Role Description
Senior Inspector, School Registration Unit, Regulation of Schooling

Cluster	Separate Agency
Agency	NSW Education Standards Authority
Division/Branch/Unit	Regulation of Schooling
Location	117 Clarence Street SYDNEY
Classification/Grade/Band	Chief Education Officer grade 2 (CEOgr2)
Kind of Employment	Ongoing
Role Number	B1321
ANZSCO Code	249112
PCAT Code	1119192
Date of Approval	September 2022
Agency Website	http://www.boardofstudies.nsw.edu.au/

Agency overview

The NSW Education Standards Authority (NESA) is an independent statutory authority responsible for the curriculum, assessment, teacher accreditation and regulatory standards in NSW schools, and accreditation of early childhood educators. NESA is responsible for developing policies and initiatives for evaluating and improving quality teaching and student learning across all schools and school sectors. NESA was formally established on 1 January 2017, in response to the need to adopt a more strategic and outward-looking focus, greater clarity of regulatory roles and responsibilities, and streamlined processes and systems.

Primary purpose of the role

The Senior Inspector provides professional and policy leadership and operational oversight of the NESA regulatory programs for non-government schools, the government schooling system, providers of courses for students from overseas, and home-schooling families in accordance with relevant legislation and government, NESA and Executive objectives within a context of strategic consultation with key stakeholders.

Key accountabilities

- Provide professional leadership and operational oversight of one or more of the NESA regulatory programs for non-government school registration and accreditation, approval of providers of courses for students from overseas and home schooling registration
- Review and analyse applications for non-government school registration and accreditation, approval of providers of courses for students from overseas and home schooling registration
- Plan and conduct on-site inspections to review and analyse documentation related to compliance using a risk management approach.

- Make judgements about compliance and recommendations for registration, accreditation and/or approval in accordance with relevant legislation, policies and procedures.
- Conduct internal reviews of decisions and recommendations in accordance with relevant legislation, policies and procedures.
- Monitor the procedures of non-government school registration systems and the government schooling system for monitoring the compliance of member schools.
- Investigate concerns relating to compliance and prepare reports with recommendations in accordance with relevant legislation, policies and procedures.
- Prepare reports, briefings, data and correspondence in relation to the regulatory programs identified above.
- Provide high level advice and expertise in developing effective policies, procedures, data management associated with the implementation of the NESA regulatory programs.

Key challenges

- Establish and manage collaborative stakeholder relationships given the diversity of expectations, interests and sensitivities within a regulatory context and purpose.
- Provide professional leadership and operational oversight of the NESA implementation of one or more of its regulatory programs whilst working across all regulatory programs within the context of a high-volume workload, a risk management approach and the need to manage unexpected emerging issues.
- Provide leadership and oversight of the implementation of the NESAregulatory programs within a context of limited resources, diverse stakeholders, multiple regulatory programs, complicated logistics, strong accountability and record keeping requirements and the need to work across the various wok units in the directorate and other NESA directorates.

Key relationships

Who	Why
Internal	
Director, Regulation of Schooling	• Provide expert advice, report on progress, receive direction, identify emerging issues • Provide and receive feedback and ensure ongoing communication
NESA Registration and Accreditation Committee	• Provide timely and expert advice and support to facilitate fulfilment of respective delegated functions
Inspectors, Regulation of Schooling	• Provide professional leadership and oversight of regulatory programs • Work collaboratively to achieve consistency in regulatory processes and outcomes
Directorate staff	• Work collaboratively to achieve identified outcomes and resolve emerging issues
NESA directorates/branches	• Work collaboratively to achieve projects of mutual relevance and overlapping responsibilities.

Who	Why
External	
Key stakeholder organisations including government and non-government organisations, education sector associations and teachers	• Promote and maintain purposeful professional relationships • Structured and responsive consultation • Provide briefings and presentations to inform and advise stakeholders and strengthen understanding of the NESA regulatory programs • Conduct inspections, reviews and investigations

Role dimensions

Decision making

- The role of the Senior Inspector exercises statutory delegations under the *Education Standards Authority Act 2013*, the *Education Act 1990* and the *Teacher Accreditation Act 2004* (collectively referred to as the education and teaching legislation) in relation to NESA regulatory functions and programs.
- Decision making is guided by the education and teaching legislation.
- Decisions are made in accordance with NESA and Directorate policies and procedures.
- The role operates with a strategic and risk management focus within a framework of legislation, policies, procedures, timelines and resource limitations. Within this context there is considerable independence in determining day-to-day work flow and processes to achieve identified objectives.
- The role undertakes problem resolution having regard to established NESA management systems, professional standards and code of conduct.

Reporting line

The Senior Inspector reports to the Director, Regulation of Schooling

Direct reports

The number of direct reports for the Senior Inspector – is four Inspectors.

Essential requirements

- tertiary qualifications in a relevant discipline such as education, humanities, social science and/or educational management or equivalent knowledge and experience
- extensive working knowledge and understanding of current and emerging registration, accreditation and approval legislation, policies, trends and issues
- recent sound experience in monitoring the compliance of schools with regulatory requirements using a risk-based approach
- working with children check clearance

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

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**
Personal Attributes	**Display Resilience and Courage**	**Advanced**
	Act with Integrity	**Advanced**
	Manage Self	Advanced
	Value Diversity	Advanced
Relationships	**Communicate Effectively**	**Advanced**
	Commit to Customer Service	Advanced
	Work Collaboratively	**Advanced**
	Influence and Negotiate	Advanced
Results	Deliver Results	Adept
	Plan and Prioritise	Advanced
	Think and Solve Problems	**Advanced**
	Demonstrate Accountability	Advanced
Business Enablers	Finance	Adept
	Technology	**Adept**
	Procurement and Contract Management	Intermediate
	Project Management	Advanced
People Management	Manage and Develop People	Advanced
	Inspire Direction and Purpose	**Advanced**
	Optimise Business Outcomes	Adept
	Manage Reform and Change	Advanced

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 Display Resilience and Courage	Advanced	• Stay calm and act constructively in highly pressured and unpredictable environments • Give frank, honest advice in the face of strong, contrary views • Accept criticism of own ideas and respond in a thoughtful and considered way • Welcome new challenges and persist in raising and working through novel and difficult issues

NSW Public Sector Capability Framework		
Group and Capability	**Level**	**Behavioural Indicators**
		• Develop effective strategies and show decisiveness in dealing with emotionally charged situations, difficult and controversial issues
Personal Attributes Act with Integrity	Advanced	• Model the highest standards of ethical behaviour and reinforce them in others • Represent the organisation in an honest, ethical and professional way and set an example for others to follow • Ensure that others have a working understanding of the legislation and policy framework within which they operate • Promote a culture of integrity and professionalism within the organisation and in dealings external to government • Monitor ethical practices, standards and systems and reinforce their use • Act on reported breaches of rules, policies and guidelines
Relationships Communicate Effectively	Advanced	• 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
Relationships Work Collaboratively	Advanced	• Build a culture of respect and understanding across the organisation • Recognise outcomes which resulted from effective collaboration between teams • Build co-operation and overcome barriers to information sharing, communication and collaboration across the organisation and cross-government • Facilitate opportunities to engage and collaborate with external stakeholders to develop joint solutions
Results Think and Solve Problems	Advanced	• 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 Enablers Technology	Adept	• Demonstrate a sound understanding of technology relevant to the work unit, and identify and select the most appropriate technology for assigned tasks

Group and Capability	Level	Behavioural Indicators
		• Identify opportunities to use a broad range of communications technologies to deliver effective messages • Understand, act on and monitor compliance with information and communications security and use policies • Identify ways to leverage the value of technology to achieve team/unit outcomes, using the existing technology of the business • Support compliance with the records, information and knowledge management requirements of the organisation
People Management Inspire Direction and Purpose	Advanced	• Promote a sense of purpose and enable others to understand the links between government policy and organisational goals • Build a shared sense of direction, clarify priorities and goals and inspire others to achieve them • Work with others to translate strategic direction into operational goals and build a shared understanding of the link to core business outcomes • Create opportunities for recognising and celebrating high performance at the individual and team level • Work to remove barriers to achievement of goals