

CLERICAL OFFICER - ABORIGINAL

BRANCH/UNIT	TAFE Digital		
TEAM	Aboriginal Education & Training Unit		
LOCATION	Strathfield		
CLASSIFICATION/GRADE/BAND	TWL3		
POSITION NO.	TBA		
ANZSCO CODE	531111	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 Clerical Officer - Aboriginal for the TAFE Digital Aboriginal Education and Training Unit is responsible for supporting key activities throughout the student lifecycle and providing a broad range of administrative and support services to contribute to TAFE NSW Strategic objectives, maximise student enrolments and to support a culture of excellence in customer service.

3. KEY ACCOUNTABILITIES

1. Provide administrative and clerical support and assistance to the TAFE Digital Aboriginal Education & Training Unit, Aboriginal Student Support Officers and external clients to allow a high standard of service to be provided to Aboriginal students.
2. Respond to telephone enquiries from students, teachers, TAFE Campuses and private providers to provide accurate and current information regarding course enquiries, enrolments, student progress, exam requirements and specialised support services.
3. Organise and coordinate room bookings, catering and travel arrangements as required to support Aboriginal Student Support Unit team meetings, functions, travel and other activities.
4. Provide reasonable assistance in a timely, sensitive and effective manner.
5. Develop routine correspondence and perform word processing of documentation in a professional manner to support the efficient operations of the Aboriginal Education & Training Unit and Aboriginal Student Support Officers.
6. Manage enquiries through multiple channels to provide information and support or refer calls to appropriate staff to provide high level service to internal and external customers.
7. Liaise with teachers, Aboriginal Education & Training Unit, Aboriginal Student Support Officers, Multicultural Coordinator, Disability Teacher Consultants, and counsellors as required to assist students requiring specialised support from the TAFE Digital Aboriginal Education & Training Unit.
8. Assist Aboriginal Education & Training Unit Staff with the modification and customisation of learning materials to ensure that student's individual needs are met to support positive learning outcomes.
9. 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.
10. Place the customer at the centre of all decision making.
11. Work with the Line Manager to develop and review meaningful performance management and development plans.

4. KEY CHALLENGES

- Showing sensitivity and empathy to Aboriginal Students seeking assistance from the Aboriginal Education & Training Unit.
- Prioritising workload by balancing competing demands and high volumes of work to ensure high levels of support and high quality customer experience.
- Maintaining knowledge of current systems, products and services using a work based learning and development approach to ensure that accurate and relevant information is provided to students, customers and stakeholders.
- Maintaining confidentiality of customer information to ensure compliance with state and federal government legislation.
- Understanding the unique needs of students engaging with learning in the on-line environment.

5. KEY RELATIONSHIPS

WHO	WHY
Internal	
Manager Equity	<ul style="list-style-type: none"> • Consult to determine work priorities and seek advice, guidance and approval on a range of issues. • Provide clerical and administrative support.
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Aboriginal Education and Training Manager	<ul style="list-style-type: none"> • Provide administrative and clerical support in relation to Aboriginal Students.
Aboriginal Student Support Officers	<ul style="list-style-type: none"> • Provide administrative and clerical support in relation to Students
Subject Matter Expert Teachers	<ul style="list-style-type: none"> • Provide administrative and clerical support in relation to Students
External	
Students and customers of TAFE NSW	<ul style="list-style-type: none"> • Provide enrolment and student record transaction advice and support.

6. POSITION DIMENSIONS

Reporting Line: TAFE Digital Manager of Aboriginal Education and Training

Direct Reports: Nil

Indirect Reports: Nil

Financial delegation: TBA

Budget/Expenditure: TBA

Decision Making:

- Makes decisions that may have a minor impact externally within defined parameters and based on sound subject matter knowledge and professional judgment.
- Matters requiring a higher level of approval are referred to the Reporting Line Manager.

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 their application.
2. Demonstrated organisational and analytical skills and ability to interpret and apply a broad range of policies and procedures.
3. Ability to utilise a range of corporate applications, Office 365 and customer management systems to support quality service delivery.
4. Demonstrated ability to apply sensitivity to, the needs of Aboriginal students
5. 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	Foundational
	Value Diversity	Intermediate
 Relationships	Communicate Effectively	Foundational
	Commit to Customer Service	Intermediate
	Work Collaboratively	Foundational
	Influence and Negotiate	Foundational
 Results	Deliver Results	Foundational
	Plan And Prioritise	Foundational
	Think and Solve Problems	Foundational
	Demonstrate Accountability	Foundational
 Business Enablers	Finance	Foundational
	Technology	Foundational
	Procurement and Contract Management	Foundational
	Project Management	Foundational
 People Management	Manage and Develop People	Not Applicable
	Inspire Direction and Purpose	Not Applicable
	Optimise Business Outcomes	Not Applicable
	Manage Reform and Change	Not Applicable

FOCUS CAPABILITIES

The focus capabilities for the Clerical Officer - Aboriginal 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	Intermediate	<ul style="list-style-type: none"> Be responsive to diverse experiences, perspectives, values and beliefs and listen to others' individual viewpoints. Seek input from others who may have different perspectives and needs. Adapt well in diverse environments.

NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
Relationships Commit to Customer Service	Intermediate	<ul style="list-style-type: none"> • 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 Demonstrate Accountability	Foundational	<ul style="list-style-type: none"> • Take responsibility for own actions. • Be aware of delegations and act within authority levels. • Be aware of team goals and their impact on work tasks. • Follow safe work practices and take reasonable care of own and others health and safety. • Escalate issues when these are identified.
Business Enablers Technology	Foundational	<ul style="list-style-type: none"> • Display familiarity and confidence in the use of core office software applications or other technology used in role. • Understand the use of computers, telecommunications, audio-visual equipment or other technologies used by the organisation. • Understand information, communication and document control policies and systems, and security protocols. • Comply with policies on acceptable use of technology.