

# Role Description

## Engagement and Attendance Officer



Education

Agency	NSW Department of Education
Division/Branch/Unit	People and Culture, Health and Safety, Risk Management
Location	Parramatta
Classification/Grade/Band	Clerk Grade 9/10
ANZSCO Code	531111
Role Number	207683, 221418, 221423, 221421, 221426, 221428
PCAT Code	1 1 1 71 72
Date of Approval	February 2020
Agency Website	<a href="https://education.nsw.gov.au/">https://education.nsw.gov.au/</a>

### Agency overview

The NSW Department of Education provides, funds and regulates education services for NSW students from early childhood to secondary school, delivering world-class education through its public schools and providing funding support to non-government schools. We employ, develop and support teachers, leaders and other staff to deliver the best outcomes for students and to advance the wellbeing of Aboriginal people.

### Primary purpose of the role

The Engagement and Attendance Officer will lead the design and delivery of a variety of school attendance strategies utilising school attendance expertise to support NSW schools in building vibrant, tolerant and harmonious school communities. The role operates within a collaborative and consultative team, providing on-the-ground support to schools and provides guidance to the Community Development Officer.

### Key accountabilities

- Review and evaluate existing systems and monitoring structures within schools regarding student attendance to ensure they are in line with departmental policy and legislation
- Analyse data, identifying trends and emerging issues and opportunities to drive the development of School Attendance Action Plans in collaboration with school learning and support and wellbeing teams
- Develop and initiate responsive programs to support attendance and engagement in schools
- Provide informed and appropriate advice to schools on alternate education programs to support students during key transition points and those at risk of vulnerability, to enhance student learning outcomes
- Provide high level support to schools to develop a case management system for disengaged students not captured by the Home School Liaison Program
- Establish and maintain stakeholder relationships through effective communication, negotiation and issues management to support schools in building capacity in the implementation of key attendance and engagement strategies and initiatives
- Collaborate in the development of student attendance improvement plans consistent with timeframes for non-attendance and non-enrolment

- Supports the team to develop and implement community engagement strategies and initiatives in collaboration with schools to improve and maintain partner relationships that support student learning outcomes.

## Key challenges

- Maintain up to date knowledge of department policy, legislation, school systems, practices, trends and approaches to support student attendance and engagement
- Servicing a diverse range of schools experiencing complexity across the K-12 continuum
- Being sensitive to cultural differences and social complexities to ensure vulnerable students are safe and cared for.

## Key relationships

Who	Why
<b>Internal</b>	
Team members and teams across the Health and Safety Directorate	<ul style="list-style-type: none"> <li>• Supports and encourages team members and colleagues to achieve team and unit goals</li> <li>• Provides a conduit across teams in Work Health and Safety Directorate to ensure the consistent provision of service and advice</li> </ul>
Manager	<ul style="list-style-type: none"> <li>• Receive guidance from manager and provide regular updates on key projects, issues and priorities</li> <li>• Provide advice to manager and contribute to decision making</li> <li>• Identify emerging issues/risks and their implication and propose solutions</li> <li>• Consults regarding the management of sensitive, high risk or business critical matters</li> <li>• Receives performance feedback from manager</li> </ul>
<b>External</b>	
External agencies, service providers and organisations	<ul style="list-style-type: none"> <li>• Communicates specialist advice and provides guidance on complex matters requiring technical knowledge and/or implementation expertise</li> <li>• Develop programs and systems that reflect departmental initiatives in collaboration with schools and key partners within the Department</li> <li>• Actively participates in community and departmental networking opportunities and workshops to keep up to date with current attendance and engagement initiatives</li> </ul>

## Role dimensions

## Decision making

The role acts independently and uses initiative in making decisions regarding the operational management of the Risk Management Unit including staff supervision, workforce management and utilises problem solving to achieve business results.

As necessary, the role consults with the line manager to agree on a suitable course of action in matters that are sensitive, high risk or business critical, or for those issues that have far reaching implications.

## Reporting line

This role reports to the Service Delivery Manager.

## Direct reports

This role has no direct reports. For indirect reports refer to the relevant business unit organisational chart.

## Budget/Expenditure

The role has financial delegation in accordance with Departmental policy.

## Essential requirements


- Working with Children Check for paid employment
- Knowledge of and commitment to the department's Aboriginal education policies.
- A current NSW Drivers licence or equivalent and a willingness to travel.




## Capabilities for the role

The NSW Public Sector Capability Framework applies to all NSW public sector employees. The Capability Framework is available at <http://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
	Display Resilience and Courage	Adept
	Act with Integrity	Adept
	<b>Manage Self</b>	<b>Adept</b>
	Value Diversity	Intermediate

NSW Public Sector Capability Framework		
Capability Group	Capability Name	Level
 Relationships	<b>Communicate Effectively</b>	<b>Advanced</b>
	Commit to Customer Service	Adept
	<b>Work Collaboratively</b>	<b>Adept</b>
	Influence and Negotiate	Adept
 Results	Deliver Results	Adept
	<b>Plan and Prioritise</b>	<b>Adept</b>
	<b>Think and Solve Problems</b>	<b>Advanced</b>
	Demonstrate Accountability	Intermediate
 Business Enablers	Finance	Intermediate
	<b>Technology</b>	<b>Intermediate</b>
	Procurement and Contract Management	Intermediate
	<b>Project Management</b>	<b>Adept</b>

### Focus capabilities of the role

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.

Focus capabilities		
Capability Group: <i>Personal attributes</i>		
Capability Set	Level	Behavioural indicators
Manage Self	Adept	<ul style="list-style-type: none"> <li>Look for and take advantage of opportunities to learn new skills and develop strengths</li> <li>Show commitment to achieving challenging goals</li> <li>Examine and reflect on own performance</li> <li>Seek and respond positively to constructive feedback and guidance</li> <li>Demonstrate a high level of personal motivation</li> </ul>
Capability Group: <i>Relationships</i>		

Capability Set	Level	Behavioural indicators
Communicate Effectively	Advanced	<ul style="list-style-type: none"> <li>• Present with credibility, engage varied audiences and test levels of understanding</li> <li>• Translate technical and complex information concisely for diverse audiences</li> <li>• Create opportunities for others to contribute to discussion and debate</li> <li>• Actively listen and encourage others to contribute inputs</li> <li>• Adjust style and approach to optimise outcomes</li> <li>• Write fluently and persuasively in a range of styles and formats</li> </ul>
Work Collaboratively	Adept	<ul style="list-style-type: none"> <li>• Build a culture of respect and understanding across the organisation</li> <li>• Recognise outcomes which resulted from effective collaboration between teams</li> <li>• Build co-operation and overcome barriers to information sharing, communication and collaboration across the organisation and cross-government</li> <li>• Facilitate opportunities to engage and collaborate with external stakeholders to develop joint solutions</li> </ul>

#### Capability Group: *Results*

Capability Set	Level	Behavioural indicators
Plan and prioritise	Adept	<ul style="list-style-type: none"> <li>• Take into account future aims and goals of the team/unit and organisation when prioritising own and others' work</li> <li>• Initiate, prioritise, consult on and develop team/unit goals, strategies and plans</li> <li>• Anticipate and assess the impact of changes, such as government policy/economic conditions, on team/unit objectives and initiate appropriate responses</li> <li>• Ensure current work plans and activities support and are consistent with organisational change initiatives</li> <li>• Evaluate achievements and adjust future plans accordingly</li> </ul>
Think and Solve Problems	Advanced	<ul style="list-style-type: none"> <li>• Undertake objective, critical analysis to draw accurate conclusions that recognise and manage contextual issues</li> <li>• Work through issues, weigh up alternatives and identify the most effective solutions</li> <li>• Take account of the wider business context when considering options to resolve issues</li> <li>• Explore a range of possibilities and creative alternatives to contribute to systems, process and business improvements</li> <li>• Implement systems and processes that underpin high quality research and analysis</li> </ul>

#### Capability Group: *Business Enablers*

Capability Set	Level	Behavioural indicators
Technology	Intermediate	<ul style="list-style-type: none"> <li>• Apply computer applications that enable performance of more complex tasks</li> <li>• Apply practical skills in the use of relevant technology</li> <li>• Make effective use of records, information and knowledge management functions and systems</li> <li>• Understand and comply with information and communications security and acceptable use policies</li> <li>• Support the implementation of systems improvement initiatives and the introduction and roll-out of new technologies</li> </ul>
Project management	Adept	<ul style="list-style-type: none"> <li>• Prepare clear project proposals and define scope and goals in measurable terms</li> <li>• Establish performance outcomes and measures for key project goals, and define monitoring, reporting and communication requirements</li> <li>• Prepare accurate estimates of costs and resources required for more complex projects</li> <li>• Communicate the project strategy and its expected benefits to others</li> <li>• Monitor the completion of project milestones against goals and initiate amendments where necessary</li> <li>• Evaluate progress and identify improvements to inform future projects</li> </ul>