

# Role Description

## Assessment Officer



Education

Role Description Fields	Details
Cluster	Education
Department/Agency	NSW Department of Education
Division/Branch/Unit	Teaching, Learning and Student Wellbeing   Student Support and Specialised Programs   Child Wellbeing and Mental Health Services
Role number	Various
Classification/Grade/Band	Clerk Grade 7/8
ANZSCO Code	224999
PCAT Code	1119192
Date of Approval	September 2024
Agency Website	<a href="http://education.nsw.gov.au">education.nsw.gov.au</a>

### 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.

### Child Wellbeing and Mental Health Services

Child Wellbeing and Mental Health Services (CWMHS) focuses on the delivery of student support services including support for students in the areas of child protection, disability, mental health and wellbeing and complex needs. The key outcomes/products of CWMHS are closer alignment and coordination of psychological and child protection services delivered to schools; improved responses to emerging and urgent needs with local solutions, developed in collaboration with local wellbeing teams; and identification and understanding of best practice approaches to services delivery.

### Primary purpose of the role

The Assessment Officer is responsible for undertaking comprehensive child protection assessments, providing professional advice, and delivering professional learning to address matters raised in reports made to the Child Wellbeing Unit (CWU).

The role identifies and coordinates potential responses by the Department of Education and external organisations and provides tailored on-site child protection and wellbeing solutions to support children and young people at suspected risk of harm.

### Key accountabilities

- Conduct assessments in alignment with agreed processes and practices to ensure compliance with regulatory requirements and the CWU Standard Operating Procedures.

- Receive and review reports via telephone and eReports from mandatory reporters regarding students who may be suspected to be at risk of harm to ensure adherence to legislative and policy obligations in child protection.
- Gather, analyse, document and maintain accurate and timely information and records within the CWU electronic client system to provide consistent, high-quality advice, guidance, and support to mandatory reporters
- Identify and advise on child protection issues and response options to facilitate appropriate referral pathways for students and/or families at risk of harm or in need of assistance.
- Conduct field visits as required to provide on-site support, training, and advice to school-based staff and regional teams in addressing child protection and wellbeing concerns.
- Collaborate effectively with student wellbeing support teams, school-based staff, and other internal stakeholders to address and resolve critical or high-level concerns for students.
- Support the implementation of legislative and policy reforms by maintaining up-to-date knowledge and sharing insights to improve service delivery.
- Provide timely, accurate, and actionable advice to CWU management on emerging issues, including systemic, complex, or critical matters to address factors impacting the safety and wellbeing of children and the local community.

## Key challenges

- Managing high volumes of reports while prioritising competing, complex and urgent cases to meet non-negotiable deadlines in a dynamic, high-pressure environment.
- Navigating evolving legislative, policy, and procedural landscapes while maintaining a high standard of service delivery.
- Providing responsive, flexible support tailored to the unique needs of schools and communities, often requiring innovative and locally focused solutions.

## Key relationships

### Internal

Who	Why
Supervisor	<ul style="list-style-type: none"> <li>• Escalate issues, propose solutions and provide updates.</li> <li>• Receive performance feedback.</li> </ul>
Team members	<ul style="list-style-type: none"> <li>• Support, encourage and mentor team members and colleagues to achieve team goals.</li> </ul>
Mandatory reporters	<ul style="list-style-type: none"> <li>• Receive reports and provide advice.</li> </ul>
School and education support staff	<ul style="list-style-type: none"> <li>• Building and maintaining collaborative relationships to achieve shared goals.</li> <li>• Deliver training and professional learning on key child protection topics, including child protection practice, policies, systems, and managing problematic or harmful sexualised behaviour.</li> </ul>

## External

Who	Why
Customers	<ul style="list-style-type: none"><li>• Provide guidance in resolving complex issues</li><li>• Deliver training and professional learning on key child protection topics, including child protection practice, policies, systems, and managing problematic or harmful sexualised behaviour.</li><li>• Building and maintaining collaborative relationships to achieve shared goals.</li></ul>
Government agencies and NGOs	<ul style="list-style-type: none"><li>• Support whole of system responses</li><li>• Establish and maintain productive relationships with internal and external stakeholders, fostering a collaborative approach to addressing child protection and wellbeing challenges.</li></ul>

## Role dimensions

### Decision making

Acts independently in performing its core work functions in accordance with relevant policies, procedures and guidelines. In matters that are sensitive or complex the role consults with the supervisor or manager to determine a suitable course of action.

The role works within an inbound contact centre and at times, regionally. It is part of a roster-based system to ensure the contact centre is adequately staffed during operational hours. The CWU hours of operation are from 8:30am to 5:30pm Monday to Friday.

### Reporting line

Manager Child Wellbeing

### Direct reports

Nil

### Budget/Expenditure

Nil

## Key knowledge and experience

- Child protection practice and experience, including front line child protection work with families, and direct work with professionals within the child protection context.
- Demonstrated skills and experience in effective use of databases (such as ChildStory) and efficient data entry skills including proficient typing ability.
- A working understanding of the legislation governing child protection within NSW.
- 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

- 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](#) 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.

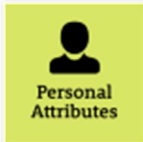
The capabilities are separated into focus capabilities and complementary capabilities.

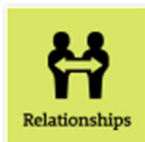
### Focus capabilities

*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
	<b>Act with Integrity</b> 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
	<b>Manage Self</b> 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



### **Communicate Effectively**

Communicate clearly, actively listen to others, and respond with understanding and respect

Tailor communication to diverse audiences

Adept

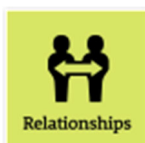
Clearly explain complex concepts and arguments to individuals and groups

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



### **Commit to Customer Service**

Provide customer-focused services in line with public sector and organisational objectives

Take responsibility for delivering high-quality customer-focused services

Adept

Design processes and policies based on the customer's point of view and needs

Understand and measure what is important to customers

Use data and information to monitor and improve customer service delivery

Find opportunities to cooperate with internal and external stakeholders to improve outcomes for customers

Maintain relationships with key customers in area of expertise

Connect and collaborate with relevant customers within the community



### **Deliver Results**

Achieve results through the efficient use of resources and a commitment to quality outcomes

Seek and apply specialist advice when required

Intermediate

Complete work tasks within set budgets, timeframes and standards

Take the initiative to progress and deliver own work and that of the team or unit

Contribute to allocating responsibilities and resources to ensure the team or unit achieves goals

Identify any barriers to achieving results and resolve these where possible

Proactively change or adjust plans when needed


	<b>Plan and Prioritise</b> 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
	<b>Think and Solve Problems</b> Think, analyse and consider the broader context to develop practical solutions	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
	<b>Technology</b> Understand and use available technologies to maximise efficiencies and effectiveness	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.

### Complementary capabilities

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

	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Adept
	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
	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	Foundational
	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Foundational
	Project Management	Understand and apply effective project planning, coordination and control methods	Intermediate