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| **Portfolio** | Communities and Justice | |
| **Department** | Department of Communities and Justice | |
| **Division/Branch/Unit** | Youth Justice NSW / Operations and Metro Custody | |
| **Location** | Sydney / Haberfield | |
| **Classification/Grade/Band** | Clerk Grade 3/4 | |
| **Role Number** | TBC | |
| **ANZSCO Code** | 223311 | |
| **PCAT Code** | 1127391 | |
| **Date of Approval** | 15 July 2025 | **Ref: YJ0174** |
| **Agency Website** | www.dcj.nsw.gov.au | |

# 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

Provide high level clerical, administrative and customer service support primarily for the bulk recruitment of Youth Officers, and to support Organisational Development and Training (OD&T) systems and processes.

# Key accountabilities

* Provide administrative and customer support for the bulk recruitment of Youth Officers, ensuring smooth coordination and delivery.
* Liaise with applicants, vendors, contractors, Youth Justice and DCJ Staff, and visitors attending Yasmar.
* Manage administrative services including procurement, printing, ordering training materials, making travel arrangements for staff, provide support with meetings, events and training room bookings, and the management of event and attendance forms.
* Prepare and format documents such as correspondence, agendas, minutes, briefing notes, and reports in line with departmental guidelines.
* Support various recruitment, workforce engagement, and training related functions and projects as required.
* Maintain the Learning Management System to ensure it serves as the authoritative record of all training activities.
* Assist with the maintenance of the unit’s electronic and paper file records, systems and databases, record data and file to ensure that all documentation is securely stored and readily accessed, including assisting staff and managers with One Trim, SAP entries, flex management and leave status.

# Key challenges

* Maintaining accuracy and efficiency in a high-volume environment with minimal supervision, while managing competing priorities and multiple tasks simultaneously.
* Delivering a broad range of administrative and support services to diverse internal and external stakeholders and determining appropriate responses or referral pathways for enquiries.
* Dealing with sensitive, complex or political issues appropriately and exercising judgement, discretion and confidentially.

# Key relationships

| Who | Why |
| --- | --- |
| **Internal** |  |
| Manager | For advice and guidance.  Report on day to day activities and refer more complex issues. |
| Team members, client support staff and referral and support staff | Communicate routine, day to day issues, seek information, provide information, instruct on process and procedures, relay messages, request file retrievals, call referrals. |
| Divisional managers and staff | Seek information, provide information, instruct on process and procedures. |
| Other OD&T Officers | Work cooperatively as a team to make arrangements to ensure workloads are seamlessly managed during periods of leave. |
| **External** |  |
| Service providers | Advise on processes and procedures. |
| Other public sector agencies / Departments | Clarify or seek information. |

# Role dimensions

## Decision making

The role has considerable autonomy in prioritising own workload, managing competing deadlines and day-to-day delivery of administrative support services within the constraints of policies, procedures, guidelines, directives and deadlines.

The role exercises analytical skill to deal with issues as they arise and advising or recommending a course of action is a key challenge of the role.

## Reporting line

## The role reports to the Manager Workforce Engagement.

## Direct reports

Nil

## Budget/Expenditure

Nil

**Key knowledge and experience**

* Experience providing high-level administrative and clerical support and excellent client service.

# Essential requirements

# 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** | |
|  | **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 |
|  | **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 |
|  | **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 |
|  | **Demonstrate Accountability**  Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines | * Be proactive in taking responsibility and being accountable for own actions * Understand delegations and act within authority levels * Identify and follow safe work practices, and be vigilant about own and others’ application of these practices * Be aware of risks and act on or escalate risks, as appropriate * Use financial and other resources responsibly | | | Intermediate |
|  | **Technology**  Understand and use available technologies to maximise efficiencies and effectiveness | * Demonstrate a sound understanding of technology relevant to the work unit, and identify and select the most appropriate technology for assigned tasks * Use available technology to improve individual performance and effectiveness * Make effective use of records, information and knowledge management functions and systems * Support the implementation of systems improvement initiatives, and the introduction and roll-out of new technologies | | | Intermediate |
|  | **Procurement and Contract Management**  Understand and apply procurement processes to ensure effective purchasing and contract performance | * Comply with basic ordering, receipting and payment processes * Apply basic checking and quality- control processes to activities that support procurement and contract management * Understand probity principles relating to purchasing | | | 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 | Intermediate |
| 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 | Intermediate |
| 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 |
| Project Management | Understand and apply effective project planning, coordination and control methods | Foundational |