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| --- | --- | --- |
| **Cluster** | Stronger Communities | |
| **Department** | Department of Communities and Justice | |
| **Division/Branch/Unit** | Law Reform and Legal Services | |
| **Location** | Sydney – Flexible | |
| **Classification/Grade/Band** | Clerk Grade 1/2 | |
| **Role Number** | TBC | |
| **ANZSCO Code** | 599214 | |
| **PCAT Code** | 1227181 | |
| **Date of Approval** | 24 August 2023 | **Ref: LRLS 0027** |
| **Agency Website** | www.dcj.nsw.gov.au | |

***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 under the Stronger Communities Cluster. 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. Stronger Communities is focussed on achieving safe, just, inclusive and resilient communities by providing services that are effective and responsive to community needs.

# Primary purpose of the role

Undertake a range of administrative and para-legal duties including legal and policy research, support the work of the solicitors, policy officers and support staff, developing your legal skills and knowledge in the practice of legal support services and policy reform within the Law Reform and Legal Services Division.

This role is committed to building a workforce that better reflects the perspectives of the Aboriginal and Torres Strait Islander communities we serve.

# Key accountabilities

* Assist the team in the delivery of a range of legal and policy related projects.
* Undertake legal and policy research and analysis under supervision.
* Work collaboratively with solicitors, policy officers and support staff.
* Provide a range of administrative activities to support the administrative support team.
* Communicating respectfully with Aboriginal communities in a culturally sensitive way (Yindyamarra – with respect)

# Key challenges

* Delivering multiple support activities within agreed standards and objectives, given compressed timeframes, competing demands and priorities.
* Work closely with managers, solicitors, policy officers and support staff to ensure the provision of quality services to clients.

# Adapting to new systems and technology which have a significant impact on work practices.

# Key relationships

| Who | Why |
| --- | --- |
| **Internal** |  |
| Solicitors | * Receive guidance and instructions and report on progress against work plans |
| Policy Officers | * Receive guidance and instructions and report on progress against work plans |
| Team Leaders | * Participate as part of the team with administrative and para-legal duties, including participation in meetings, sharing information and providing input on issues |
| Program Coordinator | * Report on progress and receive regular mentoring support |
| Stakeholders | * Respond to queries where possible, or redirect * Assist with coordination of AVL meetings and other activities |
| **External** |  |
| Stakeholders | * Respond to queries where possible, or redirect |

# Role dimensions

## Decision making

## The Maliyan Cadet makes decisions relating to the day-to-day management of workload. This role has limited autonomy and decisions are based on clearly defined pathways and guidelines. This role refers decisions to their team manager.

## Reporting line

## The role reports to the Maliyan Program Coordinator.

## Direct reports

Nil

## Budget/Expenditure

N/A

# Key knowledge and experience

* Sound knowledge of Commonwealth and State law

# Essential requirements

* Currently studying a law degree from an accredited law school.
* Refer to Maliyan cadetship program requirements
* This role is open to Australian Aboriginal and Torres Strait Islander applicants only.

As an Identified role, this role is open only to Aboriginal and/or Torres Strait Islander persons, Australia’s First Nations people.

Where a position is identified, an applicant’s race is a genuine occupational qualification and authorised by Section 14(d) of the *Anti-Discrimination Act 1977*.

There are two alternatives to confirming your Aboriginality, one of which must be uploaded to be considered for the role as follows. **Either will be accepted:**

Confirmation of Aboriginality form

or

Written confirmation from 2-3 Aboriginal organisations within the community in which you live/work, which addresses the three criteria listed below:

* is of Aboriginal and/or Torres Strait Islander descent, and
* identifies as an Aboriginal and/or Torres Strait Islander person, and
* is accepted as a such by the Aboriginal and/or Torres Strait Islander community.

Cadetships are also 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 | **Manage Self**  Show drive and motivation, an ability to self-reflect and a commitment to learning | * Be willing to develop and apply new skills * Show commitment to completing assigned work activities * Look for opportunities to learn and develop   Reflect on feedback from colleagues and stakeholders | | | Foundational |
| Relationships logo | **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 |
| Results logo | **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 |
| Relationships logo | **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 |
| Results logo | **Plan and Prioritise**  Plan to achieve priority outcomes and respond flexibly to changing circumstances | * Plan and coordinate allocated activities * Re-prioritise own work activities on a regular basis to achieve set goals * Contribute to the development of team work plans and goal setting   Understand team objectives and how own work relates to achieving these | | | Foundational |
| Business Enablers logo | **Project Management**  Understand and apply effective planning, coordination and control methods | * Understand project goals, steps to be undertaken and expected outcomes * Plan and deliver tasks in line with agreed project milestones and timeframes * Check progress against agreed milestones and timeframes, and seek help to overcome barriers   Participate in planning and provide feedback on progress and potential improvements to project processes | | | Foundational |

# 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 |  |  |  |
| 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 |
| Value Diversity and Inclusion | Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives | Foundational |
|  |  |  |
| Relationships logo | Commit to Customer Service | Provide customer-focused services in line with public sector and organisational objectives | Foundational |
| Influence and Negotiate | Gain consensus and commitment from others, and resolve issues and conflicts | Foundational |
|  |  |  |
| Results logo | 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 |
|  |  |  |
| Business Enablers logo | 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 | Foundational |
| Procurement and Contract Management | Understand and apply procurement processes to ensure effective purchasing and contract performance | Foundational |