for Aboriginal student.

## Key challenges

- Working with individuals and groups with varying and competing needs to ensure that the school community works cohesively for the benefit of students.
- Keeping abreast of evidence based best practice in initiatives to improve educational outcomes for Aboriginal students.

## Key relationships

### Internal

Who	Why
Work Team	<ul style="list-style-type: none"> <li>• Develop productive and collaborative working relationships</li> </ul>
Manager	<ul style="list-style-type: none"> <li>• Seek guidance on performance expectation</li> <li>• Escalate matters outside of delegation</li> </ul>
Principals	<ul style="list-style-type: none"> <li>• Develop productive and collaborative working relationships</li> </ul>

### External

Who	Why
Parents, community members, local government agencies and groups and the AECG	<ul style="list-style-type: none"> <li>• Develop collaborative and productive working relationships to benefit students and communities</li> </ul>

## Role dimensions

### Decision making

This role has autonomy and makes decisions under their direct control and refers to the manager decisions that require significant change to outcomes or timeframes; are likely to escalate or require submission to a higher level of management. This role is accountable for the delivery of work assignments on time and to expectations in terms of quality, deliverables and outcomes.

### Reporting line

The role reports to the Position Level of either SEO1, SEO2 or PEO.

### Direct reports

The role has nil reports.

## Budget/Expenditure

The role has financial delegations in accordance with the Department's policy.

## 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

- Hold a valid clearance to work with Children (Working with Children Check) for paid employment.
- Aboriginality.

## 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.

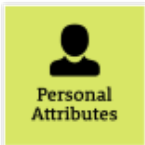
The capabilities are separated into focus capabilities and complementary capabilities

## 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
	<b>Manage Self</b> 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

 Relationships	<b>Commit to Customer Service</b> Provide customer-focused services in line with public sector and organisational objectives	<ul style="list-style-type: none"> <li>• Focus on providing a positive customer experience</li> <li>• Support a customer-focused culture in the organisation</li> <li>• Demonstrate a thorough knowledge of the services provided and relay this knowledge 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>• Cooperate across work areas to improve outcomes for customers</li> </ul>	Intermediate
 Results	<b>Deliver Results</b> Achieve results through the efficient use of resources and a commitment to quality outcomes	<ul style="list-style-type: none"> <li>• Seek and apply specialist advice when required</li> <li>• Complete work tasks within set budgets, timeframes and standards</li> <li>• Take the initiative to progress and deliver own work and that of the team or unit</li> <li>• Contribute to allocating responsibilities and resources to ensure the team or unit achieves goals</li> <li>• Identify any barriers to achieving results and resolve these where possible</li> <li>• Proactively change or adjust plans when needed</li> </ul>	Intermediate
 Results	<b>Plan and Prioritise</b> 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
 Business Enablers	<b>Technology</b> Understand and use available technologies to maximise efficiencies and effectiveness	<ul style="list-style-type: none"> <li>• Display familiarity and confidence when applying technology used in role</li> <li>• Comply with records, communication and document control policies</li> <li>• Comply with policies on the acceptable use of technology, including cyber security</li> </ul>	Foundational
 Business Enablers	<b>Project Management</b> 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.

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	Intermediate
	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Intermediate
	Think and Solve Problems	Think, analyse and consider the broader context to develop practical solutions	Intermediate
	Demonstrate Accountability	Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	Intermediate
	Finance	Understand and apply financial processes to achieve value for money and minimise financial risk	Foundational
	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Foundational