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| **Cluster** | Stronger Communities  |
| **Department** | Department of Communities and Justice |
| **Division/Branch/Unit** | Corrective Services NSW, Governance and Continuous Improvement, Learning and Culture Branch |
| **Location** | Eastwood |
| **Classification/Grade/Band** | Assistant Superintendent |
| **Role Number** | Various |
| **ANZSCO Code** | 223311 |
| **PCAT Code** | 1228292 |
| **Date of Approval** | 28 October 2020 | **Ref: CS0393** |
| **Agency Website** | www.dcj.nsw.gov.au |

# 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

Design and deliver a range of learning and assessment programs across the Division to facilitate the achievement of performance planning objectives and develop industry specific occupational and behavioural capabilities required of staff.

# Key accountabilities

* Design, develop, coordinate and deliver effective operationally focused staff learning and development programs in a variety of settings, including the classroom, workplace and online.
* Manage, support and assess staff learning using a range of support tools and assessment methods.
* Develop, coordinate and implement agreed learning strategies, policies, plans and initiatives.
* Evaluate and report on the effectiveness of learning programs (including validation activities) and prepare correspondence and briefings on findings, emerging issues, risks and solutions.
* Work in collaboration with Managers and staff to identify training needs and requirements, capability and skill gaps, and appropriate learning strategies.
* Ensure compliance with the Standards for Registered Training Organisations (RTOs) 2015 and other associated requirements.
* Supervise and motivate trainee officers and other participants undertaking primary training courses to provide effective learner support and increase capability development.

Key challenges

* Delivering effective programs within an environment of limited resources, competing priorities and significant change.
* Maintaining current knowledge of best practice in learning and assessment and work related skills, as well as current knowledge of key programs and initiatives across the Division.
* Ensuring compliance with standards in a heavily regulated environment.

# Key relationships

| Who | Why |
| --- | --- |
| **Internal** |  |
| Manager  | * Receive direction from and provide advice and solutions.
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| Managers across the Division | * Provide specialist advice and guidance, and negotiate priorities and activities.
* Persuade key contacts within the Division to adopt organisational and procedural changes to learning and assessment within the Division.
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| All staff | * Liaise to gain an understanding of client needs, provide guidance and advice, and respond to queries regarding learning and assessment issues.
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| Human Resources | * Monitor issues and review implications for the Division, provide specialist advice and contribute to the development of Divisional and Corporate strategies.
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| **External** |  |
| Contractors and external service providers | * Liaise regarding the development and delivery of learning programs.
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**Role dimensions**

**Decision making**

The role incumbent has autonomy in organising their own activities and setting priorities on a day to day basis within the overall framework of the unit’s business plan. They make decisions regarding training delivery and assessment and set training schedules in consultation with the unit Manager. Overall program design, policy and strategy are recommended and discussed with the Manager.

**Reporting line**

## The role reports to the Manager of Security, Custodial Training.

## Direct reports

Trainee Officers and other participants.

## Budget/Expenditure

## Nil

# Key knowledge and experience

Current operational experience as a Correctional Officer in a custodial setting.

# Essential requirements

* *Certificate IV in Training and Assessment* (TAE40116 or its equivalent)
* Relevant qualifications (or demonstrated equivalence) and vocational experience in training delivery areas.

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 behaviors expected at each level.

| FOCUS CAPABILITIES |
| --- |
| **Capability group/sets** | **Capability name** |  | **Behavioural indicators** | **Level** |
|  | **Display Resilience and Courage**Be open and honest, prepared to express your views, and willing to accept and commit to change | Be flexible and adaptable and respond quickly when situations changeOffer own opinion and raise challenging issuesListen when ideas are challenged and respondin a reasonable wayWork through challengesStay calm and focused in the face ofchallenging situations | Intermediate |
|  | **Communicate Effectively**Communicate clearly, actively listen to others and respond with respect | Tailor communication to the audienceClearly explain complex concepts and arguments to individuals and groupsMonitor own and others’ non-verbal cues and adapt where necessaryCreate opportunities for others to be heardActively listen to others and clarify own understandingWrite fluently in a range of styles andFormats | Adept |
|  | **Think and Solve Problems**Think, analyse and consider the broader context to develop practical solutions | Research and analyse information and makeRecommendations based on relevant evidenceIdentify issues that may hinder completion oftasks and find appropriate solutionsBe willing to seek out input from others andshare own ideas to achieve best outcomesIdentify ways to improve systems or processeswhich are used by the team/unit | Intermediate |
|  | **Technology**Understand and use available technologies to maximise efficiencies and effectiveness | Apply computer applications that enable performance of more complex tasksApply practical skills in the use of relevanttechnologyMake effective use of records, information andKnowledge management functions and systemsUnderstand and comply with information andCommunications security and acceptable use policiesSupport the implementation of systems improvement initiatives and the introduction and roll-out of new technologies | Intermediate |
|  | **Manage and Develop People**Engage and motivate staff and develop capability and potential in others | Clarify work required, expected behaviours andoutputsContribute to developing team capability andrecognise potential in peopleGive support and regular constructive feedbackthat is linked to development needsIdentify appropriate learning opportunities forteam membersRecognise performance issues that need to be addressed and seek | 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 |  |  |  |
| Act with Integrity | Be ethical and professional, and uphold and promote the public sector values | Intermediate |
| Manage Self | Show drive and motivation, an ability to self-reflect and a commitment to learning | Adept |
| 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 |
| Work Collaboratively | Collaborate with others and value their contribution | Adept |
| Influence and Negotiate | Gain consensus and commitment from others, and resolve issues and conflicts | Intermediate |
| Results logo |  |  |  |
| Deliver Results | Achieve results through the efficient use of resources and a commitment to quality outcomes | Intermediate |
| Plan and Prioritise | Plan to achieve priority outcomes and respond flexibly to changing circumstances | 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 | Foundational |
| 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 | Foundational |