Role Description
Aboriginal Community Liaison Officer

Role Description Fields	Details
Cluster	Education
Department/Agency	Department of Education
Division/Branch/Unit	Office of the Secretary
Role number	Various
Classification/Grade/Band	Clerk Grade 3/4
Senior executive work level standards	Work Contribution Stream: Professional/Specialist
ANZSCO Code	422111
PCAT Code	1119192
Date of Approval	21 November 2025
Agency Website	Aboriginal Education Communities

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 Aboriginal Community Liaison Officer works as a key member of a team who foster relationships between Aboriginal parents and/or carers, the NSW Aboriginal Education Consultative Group Inc., the broader Aboriginal community and NSW Public schools, to support improved outcomes for Aboriginal and/or Torres Strait Islander students.

Key accountabilities

- Where appropriate, act as an advocate/support, for Aboriginal and/or Torres Strait Islander students and
- their families, with the aim of achieving positive educational and/or Culturally responsive outcomes.
- Fostering strong connections between schools and the broader Aboriginal community regarding
- Community expectations and/or circumstances that may impact students engagement in schools.
- Act as a liaison between local AECG's and/or Regional AECG's, in the realisation of fulfilling the
- Partnership Agreement.
- Assist with strengthening the knowledge, understanding and application of departmental systems and
- process for Aboriginal parents and/or carers.
- Be a connection between the Aboriginal Education and Communities directorate, schools and across
- Government and non-Government agencies and key stakeholders to support practical, Culturally
- responsive solutions for Aboriginal students.

Key challenges

- Balancing the varying and competing expectations of diverse stakeholders to ensure that the community and the Department of Education works cohesively for the benefit of Aboriginal students.
- Working within the perimeters of the role, while maintaining a key focus of the NSW AECG Partnership
- Agreement and the Aboriginal Education and Communities Strategic plan.

Key relationships

Internal

Who	Why
Manager	• Keep informed and provide project status updates • Provide suggestions for areas of improvement and report risks • Collaborate on project delivery and contribute timely and accurate information to support informed decision making

Role dimensions

Decision making

This role has autonomy and makes decisions under their direct control and refers to the manager's decisions that require significant change to outcomes or timeframes; are likely to escalate or require submission to a higher level of management.
This role is accountable for the delivery of work assignments on time and to expectations in terms of quality, deliverables and outcomes.

Reporting line

The role reports to the Position Level SEO2.

Direct reports

This role has no direct reports.

Budget/Expenditure

The role has financial delegations in accordance with the Department's policy.

Key knowledge and experience

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

- Aboriginality
- Hold a valid clearance to work with Children (Working with Children Check).
- Hold a valid NSW driver's license
- 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
	Manage Self Show drive and motivation, an ability to self-reflect and a commitment to learning	• Be willing to develop and apply new skills • Show commitment to completing assigned work activities • Look for opportunities to learn and develop • Reflect on feedback from colleagues and stakeholders	Foundational
	Communicate Effectively Communicate clearly, actively listen to others, and respond with understanding and respect	• Speak at the right pace and volume for diverse audiences • Allow others time to speak • Listen and ask questions to check understanding • Explain things clearly using inclusive language • Be aware of own body language and facial expressions • Write in a way that is logical and easy to follow • Use various communication channels to obtain and share information	Foundational
	Commit to Customer Service Provide customer-focused services in line with public sector and organisational objectives	• Focus on providing a positive customer experience • Support a customer-focused culture in the organisation • Demonstrate a thorough knowledge of the services provided and relay this knowledge 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 • Cooperate across work areas to improve outcomes for customers	Intermediate

	Deliver Results Achieve results through the efficient use of resources and a commitment to quality outcomes	• Seek clarification when unsure of work tasks • Complete own work tasks under guidance within set budgets, timeframes and standards • Take the initiative to progress own work • Identify resources needed to complete allocated work tasks	Foundational
	Plan and Prioritise Plan to achieve priority outcomes and respond flexibly to changing circumstances	• Understand the team and unit objectives and align operational activities accordingly • Initiate and develop team goals and plans, and use feedback to inform future planning • Respond proactively to changing circumstances and adjust plans and schedules when necessary • Consider the implications of immediate and longer-term organisational issues and how these might affect the achievement of team and unit goals • Accommodate and respond with initiative to changing priorities and operating environments	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 are not relevant for recruitment purposes however may be relevant for future career development.

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	Foundational
	Act with Integrity	Be ethical and professional, and uphold and promote the public sector values	Foundational
	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Foundational
	Work Collaboratively	Collaborate with others and value their contribution	Foundational
	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Foundational

	Think and Solve Problems	Think, analyse and consider the broader context to develop practical solutions	Foundational
	Demonstrate Accountability	Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	Foundational
	Finance	Understand and apply financial processes to achieve value for money and minimise financial risk	Foundational
	Technology	Understand and use available technologies to maximise efficiencies and effectiveness	Foundational
	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Foundational
	Project Management	Understand and apply effective planning, coordination and control methods	Foundational