

Role Description

Student Liaison Officer

| Role Description Fields | Details |
|---------------------------------------|---|
| Cluster | Education |
| Department/Agency | Department of Education |
| Division/Branch/Unit | Teaching, Learning and Student Wellbeing/Student Support Specialist Programs/Assisted School Travel Program |
| Role number | 278957, 278958 |
| Classification/Grade/Band | Clerk Grade 9/10 |
| Senior executive work level standards | Not Applicable |
| ANZSCO Code | 261399 |
| PCAT Code | 3226292 |
| Date of Approval | October 2024 |
| Agency Website | https://education.nsw.gov.au/inside-the-department |

Agency overview

At the NSW Department of Education, we educate and inspire lifelong learners – from early childhood, through schooling to vocational education and training.

We ensure young children get the best start in life by supporting and regulating the early childhood education and care sector. We unlock excellence and unleash the potential of two-thirds of school children in NSW. We're proudly public and the largest education system in Australia. We nurture opportunities for every learner to develop the skills needed for their chosen career path, helping shape the industries of tomorrow.

We respect and value Aboriginal and Torres Strait Islander peoples as First Peoples of Australia.

Unit overview

The Assisted School Travel Program plays a significant role in meeting the needs of eligible students with disability by providing free specialised transport to and from school where parents and carers are unable to provide or arrange transport for the student either fully or in part. The program provides around 3,000 individual transport services through contracted service providers, free of charge to approximately 12,800 students across NSW in both government and non-government schools.

Primary purpose of the role

The Student Liaison Officer provides education and disability advice and direction to the state-wide delivery of the Assisted School Travel Program (ASTP) for students with disability.

Key accountabilities

- Liaise with parents and mediate on assisted school travel issues in government and non-government schools.
- Participate in the provision of advice, reports and documentation to respond to official correspondence and complaints.

- Provide a review process for applications from government and non-government schools and make recommendations to support decisions in relation to transport issues for students with disability.
- Provide expert advice and direction, and participate in, professional development programs to support government and non-government schools, educational services teams and contractors concerning travel training, WH&S requirements and the implementation of the guidelines regarding assisted school travel for students with disability.
- Provide professional advice relating to students with disability and support the assessment by ASTP officers of applications for access to assisted school travel.
- Provide support and advice to ASTP staff in the development and propagation of procedures and guidelines.
- Work collaboratively across various teams to support the delivery of the assisted school travel program.

Key challenges

- Liaising with parents and mediating on assisted school travel issues in government and non-government schools.
- Identifying and mitigating risks in a dynamic operational environment.

Key relationships

Internal

| Who | Why |
|--|---|
| Leader, Education Services. | <ul style="list-style-type: none"> • Receive support and guidance in resolving complex and sensitive matters • Receive performance feedback |
| ASTP Staff | <ul style="list-style-type: none"> • Collaborate on allocation of resources and professional learning. |
| Assisted Travel Support Officers (ATSOs) | <ul style="list-style-type: none"> • Provide advice and support in addressing complex and sensitive matters |

External

| Who | Why |
|---------------------------------------|--|
| School staff/Families | <ul style="list-style-type: none"> • Provide information and advice to parents/school staff/external agencies regarding the effective, safe and efficient transport of students to and from school. |
| Department of Communities and Justice | <ul style="list-style-type: none"> • Report complex and sensitive matters for guidance. Provide feedback for ATSOs on work practices. |
| ASTP contractors | <ul style="list-style-type: none"> • Provide information and advice to parents/school staff/external agencies regarding the effective, safe and efficient transport of students to and from school. |

Role dimensions

Decision making

Makes decisions using evidence-based data to identify patterns and provide advice that substantiates decisions and recommendations, concerning transportation for students with disabilities and compliance with disability legislation and safety regulations.

Reporting line

Leader, Education Services.

Direct reports

Nil

Budget/Expenditure

Nil

Key knowledge and experience

- Experience working with students with disability.
- Recent school-based experience.
- Knowledge of the Disability Standards for Education.
- 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

- Tertiary qualifications in a relevant discipline or demonstrated equivalent knowledge and experience.
- A valid Working with Children Check for paid employment.
- Demonstrated understanding of, and commitment to, the value of public education.

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> | Act with Integrity Be ethical and professional, and uphold and promote the public sector values | <ul style="list-style-type: none"> Model the highest standards of ethical and professional behaviour and reinforce their use Represent the organisation in an honest, ethical and professional way and set an example for others to follow 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 promptly on reported breaches of legislation, policies and guidelines | Advanced |
|  <p>Relationships</p> | Communicate Effectively Communicate clearly, actively listen to others, and respond with understanding and respect | <ul style="list-style-type: none"> 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 |
|  <p>Relationships</p> | Commit to Customer Service Provide customer-focused services in line with public sector and organisational objectives | <ul style="list-style-type: none"> Promote a customer-focused culture in the organisation and consider new ways of working to improve customer experience Ensure systems are in place to capture customer service insights to improve services Initiate and develop partnerships with customers to define and evaluate service performance outcomes Promote and manage alliances within the organisation and across the public, private and community sectors Liaise with senior stakeholders on key issues and provide expert and influential advice Identify and incorporate the interests and needs of customers in business process design and encourage new ideas and innovative approaches Ensure that the organisation's systems, processes, policies and programs respond to customer needs | Advanced |

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|--|---|--|--------------|
|  | Think and Solve Problems Think, analyse and consider the broader context to develop practical solutions | <ul style="list-style-type: none"> • Identify the facts and type of data needed to understand a problem or explore an opportunity • Research and analyse information to make recommendations based on relevant evidence • Identify issues that may hinder the completion of tasks and find appropriate solutions • Be willing to seek input from others and share own ideas to achieve best outcomes • Generate ideas and identify ways to improve systems and processes to meet user needs | Intermediate |
|  | Demonstrate Accountability Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines | <ul style="list-style-type: none"> • Be proactive in taking responsibility and being accountable for own actions • Understand delegations and act within authority levels • Identify and follow safe work practices, and be vigilant about own and others' application of these practices • Be aware of risks and act on or escalate risks, as appropriate • Use financial and other resources responsibly | Intermediate |
|  | Technology Understand and use available technologies to maximise efficiencies and effectiveness | <ul style="list-style-type: none"> • Identify opportunities to use a broad range of technologies to collaborate • Monitor compliance with cyber security and the use of technology policies • Identify ways to maximise the value of available technology to achieve business strategies and outcomes • Monitor compliance with the organisation's records, information and knowledge management requirements | Adept |

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 | Intermediate |
|  | Manage Self | Show drive and motivation, an ability to self-reflect and a commitment to learning | Adept |

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|--|-------------------------------------|--|--------------|
|  | Value Diversity and Inclusion | Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives | Intermediate |
|  | 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 |
|  | Deliver Results | Achieve results through the efficient use of resources and a commitment to quality outcomes | Adept |
|  | Plan and Prioritise | Plan to achieve priority outcomes and respond flexibly to changing circumstances | Intermediate |
|  | Finance | Understand and apply financial processes to achieve value for money and minimise financial risk | Intermediate |
|  | Procurement and Contract Management | Understand and apply procurement processes to ensure effective purchasing and contract performance | Intermediate |
|  | Project Management | Understand and apply effective planning, coordination and control methods | Intermediate |