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| **Portfolio** | Communities and Justice  |
| **Department** | Department of Communities and Justice |
| **Division/Branch/Unit** | Courts, Tribunals & Service Delivery / Children’s Court |
| **Location** | Parramatta |
| **Classification/Grade/Band** | Clerk Grade 9/10  |
| **Role Number** | 50006478 |
| **ANZSCO Code** | 511112 |
| **PCAT Code** | 1119192 |
| **Date of Approval** | 10 October 2024 | **Ref: CATS001** |
| **Agency Website** | www.dcj.nsw.gov.au |

***Please see job notes and/or advertisement for more information on specific role qualification requirements and relevant experience.***

# Agency overview

The Department of Communities and Justice (DCJ) is the lead agency in the Communities and Justice Portfolio. Communities and Justice aims to achieve a safe, just, and inclusive New South Wales (NSW) by operating an effective legal system; increasing access to social and affordable housing; protecting children and families; addressing domestic and family violence; promoting public safety; reducing reoffending; and supporting community harmony and social cohesion.

DCJ works to enable everyone’s right to access justice and help for families through early intervention and inclusion, with benefits for the whole community by providing services that are effective and responsive to community needs.

# Primary purpose of the role

The Senior Project Officer manages and coordinates the development, implementation and evaluation of Children’s Court projects to achieve project outcomes and support the achievement of organisational objectives.

# Key accountabilities

* Develop and document new court procedures in line with legislative and administrative reforms.
* Provide timely advice and communicate with key stakeholders regarding project status and implementation issues.
* Provide high-level advice and support to the President, Executive Officer, Senior Registrar and Senior Children’s Registrar.
* Prepare a range of project related documents including project plans, procedure guidelines, forms, draft practice notes, training notes, client information packages and briefing notes.
* Coordinate meetings and consultations with stakeholders and effectively represent the Children’s Court and the Department of Communities and Justice on high-level committees.
* Develop key performance indicators and establish collection and monitoring processes.

# Key challenges

* Develop an in-depth understanding of the Children’s Court jurisdiction within a very short time period.
* Meeting project deadlines in line with statutory imperatives and other agreed timeframes.

# Key relationships

| Who | Why |
| --- | --- |
| **Internal** |  |
| Executive Officer, Children’s Court | * Provide advice and contribute to decision making regarding projects and issues
* Escalate issues and propose solutions
* Receive guidance and provide regular updates on projects, issues and priorities
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| President of the Children’s Court | * Provide high-level strategic advice and take direction
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| Children’s Court Executive Office and registry staff | * Works collaboratively to achieve team outcomes
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| Direct Reports | * Guide and manage performance and development
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| Stakeholders | * Provide expert advice on project related issues
* Report and provide updates on project progress
* Consult and collaborate to resolve project related issues, define mutual interests and determine strategies to achieve their realisation
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| **External** |  |
| Stakeholders  | * Develop and maintain effective relationships and open channels of communication
* Exchange information and respond to enquiries
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# Role dimensions

## Decision making

The position has autonomy in coordinating and managing their work. The Senior Project Officer makes decisions on matters under their direct control. The Senior Project Officer will need to negotiate tasks and deadlines with senior managers.

The position holder has discretion in deciding how a task will be conducted, including decisions on who to consult, both within and outside the organisation. The occupant of the position will need to consult with the project manager / project sponsor and take direction on more complex matters.

## Reporting line

This position reports to the Executive Officer, Children’s Court

## Direct reports

Up to 1

## Budget/Expenditure

Nil

# Key knowledge and experience

Ability to quickly develop a thorough understanding of the legislation relating to the jurisdiction of the Children’s Court including the Children’s Court Act 1987, Children’s Court Rule 2000, Children and Young Persons (Care and Protection) Act 1998, Children (Criminal Proceedings) Act 1987 and the broader statutory child protection system and Youth Justice system.

# Essential requirements

Appointments are subject to reference checks. Some roles may also require the following checks/ clearances:

* National Criminal History Record Check in accordance with the Disability Inclusion Act 2014
* Working with Children Check clearance in accordance with the Child Protection (Working with Children) Act 2012

# 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** |
| Personal Attributes logo | **Manage Self**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 |
| Relationships logo  | **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 |
| Relationships logo  | **Influence and Negotiate**Gain consensus and commitment from others, and resolve issues and conflicts | * Negotiate from an informed and credible position
* Lead and facilitate productive discussions with staff and stakeholders
* Encourage others to talk, share and debate ideas to achieve a consensus
* Recognise diverse perspectives and the need for compromise in negotiating mutually agreed outcomes
* Influence others with a fair and considered approach and sound arguments
* Show sensitivity and understanding in resolving conflicts and differences
* Manage challenging relationships with internal and external stakeholders
* Anticipate and minimise conflict
 | Adept |
| Results logo | **Deliver Results**Achieve results through the efficient use of resources and a commitment to quality outcomes | * Use own and others’ expertise to achieve outcomes, and take responsibility for delivering intended outcomes
* Make sure staff understand expected goals and acknowledge staff success in achieving these
* Identify resource needs and ensure goals are achieved within set budgets and deadlines
* Use business data to evaluate outcomes and inform continuous improvement
* Identify priorities that need to change and ensure the allocation of resources meets new business needs
* Ensure that the financial implications of changed priorities are explicit and budgeted for
 | Adept |
| Results logo | **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 |
| Results logo | **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 |
| Business Enablers logo | **Project Management**Understand and apply effective 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 |
| People Management logo | **Manage and Develop People**Engage and motivate staff, and develop capability and potential in others | * Collaborate to set clear performance standards and deadlines in line with established performance development frameworks
* Look for ways to develop team capability and recognise and develop individual potential
* Be constructive and build on strengths by giving timely and actionable feedback
* Identify and act on opportunities to provide coaching and mentoring
* Recognise performance issues that need to be addressed and work towards resolving issues
* Effectively support and manage team members who are working flexibly and in various locations
* Create a safe environment where team members’ diverse backgrounds and cultures are considered and respected
* Consider feedback on own management style and reflect on potential areas to improve
 | Intermediate |

# 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 is not relevant for recruitment purposes however may be relevant for future career development.

| COMPLEMENTARY CAPABILITIES |
| --- |
| **Capability Group/Sets** | **Capability Name** | **Description** | **Level**  |
| Personal Attributes logo |  |  |  |
| Display Resilience and Courage | Be open and honest, prepared to express your views, and willing to accept and commit to change | Adept |
| Act with Integrity | Be ethical and professional, and uphold and promote the public sector values | Intermediate |
| Value Diversity and Inclusion | Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives | Adept |
| Relationships logo  |  |  |  |
| Communicate Effectively | Communicate clearly, actively listen to others, and respond with understanding and respect | Adept |
| Commit to Customer Service | Provide customer-focused services in line with public sector and organisational objectives | Adept |
| Results logo |  |  |  |
| Demonstrate Accountability | Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines | Intermediate |
| Business Enablers logo |  |  |  |
| Finance | Understand and apply financial processes to achieve value for money and minimise financial risk | Intermediate |
| Technology | Understand and use available technologies to maximise efficiencies and effectiveness | Intermediate |
| Procurement and Contract Management | Understand and apply procurement processes to ensure effective purchasing and contract performance | Intermediate |
| People Management logo |  |  |  |
| Inspire Direction and Purpose | Communicate goals, priorities and vision, and recognise achievements | Intermediate |
| Optimise Business Outcomes | Manage people and resources effectively to achieve public value | Intermediate |
| Manage Reform and Change | Support, promote and champion change, and assist others to engage with change | Intermediate |