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| **Cluster** | Stronger Communities | |
| **Department** | Department of Communities and Justice | |
| **Division/Branch/Unit** | Courts, Tribunals & Service Delivery / Sheriff’s Office | |
| **Location** | Sydney | |
| **Classification/Grade/Band** | Chief Superintendent | |
| **Role Number** | 37001048 – 51 | |
| **PCAT Code** | 1119192 | |
| **Date of Approval** | 21 May 2025 | **Ref: SO 0062** |
| **Agency Website** | www.dcj.nsw.gov.au | |

***This role description applies to multiple roles across DCJ. Please see job notes and/or advertisement for more information on specific role qualification requirements and relevant experience.***

# Agency overview

The Department of Communities and Justice (DCJ) is the lead agency in the Communities and Justice Portfolio. Communities and Justice aims to achieve a safe, just, and inclusive New South Wales (NSW) by operating an effective legal system; increasing access to social and affordable housing; protecting children and families; addressing domestic and family violence; promoting public safety; reducing reoffending; and supporting community harmony and social cohesion.

DCJ works to enable everyone’s right to access justice and help for families through early intervention and inclusion, with benefits for the whole community by providing services that are effective and responsive to community needs.

# Primary purpose of the role

The Chief Superintendent – Protective Security will be primarily responsible for supervising the day-to-day operations of the Protective Security Risk Unit within the Security, Intelligence, and Risk Command in the NSW Sheriff’s Office.

Reporting to the Commander Security, Intelligence, and Risk Command, the role provides guidance and supervision to the members of the Security Risk Unit, ensuring that members adequately perform their roles efficiently and effectively to meet the operational requirements of the NSW Sheriff’s Office.

The role will develop and maintain effective working relationships with external law enforcement and regulatory agencies and collaborate with the judiciary and other court users to ensure the effective implementation of intelligence and risk management strategies in the court environment. The role will also be required to liaise with the Regional Commanders with regards to high-risk or sensitive security matters within their respective Commands/Regions, to support operational effectiveness and communication.

# Key accountabilities

# Provide operational and protective security advice in relation to courts & tribunals. Supervise the day-to-day operations of the Security Risk Unit, including supervising a team of Superintendent – Security Coordinators.

# Review completed security risk assessments, vulnerability assessments and security audits of court & tribunal locations as required.

# Conduct investigations following critical security incidents that occur within courts and provide advice and recommendations.

# Conduct Jury investigations following breaches of the Jury Act 1997, including the interviewing of witnesses, preparation of witness statements, reports, and briefs of evidence.

# Develop or review security related policies and procedures which contribute to the safety and security of the court environment.

# Develop operational procedures and plans for specific and high security court matters as they arise.

# Provide security briefings and presentations to Courts and Tribunal staff and deliver guidance and training where required.

# Maintain an awareness and understanding of contemporary physical security and risk management methodologies so as to keep abreast of any developments affecting court operations.

# Consult, communicate and liaise at a high – level with Judicial Officers and senior executive members from a range of law enforcement and stakeholder agencies.

# Key challenges

# Fostering close liaison and cooperative relationships with partner law enforcement and stakeholder agencies.

# Adapting to sudden changes and work priorities, within an often unpredictable, fluid and challenging operating environment.

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# Key relationships

| Who | Why |
| --- | --- |
| **Internal** |  |
| Sheriff of NSW | Receives guidance in strategic direction for work tasks. |
| Commander – Security, Intelligence and Risk Command | Receives guidance and direction for daily and periodical tasks and the setting of work priorities. |
| DCJ Infrastructure & Assets | Provides advice relating to electronic and physical security measures. |
| Regional Commanders | Provides advice and assistance on court security matters for resource deployment and operational planning. |
| Judicial Officers, Registrars and Staff | Cooperates in conducting security audits and provides protective security advice and recommendations. Provides training and development on physical security. |
| **External** |  |
| NSW Police | Liaises with Local Area Commands and Specialist units in joint court security operations. |
| Corrective Services NSW | Liaises with Corrective Services at courthouses and Specialist Units on joint court security operations. |
| Juvenile Justice NSW | Liaises with Juvenile Justice NSW at courthouses on joint court security operations. |

# Role dimensions

## Decision making

The incumbent operates under direction of the Commander – Security, Intelligence and Risk Command on daily work tasks and the setting of work priorities. The role is expected to operate independently once tasks have been allocated to ensure they are completed in an efficient and timely manner in accordance with expectations and operational requirements. The role is required to supervise the allocation of work tasks, and setting of work priorities, within the Security Risk Unit. It is also required to manage the performance of staff, in line with relevant policies of the Department.

The role may at times, also coordinate and liaise with the Regional Commanders on specific court security matters as they arise.

The role is required to manage information flows and relationships with partner law enforcement and regulatory agencies that have a role in court security (such as NSW Police, Corrective Services NSW, Juvenile Justice NSW & Director of Public Prosecutions.

## Reporting line

The role reports directly to the Commander – Security, Intelligence and Risk Command.

## Direct reports

Up to 6 direct reports.

## Budget/Expenditure

Nil.

# Key knowledge and experience

* Formal qualifications in security, intelligence or risk assessment or equivalent relevant prior work experience
* Good understanding and ability to comply with departmental policies and practices such as harassment prevention, EEO, EAPS, Code of Ethical Conduct, Work, Health and Safety, Ethical Work Practices, Disability Awareness and the Aboriginal Cultural Capability Framework.

# Essential requirements

# Successful completion of the Sheriff’s Officer Recruit Training Program.

# Certificate III in Government to be completed within 12 months of commencement.

# Successful completion of tactical re-certification, and other prescribed training programs mandated in line with Clause 9 of the Crown Employees (Sheriff’s Officer) Award 2024 as required.

# Willingness to obtain and complete an Advanced Diploma of Leadership and Management or equivalent upon commencement.

# Certificate IV in Training and Assessment TAE40116 or higher recognised qualification in vocational education and training.

# Current NSW Driver’s Licence, with a provisional P2 licence as a minimum upon entry to service.

# Current First Aid certificate.

# Meet the required health, physical and psychological requirements in accordance with agency standards.

# The role is a sworn Sheriff’s Officer for the purposes of the Sheriff’s Act 2005. This role is classified as a commissioned officer under s14 of the Sheriff Act 2005. This role will be required to work during periods of industrial action to ensure essential court security, jury administration and civil enforcement services are available.

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](https://www.psc.nsw.gov.au/workforce-management/capability-framework/the-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 logo | | | | | | | | | **Display Resilience and Courage**  Be open and honest, prepared to express your views, and willing to accept and commit to change | | | | | | | | | | * Remain composed and calm and act constructively in highly pressured and unpredictable environments * Give frank, honest advice in response to strong contrary views * Accept criticism of own ideas and respond in a thoughtful and considered way * Welcome new challenges and persist in raising and working through novel and difficult issues * Develop effective strategies and show decisiveness in dealing with emotionally charged situations and difficult or controversial issues | | | | | | | | | | | Advanced | | | | | | | | | |
| Personal Attributes logo | | | | | | | | | **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 and encourage others to do so * Act professionally and support a culture of integrity * Identify and explain ethical issues and set an example for others to follow * Ensure that others are aware of and understand the legislation and policy framework within which they operate * Act to prevent and report misconduct and illegal and inappropriate behaviour | | | | | | | | | | | Adept | | | | | | | | | |
| Relationships logo | | | | | | | | | **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 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 | | | | | | | | | | | Adept | | | | | | | | | |
| Relationships logo | | | | | | | | | **Work Collaboratively**  Collaborate with others and value their contribution | | | | | | | | | | * Encourage a culture that recognises the value of collaboration * Build cooperation and overcome barriers to information sharing and communication across teams and units * Share lessons learned across teams and units * Identify opportunities to leverage the strengths of others to solve issues and develop better processes and approaches to work * Actively use collaboration tools, including digital technologies, to engage diverse audiences in solving problems and improving services | | | | | | | | | | | Adept | | | | | | | | | |
| Relationships logo | | | | | | | | | **Influence and Negotiate**  Gain consensus and commitment from others, and resolve issues and conflicts | | | | | | | | | | * Negotiate from an informed and credible position * Lead and facilitate productive discussions with staff and stakeholders * Encourage others to talk, share and debate ideas to achieve a consensus * Recognise diverse perspectives and the need for compromise in negotiating mutually agreed outcomes * Influence others with a fair and considered approach and sound arguments * Show sensitivity and understanding in resolving conflicts and differences * Manage challenging relationships with internal and external stakeholders * Anticipate and minimise conflict | | | | | | | | | | | Adept | | | | | | | | | |
| Results logo | | | | | | | | | **Plan and Prioritise**  Plan to achieve priority outcomes and respond flexibly to changing circumstances | | | | | | | | | | * Consider the future aims and goals of the team, unit and organisation when prioritising own and others’ work * Initiate, prioritise, consult on and develop team and unit goals, strategies and plans * Anticipate and assess the impact of changes, including government policy and economic conditions, on team and unit objectives and initiate appropriate responses * Ensure current work plans and activities support and are consistent with organisational change initiatives * Evaluate outcomes and adjust future plans accordingly | | | | | | | | | | | Adept | | | | | | | | | |
| Results logo | | | | | | | | | **Think and Solve Problems**  Think, analyse and consider the broader context to develop practical solutions | | | | | | | | | | * Research and apply critical- thinking techniques in analysing information, identify interrelationships and make recommendations based on relevant evidence * Anticipate, identify and address issues and potential problems that may have an impact on organisational objectives and the user experience * Apply creative-thinking techniques to generate new ideas and options to address issues and improve the user experience * Seek contributions and ideas from people with diverse backgrounds and experience * Participate in and contribute to team or unit initiatives to resolve common issues or barriers to effectiveness * Identify and share business process improvements to enhance effectiveness | | | | | | | | | | | Adept | | | | | | | | | |
| Business Enablers logo | | | | | | | | | **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 | | | | | | | | | |
| People Management logo | | | | | | | | | **Manage and Develop People**  Engage and motivate staff, and develop capability and potential in others | | | | | | | | | | * Define and clearly communicate roles, responsibilities and performance standards to achieve team outcomes * Adjust performance development processes to meet the diverse abilities and needs of individuals and teams * Develop work plans that consider capability, strengths and opportunities for development * Be aware of the influences of bias when managing team members * Seek feedback on own management capabilities and develop strategies to address any gaps * Address and resolve team and individual performance issues, including unsatisfactory performance, in a timely and effective way * Monitor and report on team performance in line with established performance development frameworks | | | | | | | | | | | Adept | | | | | | | | | |

# 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 logo |  |  |  |
| Manage Self | Show drive and motivation, an ability to self-reflect and a commitment to learning | Intermediate |
| Value Diversity and Inclusion | Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives | Intermediate |
| Relationships logo |  |  |  |
| Commit to Customer Service | Provide customer-focused services in line with public sector and organisational objectives | Intermediate |
| Results logo |  |  |  |
| Deliver Results | Achieve results through the efficient use of resources and a commitment to quality outcomes | Intermediate |
| Demonstrate Accountability | Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines | Intermediate |
| Business Enablers logo |  |  |  |
| 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 | Intermediate |
| People Management logo |  |  |  |
| Inspire Direction and Purpose | Communicate goals, priorities and vision, and recognise achievements | Intermediate |
| Optimise Business Outcomes | Manage people and resources effectively to achieve public value | Intermediate |
| Manage Reform and Change | Support, promote and champion change, and assist others to engage with change | Intermediate |