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| **Cluster** | Stronger Communities | |
| **Department** | Department of Communities and Justice | |
| **Division/Branch/Unit** | Inspector Custodial Services | |
| **Location** | Various | |
| **Classification/Grade/Band** | Casual Board Member | |
| **Role Number** | 12500007 (JJ) & 12500008 (CS) | |
| **ANZSCO Code** | 599999 | |
| **PCAT Code** | 1119192 | |
| **Date of Approval** | HR to complete | **Ref: ICS 0007** |
| **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. For the first time, the creation of DCJ and Stronger Communities provides an opportunity to focus on prevention and early intervention across both the social welfare and justice systems.

# Primary purpose of the role

Develop productive relationships within their assigned centres, to provide an outlet for enquiries and complaints from inmates or detainees, to facilitate the resolution of problems quickly and effectively by referring matters to centre management, and to provide reports about the custodial environment.

# Key accountabilities

* Visit correctional centres or juvenile justice centres on a regular basis to interview and communicate with inmates and detainees, staff, and management, to provide an outlet for enquiries and complaints.
* Record all complaints and problems raised by detainees, or inmates and staff and submit such reports and attend such meetings as are required by the Minister.
* Report to the Minister, and Inspector of Custodial Services, at least every six months, in accordance with the legislation. Official Visitors assigned to correctional centres must also report to the Commissioner of Corrective Services at least every three months.
* Record complaints or enquiries and clarify details of the complaint or inquiry with the detainees and inmates concerned and ascertain what action (if any) has been taken or information provided in response to the complaint or enquiry.
* Conduct a visual examination of the assigned facility. Buildings, including cells/rooms, and grounds should be examined to ensure they are clean and tidy and kept in good condition.
* Deal with complaints and enquiries at a local level wherever possible, particularly complaints or inquiries that can be resolved quickly, to minimise the number of complaints that are escalated (for example, to the Ombudsman).
* Communicate with other Official Visitors to inform each other of the nature and substance of complaints or inquiries in the same centre or across centres, where appropriate.
* Participate in meetings and conferences as required by the office of the Inspector of Custodial Services.

# Key challenges

* Maintaining current knowledge of relevant legislation, operational changes to the custodial environment, and the aims and responsibilities relating to Official Visitors.
* Developing expertise in, and knowledge of, the custodial setting to enable well-grounded assessment of risk and good practice.
* Developing and maintaining good working relationships with Corrective Services and Juvenile Justice staff, while ensuring that objectivity and distance is maintained so as to remain an effective and objective independent observer of the justice system.
* Maintaining an ethical and unbiased approach to issues and reporting, and ensuring that their activities do not devolve into an activist or lobbyist role.

# Key relationships

| Who | Why |
| --- | --- |
| **Internal** |  |
| Official Visitor Coordinator | For advice, training and assistance, including advice on policy, operational and legislative requirements and issues |
| Minister, Inspector, and the Commissioner or Executive Director | To provide reports on the custodial environment |
| Centre Staff and Management | To discuss complaints, communicate, and provide an outlet for enquiries and complaints. |
| **External** |  |
| Inmates or detainees | To interview and communicate and provide an outlet for enquiries and complaints. |

# Role dimensions

## Decision making

The Official Visitor will need to decide on the most appropriate manner in which to deal with complaints and enquiries, and appropriate time to escalate matters and to whom.

The Official Visitor will need to recognise disclosed information that could affect the safety or wellbeing of an inmate or detainee, any other person, or the security of the correctional facility, and determine the appropriate authority to disclose that information.

## Reporting line

Official Visitors report directly to the Minister. However, day to day interactions are with centre staff in the first instance, but are to be escalated to the Official Visitor Coordinator, or to the Commissioner / Executive Director, and the Minister when appropriate.

# Essential requirements

Juvenile Justice:

* Experience engaging with young people
* Understanding of why young people might come into custody, and the nature of the custodial experience for young people
* Knowledge of legislation relevant to juvenile justice facilities, including national standards, and ability to apply the legislative framework as it relates to the Official Visitor Program
* Understanding of people with special needs and diverse cultural backgrounds, in particular, Aboriginal people
* Report writing skills, computer skills, and access to the internet and email
* Ability and willingness to travel to attend training or corporate activities when required (1 or 2 times per year)
* Physically capable of moving around a custodial environment for prolonged periods (4-6 hours)
* Successfully complete a NSW Police National Criminal History Record Check and a Working with Children Check.

Corrective Services:

* Understanding of why people might come into custody, and the nature of the custodial experience
* Knowledge of legislation relevant to correctional facilities, including national standards, and ability to apply the legislative framework as it relates to the Official Visitor Program
* Understanding of people with special needs and diverse cultural backgrounds, in particular, Aboriginal people
* Report writing skills, computer skills, and access to the internet and email
* Ability and willingness to travel to attend training or corporate activities when required (1 or 2 times per year)
* Physically capable of moving around a custodial environment for prolonged periods (4-6 hours)
* Successfully complete a NSW Police National Criminal History Record Check and fingerprinting, along with criminal record and association disclosures.

# 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 | **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 * Support a culture of integrity and professionalism * Understand and help others to recognise their obligations to comply with legislation, policies, guidelines and codes of conduct * Recognise and report misconduct and illegal and inappropriate behaviour * Report and manage apparent conflicts of interest and encourage others to do so | | | Intermediate | |
| 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 | |
| Relationships logo | **Commit to Customer Service**  Provide customer-focused services in line with public sector and organisational objectives | * Focus on providing a positive customer experience * Support a customer-focused culture in the organisation * Demonstrate a thorough knowledge of the services provided and relay this knowledge to customers * Identify and respond quickly to customer needs * Consider customer service requirements and develop solutions to meet needs * Resolve complex customer issues and needs * Cooperate across work areas to improve outcomes for customers | | | Intermediate | |
| Results logo | **Demonstrate Accountability**  Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines | * Take responsibility for own actions * Be aware of delegations and act within authority levels * Be aware of team goals and their impact on work tasks * Follow safe work practices and take reasonable care of own and others’ health and safety * Escalate issues when these are identified * Follow government and organisational record- keeping requirements | | | 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 |
| Manage Self | Show drive and motivation, an ability to self-reflect and a commitment to learning | Foundational |
| Value Diversity and Inclusion | Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives | Foundational |
| Relationships logo |  |  |  |
| Work Collaboratively | Collaborate with others and value their contribution | 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 |
| Plan and Prioritise | Plan to achieve priority outcomes and respond flexibly to changing circumstances | Foundational |
| Think and Solve Problems | Think, analyse and consider the broader context to develop practical solutions | 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 |