Role Description
Leader Community Engagement

Cluster	Education
Agency	Department of Education
Division/Branch/Unit	Connected Communities
Role number	Various
Classification/Grade/Band	Clerk Grade 5/6
ANZSCO Code	531111
PCAT Code	1119192
Date of Approval	04 June 2021
Agency Website	http://www.education.nsw.gov.au

Agency overview

The NSW Department of Education serves the community by providing world-class education for students of all ages.

We ensure young children get the best start in life by supporting and regulating the early childhood education sector. We are the largest provider of public education in Australia with responsibility for delivering high-quality public education to two-thirds of the NSW student population. We are committed to fostering vibrant, sustainable and high-performing vocational and higher education sectors.

We are responsible for enacting NSW Government policy, driving improvement in education, and overseeing policy, funding and compliance issues relating to non-government schools. We respect and value Aboriginal and Torres Strait Islander people as First Peoples of Australia.

The Connected Communities Strategy

Connected Communities is an innovative strategy that is intended to drive educational outcomes for Aboriginal children and young people through linking school education with other services. The strategy is being implemented in some of the most complex and vulnerable communities in NSW. Key components of the strategy are: cultural education delivered locally for all staff, teaching Aboriginal language and culture, partnership and co-leadership with the local Aboriginal community, early years focus through to further learning and employment, early intervention and prevention focus, the establishment of a Local School Reference Group at each school.

Primary purpose of the role

The position supports the implementation of strategic initiatives and programs in Connected Communities schools, and provides a communication conduit between the school, Aboriginal families, local agencies and the community.

Key accountabilities

• Support the Executive Principal, Connected Communities in the implementation of the Connected Communities strategy in small schools.
• Provide a vital link between the school and the local Aboriginal community.

• Liaise with staff and community members in implementing the Connected Communities strategy to ensure quality outcomes for Aboriginal people.
• Provide advice to the Executive Principal on key issues related to Aboriginal students, their families and the community regarding education and training for Aboriginal students.
• Work in collaboration with the local Aboriginal Education Consultative Group in developing plans and processes for the teaching of Aboriginal languages and culture.

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• Liaise with key school personnel, the Aboriginal community and the wider community in the implementation and monitoring of key initiatives in the school.
• Liaise with members of other government departments and schools on relevant Connected Communities policies and initiatives within the school.
• Provide memos, reports, emails and other standard correspondence tasks as requested by the Executive Principal.
• Support the implementation of the Department of Education and Communities' Aboriginal Education Policy and Aboriginal Education and Training Strategy.
• Provide executive support for the school's Local School Reference Group processes for the teaching of Aboriginal languages and culture.

Key challenges

Developing and maintaining strong relationships with the local Aboriginal Education Consultative Group, school staff, the wider community and local members of other government departments as well as providing quality strategic advice to the Executive Principal.

Key relationships

Who	Why
Internal	
Executive Principal	• Work closely with the Executive Principal in the implementation of the Connected Communities strategy
School staff including executive staff	• The Leader, Community Engagement is a member of the school executive and works with all staff in the implementation of the Connected Communities strategy
School Reference Group	• The Leader, Community Engagement provides executive support to the School Reference Group to ensure it operates effectively
Team Leader, Community Engagement	• The Team Leader provides support to the Leader, Community Engagement in implementing the Connected Communities strategy to ensure quality outcomes for Aboriginal people.
Aboriginal Education Directorate	• The Aboriginal Education Directorate facilitates and leads schools in implementing the Connected Communities Strategy

External	
Local AECG	• The NSW AECG Inc. is the peak body for Aboriginal Education in NSW. The Local AECG is an integral partner in the implementation of the Connected Communities Strategy
Government agencies	• Work closely with Government agencies that provide service delivery within the school, Aboriginal and wider community
Non-Government Organisations	• Work closely with NGO's that are responsible for service delivery within the school, Aboriginal and wider community to improve outcomes for students
Local Community	• To provide a link between community members and the school, to provide information to the Executive Principal on relevant community

Who	Why
	issues, and to promote the provision of local language and culture in the school.

Role dimensions

Decision making

Decision making responsibilities of the role and formal delegations under an Act or departmental policy.

Reporting line

This role reports directly to the Executive Principal.

Direct reports

Nil

Budget/Expenditure

There are no budget responsibilities and financial delegations unless negotiated locally with the Executive Principal

Essential requirements

- Aboriginality
- 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.
- Valid working with children check clearance.

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
	Act with Integrity Be ethical and professional, and uphold and promote the public sector values	• Represent the organisation in an honest, ethical and professional way • Support a culture of integrity and professionalism • Understand and help others to recognise their obligations to comply with legislation, policies, guidelines and codes of conduct • Recognise and report misconduct and illegal and inappropriate behaviour • Report and manage apparent conflicts of interest and encourage others to do so	Intermediate
	Manage Self Show drive and motivation, an ability to self-reflect and a commitment to learning	• Adapt existing skills to new situations • Show commitment to achieving work goals • Show awareness of own strengths and areas for growth, and develop and apply new skills • Seek feedback from colleagues and stakeholders • Stay motivated when tasks become difficult	Intermediate
	Influence and Negotiate Gain consensus and commitment from others, and resolve issues and conflicts	• Use facts, knowledge and experience to support recommendations • Work towards positive and mutually satisfactory outcomes • Identify and resolve issues in discussion with other staff and stakeholders • Identify others' concerns and expectations • Respond constructively to conflict and disagreements and be open to compromise • Keep discussions focused on the key issues	Intermediate
	Think and Solve Problems Think, analyse and consider the broader context to develop practical solutions	• Identify the facts and type of data needed to understand a problem or explore an opportunity • Research and analyse information to make recommendations based on relevant evidence • Identify issues that may hinder the completion of tasks and find appropriate solutions • Be willing to seek input from others and share own ideas to achieve best outcomes • Generate ideas and identify ways to improve systems and processes to meet user needs	Intermediate
	Project Management Understand and apply effective planning, coordination and control methods	• Perform basic research and analysis to inform and support the achievement of project deliverables • Contribute to developing project documentation and resource estimates • Contribute to reviews of progress, outcomes and future improvements	Intermediate

	• Identify and escalate possible variances from project plans

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.

COMPLEMENTARY CAPABILITIES			
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	Intermediate
	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Foundational
	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	Intermediate
	Work Collaboratively	Collaborate with others and value their contribution	Intermediate
	Deliver Results	Achieve results through the efficient use of resources and a commitment to quality outcomes	Adept
	Plan and Prioritise	Plan to achieve priority outcomes and respond flexibly to changing circumstances	Intermediate
	Demonstrate Accountability	Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	Intermediate
	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	Intermediate
	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Foundational