Role Description
Community Liaison Officer

Cluster	Education
Agency	Department of Education
Division/Branch/Unit	School Operations and Performance/Operational Directorites
Classification/Grade/Band	Community Liaison Officer
ANZSCO Code	421111
PCAT Code	119192
Date of Approval	26 April 2016
Agency Website	www.dec.nsw.gov.au

Agency overview

The NSW Department of Education provides, funds and regulates education services for NSW students from early childhood to secondary school, delivering world-class education through its public schools and providing funding support to non-government schools. We employ, develop and support teachers, leaders and other staff to deliver the best outcomes for students and to advance the wellbeing of Aboriginal people.

Primary purpose of the role

Support NSW schools in building vibrant, tolerant and harmonious school communities. The Community Liaison Officer works to support school communities in the development of approaches to improve social, emotional, health and educational outcomes for students.

Key accountabilities

- Assist in the development and implementation of support programs for students and communities
- Support the development of consultative mechanisms to promote understanding between the community and the Department
- Assist school communities to access support services by strengthening inter-agency collaboration and using available resources to enhance understanding on where and how to access support
- Facilitate community involvement in program implementation and other initiatives including student wellbeing
- Promote the education sector policies and programs through liaison with community

Key challenges

- Servicing a diverse range of schools providing support to the schools/s and their communities
- Being sensitive to cultural differences and social complexities to ensure vulnerable students are safe and their wellbeing is considered
- Working with a wide range of key stakeholders, including government and non-government agencies

Key relationships

Who	Why
Internal	
Principal or Manager	• Seek guidance on performance expectations • Escalate matters outside of delegation
Departmental services	• Work in collaboration with departmental teams to develop appropriate school based supports
External	
Parents, community members, local government agencies	• Develop collaborative and productive working relationships to benefit students and communities

Role dimensions

Decision making

The role acts independently in performing the core work activities of the business unit, in accordance with relevant legislation, department policy, procedures and guidelines. Sound decision making is achieved by assessing business unit priorities and workload, and in consulting with the supervisor as required. In this context, the role:

- Establishes daily work routines in relation to the core functions of the role, consulting the supervisor where clarification of priorities is required.
- Exercises independent judgement in responding to enquiries from customers. Complex enquiries or contentious issues are raised with the supervisor to determine a suitable response.
- Makes recommendations to the supervisor regarding improving customer service, administrative practice or business processes.

Reporting line

Principal or approved delegate

Direct reports

Nil

Budget/Expenditure

As per the departmental financial delegations

Essential requirements

- Valid Working With Children Check clearance

Capabilities for the role

The NSW Public Sector Capability Framework applies to all NSW public sector employees. The Capability Framework is available at www.psc.nsw.gov.au/capabilityframework

Capability summary

Below is the full list of capabilities and the level required for this role. The capabilities in bold are the focus capabilities for this role. Refer to the next section for further information about the focus capabilities.

NSW Public Sector Capability Framework		
Capability Group	**Capability Name**	**Level**
	Display Resilience and Courage	Foundational
	Act with Integrity	Foundational
	Manage Self	**Foundational**
	Value Diversity	Foundational
	Communicate Effectively	Foundational
	Commit to Customer Service	**Foundational**
	Work Collaboratively	Foundational
	Influence and Negotiate	Foundational
	Deliver Results	Intermediate
	Plan and Prioritise	**Foundational**
	Think and Solve Problems	Foundational
	Demonstrate Accountability	Foundational
	Finance	Foundational
	Technology	Foundational
	Procurement and Contract Management	Foundational
	Project Management	**Foundational**

Focus capabilities

The focus capabilities for the role 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 role's key accountabilities.

NSW Public Sector Capability Framework		
Group and Capability	**Level**	**Behavioural Indicators**
Personal Attributes Manage Self	Foundational	• Be willing to develop and apply new skills • Show commitment to completing work activities effectively • Look for opportunities to learn from the feedback of others
Relationships Commit to Customer Service	Foundational	• Understand the importance of customer service • Help customers understand the services that are available • Take responsibility for delivering services which meet customer requirements • Keep customers informed of progress and seek feedback to ensure their needs are met • Show respect, courtesy and fairness when interacting with customers

NSW Public Sector Capability Framework		
Group and Capability	**Level**	**Behavioural Indicators**
Results Plan and Prioritise	Foundational	• Plan and coordinate allocated activities • Re-prioritise own work activities on a regular basis to achieve set goals • Contribute to the development of team work plans and goal setting • Understand team objectives and how own work relates to achieving these
Business Enablers Project Management	Foundational	• Plan and deliver tasks in line with agreed schedules • Check progress against schedules, and seek help to overcome barriers • Participate in planning and provide feedback about improvements to schedules