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| --- | --- | --- |
| **Portfolio** | Communities and Justice | |
| **Department** | Department of Communities and Justice | |
| **Division/Branch/Unit** | Youth Justice NSW / Custodial | |
| **Location** | Various | |
| **Classification/Grade/Band** | Kitchen Support Officer | |
| **Role Number** | 50011418, 50011421, 50012089, 50012090, 50012091, 50011524, 50011525, 50011669, 50011670, 50011852, 50011854, 50012137, 50012038, 50012039 | |
| **ANZSCO Code** | 351411 | |
| **PCAT Code** | 1119192 | |
| **Date of Approval** | 18 June 2024 | **Ref: JJ 0015** |
| **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 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

Undertake a range of general kitchen duties, including preparation and serving of meals and assisting with maintenance and cleanliness of kitchen, dining and storage facilities to support the delivery of a high quality catering service.

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# Key accountabilities

* Provide support to catering staff and assist in maintaining a clean and hygienic environment in the kitchen and dining areas.
* Set up dining facilities to meet client needs and assisting in service of meals in the dining facility.
* Clean and clear away in both the kitchen and dining facilities.
* Comply with work health and safety guidelines and procedures, and report any maintenance or safety issues, to ensure the health and safety of clients and other staff members.

# Key challenges

* Completing a variety of tasks to a high standard and in a timely manner e.g. at meal times or at times of increased client numbers (e.g. catering for informal and/or special functions)
* Maintaining composure and being tactful when dealing with clients who may present challenging behaviours. In this circumstance, the Kitchen Support Officer may approach his/her supervisor (or any other senior officer on duty) for assistance.
* Flexibility to meet changing schedules, changes in demand for meals and to address requirements of customers with special dietary needs.

# Key relationships

| Who | Why |
| --- | --- |
| **Internal** |  |
| Vocational Instructor (Cook) / Line Manager | For leadership and guidance |
| Departmental staff | Provision of catering services |
| Offenders | Provision of catering services |
| **External** |  |
| Visitors | Attendees at functions and/or training events |
| Delivery drivers / sales representatives | Catering matters (i.e. receiving stock and invoices) |

# Role dimensions

## Decision making

The Vocational Instructor / Catering Overseer may set priorities for day to day activities but, most often, the Kitchen Support Officer will be expected to show initiative and carry out regular work without supervision. They may seek guidance from the Vocational Instructor / Catering Overseer if unsure whether a particular task should be undertaken.

## Reporting line

## The role reports to the Vocational Instructor (Cook)/ Vocational Instructor (Cook Supervisor)/ Assistant Manager (Custody)/ Unit Manager/ Operations Support Officer,

## Direct reports

Nil

## Budget/Expenditure

Nil

# Key knowledge and experience

* Knowledge of and experience in commercial food preparation techniques
* Understanding and knowledge of the significant trauma and disadvantage young people experience. Display key understanding of the unique sensitive, cultural differences and social complexities of young people, their families and communities.

# Essential requirements

* Ability and willingness to work with offenders
* Current NSW Working with Children Check clearance

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** | |
|  | **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 |
|  | **Commit to Customer Service**  Provide customer-focused services in line with public sector and organisational objectives | * Recognise the importance of customer service and understanding customer needs * Help customers understand the services that are available * Take responsibility for delivering services that meet customer requirements * Keep customers informed of progress and seek feedback to ensure their needs are met * Show respect, courtesy and fairness when interacting with customers * Recognise that customer service involves both external and internal customers | | | Foundational |
|  | **Think and Solve Problems**  Think, analyse and consider the broader context to develop practical solutions | * Ask questions to explore and understand issues and problems * Find and check information needed to complete own work tasks * Identify and inform supervisor of issues that may have an impact on completing tasks * Escalate more complex issues and problems when these are identified * Share ideas about ways to improve work tasks and solve problems * Consider user needs when contributing to solutions and improvements | | | Foundational |
|  | **Technology**  Understand and use available technologies to maximise efficiencies and effectiveness | * Display familiarity and confidence when applying technology used in role * Comply with records, communication and document control policies * Comply with policies on the acceptable use of technology, including cyber security | | | 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 |  |  |  |
| Communicate Effectively | Communicate clearly, actively listen to others, and respond with understanding and respect | Foundational |
| 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 |
| 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 |
| 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 |