Role Description

Schools as Community Centre (SaCC) facilitator

SaCC Program

Cluster	Education
Agency	Department of Education
Division/Branch/Unit	Learning and Engagement
Location	Various
Classification/Grade/Band	Clerk Grade 7/8
Kind of Employment	Temporary
ANZSCO Code	512111
PCAT Code	1118391
Date of Approval	November 2016
Agency Website	www.dec.nsw.gov.au

Agency overview

The NSW Department of Education serves the community by leading the provision of world-class education. The department protects young children by regulating preschool and long day care providers. Once children move into school, we provide them with a world-class primary and secondary education. We also work to advance the wellbeing of Aboriginal people.

Primary purpose of the role

Schools and Community Centres (SaCC) projects are located in NSW public schools in communities experiencing marked challenges of disadvantage.

SaCC facilitators are responsible for coordinating and managing a range of community engagement initiatives and programs to enhance the early learning and wellbeing of children ranging from birth to 8 years of age. SaCC facilitators utilise a child-focused, family centred prevention and early intervention service model.

Key accountabilities

- Coordinating, managing and delivering a range of community engagement initiatives, in particular initiatives supporting young children and their families
- Assisting in the development and delivery of strategies and approaches identified through school planning and reporting processes to enhance the learning and wellbeing of children in the early years
- Liaising with other government and non-government agencies and service providers in the development, implementation and/or evaluation of services and programs supporting children ranging from birth to 8 years of age and their families
- Planning for the delivery of high quality supported playgroups and other early learning experiences that foster children's early language acquisition, cognitive development, sense of self and security, emotional regulation and ability to form positive peer and other relationships
- Supporting parents as the first and most important educators of their children through the promotion of in home learning strategies and the delivery of a range of other initiatives including supported playgroups, transition to school, early literacy activities and parenting information and workshops

- Establishing quality assurance processes for the management and evaluation of strategies and approaches for family and community development and/or engagement
- Participating in the on-going evaluation of the SaCC program initiatives and collecting and maintaining project data to inform school planning and reporting processes

Key challenges

- Delivering evidence based initiatives and programs that are inclusive and responsive to families and the school community
- Engaging and sustaining partnerships with stakeholders to support the capacity of the community to enhance early development outcomes for children birth to 8 years

Key relationships

Who	Why
Internal	
Principal / delegate	• Line manager and the SaCC project manager • Supports, encourages, mentors and supervises the SaCC facilitator to achieve strategic priorities and the SaCC facilitator's professional development
School Staff	• The SaCC facilitator is a member of the school team working on agreed priorities identified through school planning and reporting processes
Key stakeholders	• The SaCC facilitator collaborates locally as appropriate, shares initiatives and 'what works' more broadly
External	
Children, their families and community	• The SaCC facilitator supports children's early development with a child-focused, family centred approach
Local child and family networks and other agencies	• The SaCC facilitator partners in a local shared and consistent child-focused, family centred prevention and early intervention service model as required • The SaCC facilitator collaborates to deliver initiatives that meet the identified learning and wellbeing needs of local children birth to 8 years identified through the school planning and reporting processes

Role dimensions

Decision making

The SaCC facilitator works as part of the school team to identify local prevention and early intervention priorities and implement agreed strategies that meet the needs of the community to enhance the early learning and wellbeing outcomes for children aged 0 to 8 years. The role requires the SaCC facilitator to work in accordance with relevant legislative requirements, policies, procedures and guidelines of the NSW Department of Education.

Reporting line

The SaCC facilitator reports to the Principal or delegate of the school on which the project is located.

Direct reports

Nil

Budget/Expenditure

The SaCC facilitator is responsible for overseeing the project's resources with input and endorsement from the school Principal or delegate in accordance with funding agreements and the Department of Education's policies.

Essential requirements

- Certificate III in Early Childhood Education and Care or Diploma of Early Childhood and Care or demonstrated equivalent experience or capability
- Knowledge of, and commitment to, the Department's Aboriginal Education policies
- Current and valid NSW driver's licence
- 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**
Personal Attributes	Display Resilience and Courage	Intermediate
	Act with Integrity	Intermediate
	Manage Self	Adept
	Value Diversity	**Adept**
Relationships	**Communicate Effectively**	**Adept**
	Commit to Customer Service	**Adept**
	Work Collaboratively	Adept
	Influence and Negotiate	Intermediate
Results	Deliver Results	Intermediate
	Plan and Prioritise	**Intermediate**
	Think and Solve Problems	Intermediate
	Demonstrate Accountability	**Intermediate**
	Finance	Foundational
	Technology	**Intermediate**

	Procurement and Contract Management	Foundational
	Project Management	Intermediate

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 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
Relationships Commit to Customer Service	Adept	• Take responsibility for delivering high quality customer-focused services • Understand customer perspectives and ensure responsiveness to their needs • Identify customer service needs and implement solutions • Find opportunities to co-operate with internal and external parties to improve outcomes for customers • Maintain relationships with key customers in area of expertise • Connect and collaborate with relevant stakeholders within the community
Results Plan and Prioritise	Intermediate	• Understand the team/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 • Accommodate and respond with initiative to changing priorities and operating environments
Results Demonstrate Accountability	Intermediate	• Take responsibility and be accountable for own actions • Understand delegations and act within authority

		levels • Identify and follow safe work practices, and be vigilant about their application by self and others • Be alert to risks that might impact the completion of an activity and escalate these when identified • Use financial and other resources responsibly
Business Enablers Technology	Intermediate	• Apply computer applications that enable performance of more complex tasks • Apply practical skills in the use of relevant technology • Make effective use of records, information and knowledge management functions and systems • Understand and comply with information and communications security and acceptable use policies