Role Description
Student Support Officer (Youth Worker)

Cluster	Education
Agency	NSW Department of Education
Division/Branch/Unit	School Operations
Role number	Various
Classification/Grade/Band	Youth Outreach Worker
ANZSCO Code	411716
PCAT Code	1119192
Date of Approval	April 2020
Agency Website	www.education.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

Student Support Officers work within the school community to enhance student wellbeing and learning outcomes in partnership with the wellbeing team and the school counselling service. Student Support Officers provide individual and targeted wellbeing support and whole of school wellbeing initiatives and programs that are evidence-based. They have a pivotal role in working collaboratively with external agencies and creating referral pathways for students and families to child and family support agencies.

Key accountabilities

- Improve the wellbeing, resilience and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies.
- Enhance student learning and wellbeing outcomes by identifying and establishing support networks for students with staff, the school community, and locally-based government services and community agencies.
- Support transition, between schools and post-school enrolments by working with transition coordinators and external providers.
- Facilitate student referrals to external providers by establishing and maintaining referral pathways with appropriate local services.
- Support data collection processes to evaluate and feedback on school-based wellbeing programs and strategies.
- Support the implementation of departmental student wellbeing priorities, whole-school wellbeing programs and build positive community relationships.

Key challenges

- Understand the impact of child and adolescent development, mental health, cultural identity, and gender diversity on student wellbeing, while maintaining empathy, reserving judgement and respecting student privacy.
- Supporting students and their families to identify and access external services that meets their needs.
- Work flexibly and adapt to the changing needs of the school community to provide timely and appropriate wellbeing support.

Key relationships

Who	Why
Internal	
Principal or delegate	• Report issues of suspected risk of significant harm to a student. • Provide advice on interventions, prioritise risk and communicate issues relating to student and school wellbeing.
School Services teams, Head Teacher Wellbeing and Wellbeing team, Learning and Support Team and teachers	• Work collaboratively on solutions for students and whole school wellbeing initiatives. • Provide feedback and information, when required to escalate issues for learning support interventions. • Offer recommendations to support students and enhance the learning experience. • Gather data and feedback to support the evaluation of programs, process and outcomes.
School Counsellor or School Psychologist	• Work collaboratively with the school counselling services to support student wellbeing and mental health. • Assist with referrals to external services for students and their families, if required.
Students, parents, families and community agencies	• Provide interventions and link students to wellbeing programs and services. • Provide a safe and supportive environment for students seeking information. • Develop and maintain positive working relationships to support referral pathways.

Role dimensions

Decision making

The role requires Student Support Officers to work in accordance with relevant legislative requirements, policies, procedures and guidelines of the NSW Department of Education.

Reporting line

The Student Support Officer reports to:
The principal or their delegate

Direct reports

Nil

Budget/Expenditure

Nil

Essential requirements

- Diploma or Higher qualification in social work, youth work, welfare or related discipline
- Knowledge of and commitment to the Department's Aboriginal education policies.
- Valid and current 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**
	Value Diversity and Inclusion Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	• Be responsive to diverse cultures, backgrounds, experiences, perspectives, values and beliefs • Seek participation from others who may have different backgrounds, perspectives and needs • Be open to different perspectives and experiences in generating ideas and solving problems • Adapt well in diverse environments • Respond constructively to feedback regarding observations of bias in language or behaviour	Intermediate
	Communicate Effectively Communicate clearly, actively listen to others, and respond with understanding and respect	• Focus on key points and speak in plain English • Clearly explain and present ideas and arguments • Listen to others to gain an understanding and ask appropriate, respectful questions • Promote the use of inclusive language and assist others to adjust where necessary • Monitor own and others' non-verbal cues and adapt where necessary • Write and prepare material that is well structured and easy to follow • Communicate routine technical information clearly	Intermediate
	Work Collaboratively Collaborate with others and value their contribution	• Work as a supportive and cooperative team member, sharing information and acknowledging others' efforts • Respond to others who need clarification or guidance on the job • Step in to help others when workloads are high • Keep the team and supervisor informed of work tasks • Use appropriate approaches, including digital technologies, to share information and collaborate with others	Foundational

FOCUS CAPABILITIES			
Capability group/sets	**Capability name**	**Behavioural indicators**	**Level**
	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
	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
	Technology Understand and use available technologies to maximise efficiencies and effectiveness	• Demonstrate a sound understanding of technology relevant to the work unit, and identify and select the most appropriate technology for assigned tasks • Use available technology to improve individual performance and effectiveness • Make effective use of records, information and knowledge management functions and systems • Support the implementation of systems improvement initiatives, and the introduction and roll-out of new technologies	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.

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	Foundational
	Act with Integrity	Be ethical and professional, and uphold and promote the public sector values	Foundational
	Manage Self	Show drive and motivation, an ability to self-reflect and a commitment to learning	Foundational
	Commit to Customer Service	Provide customer-focused services in line with public sector and organisational objectives	Intermediate
	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Foundational
	Deliver Results	Achieve results through the efficient use of resources and a commitment to quality outcomes	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
	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