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| --- | --- | --- |
| **Cluster** | Stronger Communities | |
| **Department** | Department of Communities and Justice | |
| **Division/Branch/Unit** | Corrective Services NSW, Governance and Continuous Improvement, Brush Farm Corrective Services Academy | |
| **Location** | Eastwood | |
| **Classification/Grade/Band** | Clerk Grade 7/8 | |
| **Role Number** | 14595 | |
| **ANZSCO Code** | 223311 | |
| **PCAT Code** | 1228292 | |
| **Date of Approval** | 5 May 2021 | **Ref: CS0433** |
| **Agency Website** | www.dcj.nsw.gov.au | |

***Please see job notes and/or advertisement for more information on specific role qualification requirements and relevant experience.***

# Agency overview

The Department of Communities and Justice (DCJ) is the lead agency under the Stronger Communities Cluster. DCJ works to enable everyone's right to access justice and help for families through early intervention and inclusion, with benefits for the whole community. Stronger Communities is focussed on achieving safe, just, inclusive and resilient communities by providing services that are effective and responsive to community needs.

# Primary purpose of the role

Develop plans and strategies, in conjunction with the Manager, Curriculum & Systems Advice, to support design, development and implementation and ensure compliance under the Vocational Education and Training (VET) Quality Framework.

Provide specialist advice and information in training program development to confirm alignment with national training package requirements.

# Key accountabilities

* Develop and maintain templates which provide a structure for training program design, delivery and assessment which ensures compliance with organisational and legislative requirements.
* Provide expert advice to and support to trainers and stakeholders to ensure compliance with the established standards.
* Evaluate and provide feedback on training and assessment strategies.
* Undertake monitoring and review in accordance with the data provision requirements for Registered Training Organisations.(RTOs) and other frameworks..
* Contribute to the development of policies and strategies to confirm that Brush Farm Corrective Services Academy meets the requirements of the organisation, industry and regulatory bodies.
* Provide specialist advice to support innovative delivery strategies relevant to an adult learning environment.
* Participate in planning and conducting internal self-assessment and audits to support continuous improvement and compliance in training and assessment delivery.
* Undertake internal audit and internal reviews of all Academy operations to ensure compliance, governance and continuous improvement.

# Key challenges

* Ensuring a supportive environment and appropriate level of guidance given the varied level of VET expertise of the trainers and assessors coming from predominately operational backgrounds.
* Maintaining expertise in VET and best practice educational methodologies in a constantly changing VET regulatory environment

# Key relationships

| Who | Why |
| --- | --- |
| **Internal** |  |
| Manager, Curriculum Systems & Advice | * For leadership and guidance and to provide expert advice and information. |
| Managers and Senior Learning and Development Facilitators | * To provide advice regarding course development, training package requirements and VET regulation.. |
| All Staff | * To provide advice to all levels of staff regarding application and interpretation of the VET Quality Framework and associated legislation. |
| **External** |  |
| Regulatory Bodies | * Regarding requirements and clarification or advice of changes to VET standards. |

# Role dimensions

## Decision making

## Make day-to-day decisions within the scope of the role, prioritising in accordance with agreed timeframes and level of complexity.

* Identify and recommend methods for the ongoing development and improvement of training program delivery and assessment.

## Reporting line

The role reports to the Manager Curriculum & Systems Advice

## Direct reports

Nil

## Budget/Expenditure

Nil

# Essential requirements

* Certificate IV in Training and Assessment (TAE40116 or equivalent)
* Diploma of Vocational Education and Training (TAE50116 or equivalent), or Diploma of Training Design and Development (TAE50216 or equivalent) or higher level qualification in adult education.

Appointments are subject to reference checks. Some roles may also require the following checks/ clearances:

* National Criminal History Record Check in accordance with the Disability Inclusion Act 2014
* Working with Children Check clearance in accordance with the Child Protection (Working with Children) Act 2012

# Capabilities for the role

The [NSW public sector capability framework](https://www.psc.nsw.gov.au/workforce-management/capability-framework/the-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 logo | | **Act with Integrity**  Be ethical and professional, and uphold and promote the public sector values | * Represent the organisation in an honest, ethical and professional way * Support a culture of integrity and professionalism * Understand and help others to recognise their obligations to comply with legislation, policies, guidelines and codes of conduct * Recognise and report misconduct and illegal and inappropriate behaviour * Report and manage apparent conflicts of interest and encourage others to do so | | | Intermediate | | |
| Personal Attributes logo | | **Manage Self**  Show drive and motivation, an ability to self-reflect and a commitment to learning | * Keep up to date with relevant contemporary knowledge and practices * Look for and take advantage of opportunities to learn new skills and develop strengths * Show commitment to achieving challenging goals * Examine and reflect on own performance * Seek and respond positively to constructive feedback and guidance * Demonstrate and maintain a high level of personal motivation | | | Adept | | |
| Relationships logo | | **Communicate Effectively**  Communicate clearly, actively listen to others, and respond with understanding and respect | * 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 | | |
| Relationships logo | | **Work Collaboratively**  Collaborate with others and value their contribution | * Build a supportive and cooperative team environment * Share information and learning across teams * Acknowledge outcomes that were achieved by effective collaboration * Engage other teams and units to share information and jointly solve issues and problems * Support others in challenging situations * Use collaboration tools, including digital technologies, to work with others | | | Intermediate | | |
| Results logo | | **Plan and Prioritise**  Plan to achieve priority outcomes and respond flexibly to changing circumstances | * Understand the team and unit objectives and align operational activities accordingly * Initiate and develop team goals and plans, and use feedback to inform future planning * Respond proactively to changing circumstances and adjust plans and schedules when necessary * Consider the implications of immediate and longer-term organisational issues and how these might affect the achievement of team and unit goals * Accommodate and respond with initiative to changing priorities and operating environments | | | Intermediate | | |
| Results logo | | **Demonstrate Accountability**  Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines | * Assess work outcomes and identify and share learnings to inform future actions * Ensure that own actions and those of others are focused on achieving organisational outcomes * Exercise delegations responsibly * Understand and apply high standards of financial probity with public monies and other resources * Identify and implement safe work practices, taking a systematic risk management approach to ensure own and others’ health and safety * Conduct and report on quality control audits * Identify risks to successfully achieving goals, and take appropriate steps to mitigate those risks | | | Adept | | |
| Business Enablers logo | | **Project Management**  Understand and apply effective planning, coordination and control methods | * Perform basic research and analysis to inform and support the achievement of project deliverables * Contribute to developing project documentation and resource estimates * Contribute to reviews of progress, outcomes and future improvements * Identify and escalate possible variances from project plans | | | 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 is not relevant for recruitment purposes however may be relevant for future career development.

| COMPLEMENTARY CAPABILITIES | | | |
| --- | --- | --- | --- |
| **Capability Group/Sets** | **Capability Name** | **Description** | **Level** |
| Personal Attributes logo |  |  |  |
| Display Resilience and Courage | Be open and honest, prepared to express your views, and willing to accept and commit to change | Intermediate |
| Value Diversity and Inclusion | Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives | Foundational |

|  |  |  |  |
| --- | --- | --- | --- |
| Relationships logo |  |  |  |
| Commit to Customer Service | Provide customer-focused services in line with public sector and organisational objectives | Intermediate |
| Influence and Negotiate | Gain consensus and commitment from others, and resolve issues and conflicts | Intermediate |
| Results logo |  |  |  |
| Deliver Results | Achieve results through the efficient use of resources and a commitment to quality outcomes | Intermediate |
| Think and Solve Problems | Think, analyse and consider the broader context to develop practical solutions | Intermediate |
| Business Enablers logo |  |  |  |
| Finance | Understand and apply financial processes to achieve value for money and minimise financial risk | Foundational |
| Technology | Understand and use available technologies to maximise efficiencies and effectiveness | Intermediate |
| Procurement and Contract Management | Understand and apply procurement processes to ensure effective purchasing and contract performance | Foundational |