

Role Description

Student Engagement Specialist

Role Description Fields	Details
Cluster	Education
Department/Agency	TAFE NSW
Division/Branch/Unit	Student Support and Community Group
Position Description no	10889-01
Classification/Grade/Band	TAFE Worker Level 9
Senior executive work level standards	Not Applicable
ANZSCO Code	224712
PCAT Code	1229192
Date of Approval	June 2021
Agency Website	www.tafensw.edu.au

Agency overview

TAFE NSW's purpose is to skill the workforce of the future. It is Australia's leading provider of vocational education and training with over 500,000 annual enrolments and a proud history for setting the benchmark for quality service. As the NSW public provider, it supports the NSW Government's priority to grow skills for the economy and jobs of tomorrow. Critically, TAFE NSW plays a vital role in providing vocational education in rural and regional NSW, and job training pathways for the most vulnerable in the community.

TAFE NSW offers the best of campus-based delivery as well as flexible, online and work-based learning. The TAFE NSW values of Customer First, Collaboration, Integrity and Excellence guide our team in strengthening communities, delivering world-class training for our students and producing job ready graduates for employers. The operating environment for TAFE NSW is dynamic as we leverage our scale, expertise, passion and reputation to meet the rapidly changing VET landscape.

TAFE NSW is committed to its students and customers and the role it plays in changing lives and opening up opportunities through learning.

Primary purpose of the role

This position is responsible for supporting and undertaking the research, design and implementation of student engagement strategies, frameworks and solutions to improve student engagement and retention levels.

Key accountabilities

1. Undertake research, design, implementation and review of student engagement strategies, campaigns, frameworks, governance, standards and plans across the student lifecycle.
2. Coordinate the research and analysis of student engagement trends, industry best practice and technology advancements to inform the design of contemporary student engagement strategies.
3. Utilise contemporary frameworks to identify key student cohorts and map learner journeys to inform targeted strategies and campaigns in supporting increased student engagement levels.
4. Provide specialist advice on best practice and industry trends and collaborate with business SMEs and stakeholders to gain insights on specific pain points and requirements to support the design of student engagement strategies and campaigns.
5. Design at risk cohort models and associated programs on student engagement to support retention and completion.
6. Develop and implement project plans to deliver on Student Engagement programs, campaigns, and solutions.
7. Monitor and evaluate the student engagement strategies outcomes and liaise with Student Services specialists and stakeholders to implement engagement strategies.
8. As a member of the broader Student Services leadership team, build and nurture an engaging and inclusive Student Services community within the campus/cluster you are based. This includes providing information, guidance and support across teams, where appropriate, and supporting onboarding within the Branch.
9. Reflect TAFE NSW's values in the way you work and abide by policies and procedures to ensure a safe, healthy and inclusive work environment.
10. Place the customer at the centre of all decision making.
11. Work with the Line Manager to develop meaningful performance development and review plans.

Key challenges

- Working collaboratively with staff to ensure that all information and data is supplied in a timely manner, is correct and accurately detailed.
- Acquiring and sustaining the confidence and support of clients, stakeholders and colleagues by ensuring that advice given is accurate and client/business focused.
- Maintaining current knowledge of industry best-practice approaches to student engagement programs and strategies.
- Identifying and defining appropriate data and measurements that support decision making that are, or can, be adopted across the Student Experience Group.
- Providing efficient and effective high-level support within a high-volume work area requiring the coordination of information from a variety of sources.

Key relationships

Internal

Who	Why
Line Manager	<ul style="list-style-type: none">• Receive leadership, advice and support.• Provide updates and reports on strategies, campaigns, standards and plans.
Student and Campus Services specialist / subject matter experts / stakeholders	<ul style="list-style-type: none">• Liaise and collaborate on design and implementation of engagement strategies.• Consult on mapping learner journeys and key touchpoints for engagement strategies.

Broader Student Support and Community Group	<ul style="list-style-type: none"> • Liaise and collaborate on shared outcomes in supporting services and delivery.
Product and Quality Group – Future and Innovation/Customer Voice	<ul style="list-style-type: none"> • Share, update, exchange customer feedback and information. • Contribute to customer experience insights and resolutions.
Corporate Services Group	<ul style="list-style-type: none"> • Liaise on aligning communication/engagement activities with Market Group campaigns and strategies.
Corporate Communications	<ul style="list-style-type: none"> • Contribute to broader communication plans. • Comply with standards, branding and style guidelines.
Customer Experience team	<ul style="list-style-type: none"> • Leverage the enterprise CX insights, frameworks and tools.

External

Who	Why
Contractors, Consultant and Government bodies, professional networks	<ul style="list-style-type: none"> • Liaise on communication and engagement projects and implementation.

Role dimensions

Decision making

- Makes decisions on complex and sensitive issues that are based on professional judgment, evaluating risks and in the context of a complex and changing environment.
- Matters requiring a higher level of approval are referred to the Reporting Line Manager.

Reporting line

Senior Manager Student Strategy and Engagement

Direct reports

Nil

Budget/Expenditure

TBA

Essential requirements

1. A valid Working with Children Check (required prior to commencement).
2. Degree in relevant discipline or equivalent skills, knowledge and experience.
3. Demonstrated experience delivering customer communications and engagement strategies, campaigns, frameworks, governance, standards and plans across the customer lifecycle within a large education/training service delivery organisation or similar.
4. Experience researching and analysing customer engagement data and mapping customer journeys to inform and improve engagement strategies, campaigns and solutions.
5. Demonstrated ability to design at risk customer cohort models and developing programs and solutions in collaboration with stakeholders to support achievement of specific objectives.
6. Willingness and ability to travel as per business requirements.

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.

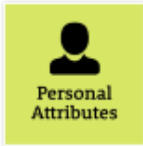
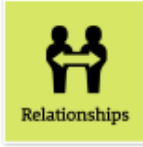
The capabilities are separated into focus capabilities and complementary capabilities

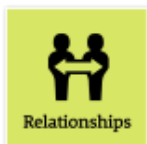
Focus capabilities

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
 Personal Attributes	Display Resilience and Courage Be open and honest, prepared to express your views, and willing to accept and commit to change	<ul style="list-style-type: none">• Be flexible, show initiative and respond quickly when situations change• Give frank and honest feedback and advice• Listen when ideas are challenged, seek to understand the nature of the comment and respond appropriately• Raise and work through challenging issues and seek alternatives• Remain composed and calm under pressure and in challenging situations	Adept
 Relationships	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

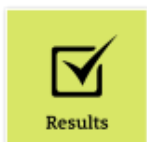


Work Collaboratively

Collaborate with others and value their contribution

- Encourage a culture that recognises the value of collaboration
- Build cooperation and overcome barriers to information sharing and communication across teams and units
- Share lessons learned across teams and units
- Identify opportunities to leverage the strengths of others to solve issues and develop better processes and approaches to work
- Actively use collaboration tools, including digital technologies, to engage diverse audiences in solving problems and improving services

Adept



Plan and Prioritise

Plan to achieve priority outcomes and respond flexibly to changing circumstances

- Consider the future aims and goals of the team, unit and organisation when prioritising own and others' work
- Initiate, prioritise, consult on and develop team and unit goals, strategies and plans
- Anticipate and assess the impact of changes, including government policy and economic conditions, on team and unit objectives and initiate appropriate responses
- Ensure current work plans and activities support and are consistent with organisational change initiatives
- Evaluate outcomes and adjust future plans accordingly

Adept




Think and Solve Problems

Think, analyse and consider the broader context to develop practical solutions

- 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 in collaboration with others
- Take account of the wider business context when considering options to resolve issues
- Explore a range of possibilities and creative alternatives to contribute to system, process and business improvements
- Implement systems and processes that are underpinned by high-quality research and analysis
- Look for opportunities to design innovative solutions to meet user needs and service demands
- Evaluate the performance and effectiveness of services, policies and programs against clear criteria




Advanced







	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
	Project Management Understand and apply effective planning, coordination and control methods	<ul style="list-style-type: none"> Understand all components of the project management process, including the need to consider change management to realise business benefits Prepare clear project proposals and accurate estimates of required costs and resources Establish performance outcomes and measures for key project goals, and define monitoring, reporting and communication requirements Identify and evaluate risks associated with the project and develop mitigation strategies Identify and consult stakeholders to inform the project strategy Communicate the project's objectives and its expected benefits Monitor the completion of project milestones against goals and take necessary action Evaluate progress and identify improvements to inform future projects 	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
	Act with Integrity	Be ethical and professional, and uphold and promote the public sector values	Adept
	Manage Self	Show drive and motivation, an ability to self-reflect and a commitment to learning	Intermediate
	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Intermediate

	Commit to Customer Service	Provide customer-focused services in line with public sector and organisational objectives	Adept
	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	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	Intermediate
	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Intermediate