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| **Cluster** | Education |
| **Agency** | Department of Education |
| **Division/Branch/Unit** | People Group/ Health, Safety and Staff Wellbeing/ Work Health and Safety |
| **Role number** | 280917 |
| **Classification/Grade/Band** | Public Service Senior Executive Band 1 |
| **Child-related Role** | Yes |
| **Role location** | Parramatta |
| **Kind of Employment** | Ongoing |
| **ANZSCO Code** | 132311 |
| **PCAT Code** | 1119192 |
| **Date of Approval** | 14 March 2025 |
| **Agency Website** | education.nsw.gov.au |

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.

Primary purpose of the role

The Director, Work Health and Safety provides strategic leadership and direction in developing and implementing effective health, safety, wellbeing and environmental strategies and programs. This role is responsible for managing organisational Work Health and Safety (WHS), psychosocial and environmental risks compliance in accordance with applicable legislation and regulations and promoting mentally healthy schools and workplaces for our staff, students and the community.

Key accountabilities

* Provide strategic leadership in the development and delivery of proactive Work Health and Safety (WHS) risk management and compliance services to all schools and workplaces, to facilitate legislative compliance.
* Lead and provide expert advice on comprehensive compliance and safety strategies and programs across the school's built environment to implement industry best practices and compliant program design and development. This includes driving significant cultural transformation by building and embedding a strong safety culture across all areas of Education, leading, coaching, and mentoring the WHS teams to achieve the highest levels of safety performance and accountability.
* Lead the identification, development, and implementation of innovative strategies and programs that strengthen the department's health, safety and wellbeing culture, enhance performance accountability, and exceeding regulatory compliance.
* Lead the development and execution of customer centric health, safety, wellbeing training and awareness programs aligned with operational requirements, that enhance the knowledge and understanding of legal obligations and best practices among all staff.
* Implement strategic plans and produce evidence-based reports and briefs on WHS activities and optimise operational performance with robust controls and processes, aligning with government, cluster, and departmental frameworks, policies, and guidelines to advance school improvement and other critical priorities.
* Drive and evaluate operational performance outcomes which contribute to the achievement of the division’s strategy and be accountable for providing detailed and reliable analysis to support strategic and dynamic decision making processes and to identify and drive opportunities for innovation
* Foster a culture which drives and encourages high performance, collaboration, agility and accountability in the delivery of educational outcomes aligned with the division’s and department’s strategy. Model and promote a strong risk culture throughout the business unit in line with the department’s risk management and governance frameworks, including Work Health and Safety (WHS) risk management as outlined in the WHS policy.
* Lead, motivate and mentor the team, monitoring performance, fostering ongoing professional development and ensure staff have the knowledge and skills to achieve their work objectives in alignment with department values.

Key challenges

* Navigating the complexities of balancing immediate operational, WHS compliance with regulatory demands while providing strategic leadership in risk identification and mitigation. This involves making high-stakes decisions in a politically sensitive environment subject to intense scrutiny by the government, unions, public, and media, where any action can have significant departmental and public repercussions
* Effectively allocating and optimising resources across a large, geographically dispersed department that includes metropolitan, regional, and remote schools and workplaces. Managing and allocating available resources so that all locations and areas receive appropriate support that is critical to the successful implementation of health, safety, staff wellbeing initiatives
* Anticipating and responding to challenges which may impede effective delivery against strategic objectives, including identifying mechanisms to mitigate risks.

Key relationships

| Who | Why |
| --- | --- |
| **Internal** |  |
| Deputy Secretaries | * Provide expert counsel and strategic recommendations to senior leadership and key stakeholders, influencing organisational decisions and initiatives to drive the strategic agenda, enhance operational efficiency, and facilitate alignment with broader departmental goals. * Serves as the strategic advisor and subject matter expert on emerging psychosocial and physical hazards, deciding on preventative strategies through collaboration and consultation with schools to shape policy delivery and program delivery. |
| Executive Director | * Provide high level strategic and authoritative advice and recommendations to influence and inform strategic decisions and initiatives * Escalate issues and seek advice, support and direction as required * Report on progress towards business objectives and discuss future directions. * Act as a liaison officer to represent the department in the event of a * major emergency, including out of core business hours as required. |
| Directors | * Develop strategic relationships to collaborate and provide direction and advice to influence decisions and support initiatives to deliver on performance objectives * Provide high level strategic and authoritative advice and recommendations to influence and inform strategic decisions and initiatives. |
| Reporting Staff | * Lead, direct and manage performance * Encourage idea sharing and collaboration to develop and deliver efficient and effective service delivery and support the achievement of Division objectives. |
| Division staff | * Work in collaboration to facilitate the seamless planning, scoping and delivery of ongoing arrangements and fit for purpose high quality services and solutions. |
| Department staff | * Develop and maintain effective working relationships and open channels of communication across the Department * Consult and liaise as appropriate to develop integrated business service solutions concerning the Division. |
| **External** |  |
| NSW Police Force, Catholic Education Commission, Association of Independent Schools, SafeWork NSW, Rural Fire Service, Principals associations, NSW Teachers Federation, NSW Parents and Citizens Associations, NSW Aboriginal Education Consultative Group inc. key interest groups. | * Develop and maintain collaborative and productive working relationships to benefit students and communities. * Consult and liaise to resolve contentious and serious matters with political and/or media interest. |
| Other NSW Government Agencies | * Establish effective networks to enable performance benchmarking, monitor industry trends, maintain currency, and collaborate on common responses to emerging and future issues * Leverage continuous improvements in planning approaches, tools or processes |

# Role dimensions

## Decision making

This role is accountable for the performance of Work, Health and Safety and the achievement of the division’s and Department’s objectives.

Reporting line

The role reports to Executive Director, Health Safety and Staff Wellbeing.

## Direct reports

This role has up to 10 direct reports.

## Budget/Expenditure

Budget will be as per budget allocation and delegations.

The role has a financial delegation of up to $500,000.

Key knowledge and experience

* Demonstrated extensive experience at a senior level in the management of a large complex organisation.
* Expert knowledge and experience in the interpretation and implementation of the health, safety & wellbeing elements of the WH&S Legislation in addition to the NSW environmental legislation, as well as relevant regulations and codes of practice related to safety management.
* Demonstrated capacity to develop, lead and improve risk management, Health, Safety and Environment systems, and outcomes.
* Demonstrated experience in driving a health and wellbeing culture from a behavioral and compliance perspective
* Knowledge of and commitment to implementing the Department’s [Aboriginal Education Policy](https://policies.education.nsw.gov.au/policy-library/policies/aboriginal-education-and-training-policy?refid=285843) and upholding the [Department’s Partnership Agreement with the NSW AECG](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/aec/media/documents/partnershipagreement.pdf) and to ensure quality outcomes for Aboriginal people.

Essential requirements

* Appropriate tertiary qualifications in a relevant discipline such as safety, business, management, social sciences, or equivalent knowledge and extensive experience.
* Hold a valid clearance to work with Children (Working with Children Check).
* Demonstrated understanding of and commitment to the value of public education.

# 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** |
|  | **Display Resilience and Courage**  Be open and honest, prepared to express your views, and willing to accept and commit to change | | Remain composed and calm and act constructively in highly pressured and unpredictable environments  Give frank, honest advice in response to strong contrary views  Accept criticism of own ideas and respond in a thoughtful and considered way  Welcome new challenges and persist in raising and working through novel and difficult issues  Develop effective strategies and show decisiveness in dealing with emotionally charged situations and difficult or controversial issues | Advanced |
|  | **Work Collaboratively**  Collaborate with others and value their contribution | | Recognise outcomes achieved through effective collaboration between teams  Build cooperation and overcome barriers to information sharing, communication and collaboration across the organisation and across government  Facilitate opportunities to engage and collaborate with stakeholders to develop joint solutions  Network extensively across government and organisations to increase collaboration  Encourage others to use appropriate collaboration approaches and tools, including digital technologies | Advanced |
|  | **Deliver Results**  Achieve results through the efficient use of resources and a commitment to quality outcomes | | Use own professional knowledge and the expertise of others to drive forward organisational and government objectives  Create a culture of achievement, fostering on-time and on-budget quality outcomes in the organisation  Identify, recognise and celebrate success  Establish systems to ensure all staff are able to identify direct connections between their efforts and organisational outcomes  Identify and remove potential barriers or hurdles to achieving outcomes  Initiate and communicate high-level priorities for the organisation to achieve government outcomes | Highly Advanced |
|  | **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 |
|  | **Project Management**  Understand and apply effective project planning, coordination and control methods | | Prepare and review project scope and business cases for projects with multiple interdependencies  Access key subject-matter experts’ knowledge to inform project plans and directions  Design and implement effective stakeholder engagement and communications strategies for all project stages  Monitor project completion and implement effective and rigorous project evaluation methodologies to inform future planning  Develop effective strategies to remedy variances from project plans and minimise impact  Manage transitions between project stages and ensure that changes are consistent with organisational goals  Participate in governance processes such as project steering groups | Advanced |
|  | **Manage and Develop People**  Engage and motivate staff, and develop capability and potential in others | | Refine roles and responsibilities over time to achieve better business outcomes  Recognise talent, develop team capability and undertake succession planning  Coach and mentor staff and encourage professional development and continuous learning  Prioritise addressing and resolving team and individual performance issues and ensure that this approach is cascaded throughout the organisation  Implement performance development frameworks to align workforce capability with the organisation’s current and future priorities and objectives | Advanced |
|  | **Inspire Direction and Purpose**  Communicate goals, priorities and vision, and recognise achievements | | Promote a sense of purpose and enable others to understand the links between government policy, organisational goals and public value  Build a shared sense of direction, clarify priorities and goals, and inspire others to achieve these  Work with others to translate strategic direction into operational goals and build a shared understanding of the link between these and core business outcomes  Create opportunities for recognising and celebrating high performance at the individual and team level  Instil confidence, and cultivate an attitude of openness and curiosity in tackling future challenges | Advanced |

# 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.

| COMPLEMENTARY CAPABILITIES | | | | |
| --- | --- | --- | --- | --- |
| **Capability group/sets** | **Capability name** |  | **Description** | **Level** |
|  | Act with Integrity | | Be ethical and professional, and uphold and promote the public sector values | Advanced |
| Manage Self | | Show drive and motivation, an ability to self-reflect and a commitment to learning | Adept |
| Value Diversity and Inclusion | | Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives | Adept |
|  | Communicate Effectively | | Communicate clearly, actively listen to others, and respond with understanding and respect | Advanced |
| Commit to Customer Service | | Provide customer-focused services in line with public sector and organisational objectives | Advanced |
| Influence and Negotiate | | Gain consensus and commitment from others, and resolve issues and conflicts | Advanced |
|  | Plan and Prioritise | | Plan to achieve priority outcomes and respond flexibly to changing circumstances | Adept |
| Demonstrate Accountability | | Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines | Advanced |
|  | Finance | | Understand and apply financial processes to achieve value for money and minimise financial risk | Adept |
| Technology | | Understand and use available technologies to maximise efficiencies and effectiveness | Adept |
| Procurement and Contract Management | | Understand and apply procurement processes to ensure effective purchasing and contract performance | Adept |
|  | Optimise Business Outcomes | | Manage people and resources effectively to achieve public value | Adept |
| Manage Reform and Change | | Support, promote and champion change, and assist others to engage with change | Adept |