ROLE DESCRIPTION

Intensive Learning Centre Teacher

Portfolio	Communities and Justice
Department	Corrective Services NSW (CSNSW)
Division/Branch/Unit	Corrections Industry and Capacity Group / Corrective Services Industries (CSI)
Location	Various
Classification/Grade/Band	Teacher
Role Number	Various
ANZSCO Code	242211
PCAT Code	1119192
Date of Approval	(Updated Duplicate Aug16) **Ref: CS0035**
Agency Website	www. correctiveservices.dcj.nsw.gov.au

Please see job notes and/or advertisement for more information on specific role qualification requirements and relevant experience.

Agency overview

Corrective Services NSW (CSNSW) delivers professional correctional services and programs to reduce reoffending and create safer communities. We house remand and sentenced inmates in correctional centres and supervise offenders serving orders in the community.

CSNSW provides reports and advice to courts and releasing/parole authorities and assesses offenders in the community and in custody for relevant interventions to reduce their risks of reoffending. CSNSW works in partnership with other government and non-government justice and human services agencies to support victims, facilitate restorative justice and promote reintegration.

Primary purpose of the role

Plan, develop, deliver and evaluate courses which meet the requirements of accredited courses and training packages to achieve the highest levels of program delivery in accordance with CSNSW policy, procedures and standards to contribute to the reduction of re-offending and increased community safety.

Key accountabilities

- Implement education assessment and planning processes to determine offender participation in appropriate education programs and services.
- Conduct classes (for 20 hours per week – reduced on pro-rata basis for part-time employees) with offenders which are contextualised to meet the leaning needs, styles and interests of offenders under the principles of adult learning.
- Develop course outlines, lesson plans and teaching and assessment resources for the delivery of courses which meet the requirements of accredited course and training package qualifications.
- Participate in evaluation processes of courses including validation and moderation of assessment.

- Maintain administrative duties related to teaching including recording of offender participation, progress and achievement in accordance with established systems and processes.
- Contribute to offender case management by providing support and advice to inmates on education and employment pathways, by providing regular reports on inmate learning progress and achievement and by participating in centre Induction and Case Management Review committees.

Key challenges

- Implementing timely changes to course delivery and content in response to changing organisational   expectations and the correctional centre operations.
- Maintaining ethical practices in a dynamic and challenging environment.

Key relationships

Who	Why
Internal	
Manager of Industries	• Administrative supervision and direction at a local level.
Education Operations Development Officer	• Professional direction on curriculum, resources and related policy and procedure.

Role dimensions

Decision making

The Teacher will work as part of a team to develop courses and learning materials to meet identified learner needs.

Reporting line

Administratively to the Manager of Industries

(Professionally to the Education Operations Development Officer.)

Direct reports

No of direct reports TBC or Nil

Budget/Expenditure

TBC or Nil

Essential requirements

- A qualification in education as outlined in the Crown Employees (Education Employees Department of Justice – Corrective Services NSW) Award and a Certificate IV in workplace assessment or equivalent.
- The qualification will include subjects in the learning area of literacy and numeracy.

Appointments are subject to reference checks. Some roles may also require the following checks/ clearances:

- National Criminal History Record Check in accordance with the Disability Inclusion Act 2014

- Working with Children Check clearance in accordance with the Child Protection (Working with Children) Act 2012
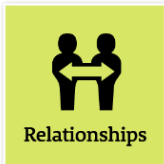
Capabilities for the role

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**
Personal Attributes	**Manage Self** Show drive and motivation, an ability to self-reflect and a commitment to learning	• Keep up to date with relevant contemporary knowledge and practices • Look for and take advantage of opportunities to learn new skills and develop strengths • Show commitment to achieving challenging goals • Examine and reflect on own performance • Seek and respond positively to constructive feedback and guidance • Demonstrate and maintain a high level of personal motivation	Adept
Relationships	**Communicate Effectively** Communicate clearly, actively listen to others, and respond with understanding and respect	• Tailor communication to diverse audiences • Clearly explain complex concepts and arguments to individuals and groups • Create opportunities for others to be heard, listen attentively and	Adept

FOCUS CAPABILITIES			
Capability group/sets	Capability name	Behavioural indicators	Level
		• encourage them to express their views • Share information across teams and units to enable informed decision making • Write fluently in plain English and in a range of styles and formats • Use contemporary communication channels to share information, engage and interact with diverse audiences	
Relationships	**Work Collaboratively** Collaborate with others and value their contribution	• Build a supportive and cooperative team environment • Share information and learning across teams • Acknowledge outcomes that were achieved by effective collaboration • Engage other teams and units to share information and jointly solve issues and problems • Support others in challenging situations • Use collaboration tools, including digital technologies, to work with others	Intermediate
Results	**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

FOCUS CAPABILITIES			
Capability group/sets	Capability name	Behavioural indicators	Level
Business Enablers	**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 is not relevant for recruitment purposes however may be relevant for future career development.

COMPLEMENTARY CAPABILITIES

Capability Group/Sets	Capability Name	Description	Level
Personal Attributes	Display Resilience and Courage	Be open and honest, prepared to express your views, and willing to accept and commit to change	Intermediate
	Act with Integrity	Be ethical and professional, and uphold and promote the public sector values	Intermediate
	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Foundational
Relationships	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	Intermediate
Results	Deliver Results	Achieve results through the efficient use of resources and a commitment to quality outcomes	Intermediate
	Think and Solve Problems	Think, analyse and consider the broader context to develop practical solutions	Intermediate
	Demonstrate Accountability	Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	Intermediate
Business Enablers	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 project planning, coordination and control methods	Foundational