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| **`Portfolio** | Communities and Justice | |
| **Department** | Department of Communities and Justice | |
| **Division/Branch/Unit** | Youth Justice NSW / Strategy & Engagement | |
| **Location** | 6 Parramatta Square | |
| **Classification/Grade/Band** | Clerk Grade 9/10 | |
| **Role Number** | 50076277 | |
| **ANZSCO Code** | 511112 | |
| **PCAT Code** | 1229192 | |
| **Date of Approval** | 10 March 2025 | **Ref: YJ 0157** |
| **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

This role is committed to improving outcomes for the benefit of Aboriginal and Torres Strait Islander peoples.

Lead and coordinate the provision of advice to staff members impacted by workplace issues in a culturally safe, supportive, and confidential environment and support employees throughout the misconduct process until resolution.

Where required, provide advice and support to employees throughout other processes including but not limited to workplace issues, complaints, and performance improvements. Support employees who are making complaints of racism and support workplaces to become anti-racist.

# Key accountabilities

* Manage, lead, coordinate and provide a culturally safe and confidential means for Youth Justice NSW (YJNSW) officers, including Aboriginal staff, to speak directly about any aspect of misconduct.
* Mentor and guide managers and other support persons, ensuring compliance with governance and quality requirements, to ensure officers impacted by reportable conduct or misconduct processes are supported and kept informed about the progress of the matter.
* Provide expert policy advice and information on reportable conduct and misconduct processes to relevant stakeholders to facilitate the appropriate interpretation and implementation of suitable pathways of resolution.
* Provide the Executive Director of YJNSW with strategic advice on continuous improvement activities and develop and deliver education and awareness programs and initiatives to YJNSW.
* Research, analyse and review complex matters, identifying emerging issues, developing evidence-based options, and recommended solutions to resolve problems and mitigate risks.
* Ensure compliance with YJNSW’s legislative obligations and proactively promote supports for officers involved in reportable conduct and misconduct processes.
* Support complainants, respondents, witnesses, and other affected officers across the entire misconduct process including appearing at tribunals and courts.
* Provide advice and support to youth justice staff, including Aboriginal staff, in the progress of workplace matters including but not limited to workplace issues, complaints, performance improvements, use of force reviews and civil litigation claims.

# Key challenges

* Providing sound advice and support to the required standards and timeframes on conduct and professional standards matters impacting employees by maintaining a thorough and up-to-date knowledge of relevant legislation, policy, codes of ethical conduct, framework, and processes.
* Drawing links between individual or episodic misconduct activities and broader cultural or systemic issues impacting business outcomes and agency and government outcomes.

# Key relationships

| Who | Why |
| --- | --- |
| **Internal** |  |
| Business line Directors, Managers and YJNSW officers. | Support staff and managers in educating and advising on misconduct matters. |
| Executive Director YJNSW | To efficiently and effectively resolve misconduct matters and achieve branch outcomes that support and strengthen the professionalism and ethical standards of CSNSW |
| **External** |  |
| |  | | --- | | DCJ CAPS | | HR BP Team | | Public Service Association,  lawyers and other officer  representatives. | | |  |  | | --- | --- | | To ensure consistency and complete service level provision to  officers impacted or engaged with misconduct processes. |  | | Liaise with HR BP Team on HR processes and practices to support  managers and staff. |  | | To openly, honestly and transparently provide information about  the status of matters and maintain a collaborative approach to  resolving misconduct allegations. |  | |

# Role dimensions

## Decision making

Works with minimal supervision, and prepares policy and other advice, including making recommendations to the Manager for review, under the pressure of time constraints.

Maintains a level of day-to-day autonomy in managing inquiries, advice and support to YJNSW officers engaged in misconduct matters, workplace issues and other professional standards activities and initiatives.

The role analyses and evaluates issues, using sound judgement, discretion and initiative.

The role exercises discretion in handling confidential and sensitive information.

## Reporting line

The role reports to the Senior Manager, Workplace Support and Information Access

## Direct reports

Nil

## Budget/Expenditure

Nil

# Key knowledge and experience

* Extensive knowledge of YJNSW’s misconduct processes, policies and legislation requiring compliance.
* Sound knowledge of staff support programs and systems.
* Demonstrated cultural capability, which includes lived experience, knowledge and understanding of contemporary social issues affecting Aboriginal & Torres Strait Islander people, including Aboriginal concepts of Social Emotional Wellbeing and Healing, and skills in identifying and/or responding to the diverse needs of Aboriginal people.

# Essential requirements

* Current NSW driver’s licence.
* Aboriginality (see notes below)

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.

Appointments 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 | | **Display Resilience and Courage**  Be open and honest, prepared to express your views, and willing to accept and commit to change | | | | * Be flexible, show initiative and respond quickly when situations change * Give frank and honest feedback and advice * Listen when ideas are challenged, seek to understand the nature of the comment and respond appropriately * Raise and work through challenging issues and seek alternatives * Remain composed and calm under pressure and in challenging situations | | | | | Adept | | |
| Personal Attributes logo | | **Act with Integrity**  Be ethical and professional, and uphold and promote the public sector values | | | * Model the highest standards of ethical and professional behaviour and reinforce their use * Represent the organisation in an honest, ethical and professional way and set an example for others to follow * Promote a culture of integrity and professionalism within the organisation and in dealings external to government * Monitor ethical practices, standards and systems and reinforce their use * Act promptly on reported breaches of legislation, policies and guidelines | | | | | | Advanced | | |
| Relationships logo | | **Communicate Effectively**  Communicate clearly, actively listen to others, and respond with understanding and respect | | | * Present with credibility, engage diverse audiences and test levels of understanding * Translate technical and complex information clearly and concisely for diverse audiences * Create opportunities for others to contribute to discussion and debate * Contribute to and promote information sharing across the organisation * Manage complex communications that involve understanding and responding to multiple and divergent viewpoints * Explore creative ways to engage diverse audiences and communicate information * Adjust style and approach to optimise outcomes * Write fluently and persuasively in plain English and in a range of styles and formats | | | | | | Advanced | | |
| 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 | | **Deliver Results**  Achieve results through the efficient use of resources and a commitment to quality outcomes | | | * Use own and others’ expertise to achieve outcomes, and take responsibility for delivering intended outcomes * Make sure staff understand expected goals and acknowledge staff success in achieving these * Identify resource needs and ensure goals are achieved within set budgets and deadlines * Use business data to evaluate outcomes and inform continuous improvement * Identify priorities that need to change and ensure the allocation of resources meets new business needs * Ensure that the financial implications of changed priorities are explicit and budgeted for | | | | | | 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 | | **Project Management**  Understand and apply effective planning, coordination and control methods | | | * Perform basic research and analysis to inform and support the achievement of project deliverables * Contribute to developing project documentation and resource estimates * Contribute to reviews of progress, outcomes and future improvements * Identify and escalate possible variances from project plans | | | | | | Intermediate | | |

# 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 | Adept |
| Relationships logo |  |  |  |
| Commit to Customer Service | Provide customer-focused services in line with public sector and organisational objectives | Adept |
| Results logo |  |  |  |
| Plan and Prioritise | Plan to achieve priority outcomes and respond flexibly to changing circumstances | Adept |
| 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 | Intermediate |
| Technology | Understand and use available technologies to maximise efficiencies and effectiveness | Intermediate |
| Procurement and Contract Management | Understand and apply procurement processes to ensure effective purchasing and contract performance | Intermediate |