TEAM LEADER - ABORIGINAL STUDENT SERVICES (IDENTIFIED)

BRANCH/UNIT	Corporate Services / Chief Operating Office
TEAM	Student Services
LOCATION	Various
CLASSIFICATION/GRADE/BAND	TAFE Worker Level 6
POSITION NO.	TBA
ANZSCO CODE	139999 PCAT CODE TBA
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

The Team Leader Aboriginal Student Services an identified Aboriginal and Torres Strait Islander position, responsible for operationally and administratively leading Aboriginal Student and Support teams during a period of structural transition. The position will ensure the effective allocation of work, resourcing and support while ensuring the provision of exceptional customer service and support to students.

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3. KEY ACCOUNTABILITIES

1. Develop and coordinate a flexible resourcing model to ensure adequate resourcing levels are in place to meet Business As Usual (BAU) requirements.
2. Provide advice, trouble shoot and act as a Subject Matter Expert (SME) escalation point for staff in order to deliver high levels of expertise in problem resolution.
3. Undertake management activities including on the job training, team recruitment, onboarding, rostering, team meetings, staff communications, performance management and resolving staffing issues in order to ensure effective team operations.
4. Collaborate with other business units to enhance Aboriginal and Torres Strait Islander student participation and success.
5. Contribute to continuous improvement initiatives, keeping informed of services provided and campus directions in order to support quality assurance processes and the delivery of responsive services.
6. Report on Aboriginal and Torres Strait Islander participation, completions and other activities, including Community Services Obligation reporting in order to provide effective evidence for decision making.
7. Provide administrative support in order to deliver effective student services and support.
8. By example, lead the development of a safe, healthy and inclusive work environment, including implementation and review of appropriate strategies and measures.
9. Place the customer at the centre of all decision making.
10. Manage and develop a high performance team, aligned to the core values of integrity, collaboration, excellence and a customer first attitude, through effective leadership, support and feedback.
11. Collaborate with staff to ensure the development and regular review of meaningful individual performance management and development plans that are clearly aligned to strategic objectives and focused to develop the individual.

4. KEY CHALLENGES

- Leading teams working across dispersed locations
- Leading a team going through change working within a transitional environment.
- Working across multiple units with competing priorities.
- Managing a diverse and agile workforce capable of responding to changing customer requirements.
- Managing the expectations and needs of local Aboriginal communities

5. KEY RELATIONSHIPS

WHO	WHY
Internal	
Manager (based on relevant organisation chart)	- Receive leadership, advice and support. - Proactively alert where delivery timeframes may be in jeopardy. - Implement agreed mitigation strategies to ensure on time delivery of activities.
Senior Manager Aboriginal Engagement	Receive cultural leadership, advice and support.

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	• Provide support and advice on Aboriginal and Torres Strait Islander student participation and engagement.
Aboriginal Engagement Coordinators	• Receive advice on local community needs. • Provide advice on local Aboriginal and Torres Strait Islander support needs.
TAFE Services Managers and Coordinators	• Liaise and collaborate to enhance the customer experience of Aboriginal and Torres Strait Islander students.
Head Teachers	• Provide advice and engage to clarify various enrolment activities. • Provide advice in relation to SMART and Skilled Enrolments.
Staff	• Guide, support and direct. • Implement interim operational processes. • Identify areas of potential improvement and develop and implement appropriate improvement strategies.
Information and Communication Technology (ICT)	• To ensure technology effectively supports Student Service deliverables.
Finance	• To ensure all internal and external financial requirements are identified and complied with. • To ensure all budgetary and financial policies, processes and procedures are addressed.
External	
Students	• Review and provide advice on data entry / enrolment issues. • Check / confirm details on refunds. • Support students in enrolment procedures.

6. POSITION DIMENSIONS

Reporting Line: Various (based on organisational chart)

Direct Reports: Various (based on organisational chart).

Indirect Reports: Various (based on organisational chart)

Financial delegation: TBA

Budget/Expenditure: TBA

Located in a learning location designated as 'medium' in size and that typically has:

Grading Band: < 250 unique courses **OR** < 7,500 enrolments **OR** < 1.5 million ASH **OR** a total overall grading band 7 – 9 (taking into account unique courses, enrolments and ASH).

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Decision Making:

- Makes decisions, using good judgment, expertise and knowledge, under limited guidance from more senior staff, on tasks/assignments with considerable complexity and sensitivity.
- Matters requiring a higher level of approval are referred to the Reporting Line Manager.

7. ESSENTIAL REQUIREMENTS

1. Diploma, Advanced Diploma or Associate Degree in a relevant discipline or equivalent skills, knowledge and experience.
2. 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 their application.
3. 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 & Courage	Foundational
	Act with Integrity	Foundational
	Manage Self	Intermediate
	Value Diversity	**Adept**
Relationships	**Communicate Effectively**	**Adept**
	Commit to Customer Service	**Intermediate**
	Work Collaboratively	Intermediate
	Influence and Negotiate	Foundational
Results	**Deliver Results**	**Intermediate**
	Plan And Prioritise	Foundational
	Think and Solve Problems	Foundational
	Demonstrate Accountability	Foundational
Business Enablers	**Finance**	**Intermediate**
	Technology	**Intermediate**
	Procurement and Contract Management	Foundational
	Project Management	Foundational
People Management	Manage and Develop People	Foundational
	Inspire Direction and Purpose	Foundational
	Optimise Business Outcomes	**Intermediate**
	Manage Reform and Change	Foundational

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FOCUS CAPABILITIES

The focus capabilities for the Team Leader Student Services and Support – Aboriginal Identified 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 Value Diversity	Adept	• Seek to promote the value of diversity for the organisation. • Recognise and adapt to individual differences and working styles. • Support initiatives that create an environment in which diversity is valued.
Relationships Communicate Effectively	Adept	• Tailor communication to the audience. • Clearly explain complex concepts and arguments to individuals and groups. • Monitor own and others' non-verbal cues and adapt where necessary. • Create opportunities for others to be heard. • Actively listen to others and clarify own understanding. • Write fluently in a range of styles and formats.
Relationships Commit to Customer Service	Intermediate	• Support a culture of quality customer service in the organisation. • Demonstrate a thorough knowledge of the services provided and relay to customers. • Identify and respond quickly to customer needs. • Consider customer service requirements and develop solutions to meet needs. • Resolve complex customer issues and needs. • Co-operate across work areas to improve outcomes for customers.
Results Deliver Results	Intermediate	• Complete work tasks to agreed budgets, timeframes and standards. • Take the initiative to progress and deliver own and team/unit work. • Contribute to allocation of responsibilities and resources to ensure achievement of team/unit goals. • Seek and apply specialist advice when required.
Business Enablers Finance	Intermediate	• Understand basic financial terminology, policies and processes, including the difference between recurrent and capital spending. • Take account of financial and budget implications, including value for money in planning decisions. • Present basic financial information to a target audience in an appropriate format. • Understand financial audit, reporting and compliance obligations and the actions needed to satisfy them. • Display an awareness of financial risk and exposure and solutions to address these.
Business Enablers Technology	Intermediate	• Apply computer applications that enable performance of more complex tasks. • Apply practical skills in the use of relevant technology.

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NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
		• Make effective use of records, information and knowledge management functions and systems. • Understand and comply with information and communications security and acceptable use policies. • Support the implementation of systems improvement initiatives and the introduction and roll-out of new technologies.
People Management Optimise Business Outcomes	Intermediate	• Develop team/unit plans that take into account team capability and strengths. • Plan and monitor resource allocation effectively to achieve team/unit objectives. • Ensure team members work with a good understanding of business principles as they apply to the public sector context. • Participate in wider organisational workforce planning to ensure the availability of capable resources.

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