

TRAINEE – (ABORIGINAL IDENTIFIED)

BRANCH/UNIT	Various		
TEAM	Various		
LOCATION	Various		
CLASSIFICATION/GRADE/BAND	TAFE Worker Level 1		
POSITION NO.	TBA		
ANZSCO CODE	599999	PCAT CODE	1119192
TAFE Website	www.tafensw.edu.au		

1. ORGANISATIONAL ENVIRONMENT

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.

2. POSITION PURPOSE

As part of a structured learning program, the Trainee is responsible for assisting in a range of administrative and/or technical business activities.

3. KEY ACCOUNTABILITIES

1. Actively engage in the required formal learning and on the job training to support the learning outcomes for the traineeship.
2. Apply learning to assist in a range of business activities and services, which may include administration, assisting with internal and external enquiries, project support and conducting technical tasks related to the traineeship.
3. Work collaboratively and participate in student and/or community support activities, provide routine information and enhance cultural relationships.
4. Gain hands-on experience with relevant tools, equipment, software and technologies.
5. Learn and apply relevant TAFE NSW policies, systems, processes and industry standards.
6. 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.
7. Place the customer at the centre of all decision making.

4. KEY CHALLENGES

- Building and applying technical knowledge in the context of TAFE NSW's operations and policies, systems and processes.
- Meeting formal learning timeframes to ensure successful completion of the course(s).

5. KEY RELATIONSHIPS

WHO	WHY
Internal	
Line Manager	<ul style="list-style-type: none"> • Receive instructions and provide support as required. • Reflect on learning experiences and discuss and document progress and challenges.
Work Team	<ul style="list-style-type: none"> • Participate in meetings, share information and contribute ideas. • Work collaboratively to understand the team workflow and contribute to team objectives.
Customers or internal stakeholders	<ul style="list-style-type: none"> • Respond to queries where possible, or redirect or escalate as required.
Other TAFE NSW Trainees	<ul style="list-style-type: none"> • Engage with other Trainees to share experiences and learn about different roles within the organisation.

6. POSITION DIMENSIONS

Reporting Line: Line Manager

Direct Reports: Nil

Indirect Reports: Nil

Financial delegation: TBA

Budget/Expenditure: TBA

Decision Making:

- Receives instruction from the Line Manager regarding task and relevant work practices.
- Meeting formal learning timeframes to ensure successful completion of the course(s).

7. ESSENTIAL REQUIREMENTS

1. Aboriginality (Aboriginality is a genuine occupational qualification and is authorised under Section 14 of the Anti-Discrimination Act of 1977). Candidate should present proof of Aboriginality as part of the application.
2. Willingness to undertake and complete a qualification in the relevant discipline.
3. A valid working with children check.
4. Ability to address and meet focus capabilities as stated in the Position Description.




8. CAPABILITIES

NSW Public Sector Capability Framework


Below is the full list of capabilities and the level required for this role as per the [NSW Public Sector Capability Framework](#). The capabilities **in bold** are the focus capabilities for this role. Refer to the next section for further information about the focus capabilities.

Capability levels are as follows and reflect a progressive increase in complexity and skill:

Foundational > Intermediate > Adept > Advanced > Highly Advanced

CAPABILITY GROUP	NAME	LEVEL
 Personal Attributes	Display Resilience and Courage	Foundational
	Act with Integrity	Foundational
	Manage Self	Foundational
	Value Diversity and Inclusion	Foundational
 Relationships	Communicate Effectively	Intermediate
	Commit to Customer Service	Intermediate
	Work Collaboratively	Foundational
 Results	Influence and Negotiate	Foundational
	Deliver Results	Foundational
	Plan And Prioritise	Foundational
	Think and Solve Problems	Foundational
	Demonstrate Accountability	Foundational

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	Finance	Foundational
	Technology	Foundational
	Procurement and Contract Management	Foundational
	Project Management	Foundational

FOCUS CAPABILITIES

The focus capabilities for the Trainee 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 position's key accountabilities.

NSW Public Sector Focus Capabilities

NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
Personal Attributes Display Resilience and Courage	Foundational	<ul style="list-style-type: none"> Be open to new ideas and approaches. Offer own opinion, ask questions and make suggestions. Adapt well to new situations. Do not give up easily when problems arise. Remain calm in challenging situations.
Relationships Communicate Effectively	Intermediate	<ul style="list-style-type: none"> Focus on key points and speak in plain English. Clearly explain and present ideas and arguments Listen to others to gain an understanding and ask appropriate, respectful questions. Promote the use of inclusive language and assist others to adjust where necessary. Monitor own and others' non-verbal cues and adapt where necessary. Write and prepare material that is well structured and easy to follow. Communicate routine technical information clearly
Results Think and Solve Problems	Foundational	<ul style="list-style-type: none"> Ask questions to explore and understand issues and problems. Find and check information needed to complete own work tasks. Identify and inform supervisor of issues that may have an impact on completing tasks. Escalate more complex issues and problems when these are identified. Share ideas about ways to improve work tasks and solve problems. Consider user needs when contributing to solutions and improvements.
Business Enablers Technology	Foundational	<ul style="list-style-type: none"> Display familiarity and confidence when applying technology used in role Comply with records, communication and document control policies. Comply with policies on the acceptable use of technology, including cyber security.