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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** | Vocational Instructor (Trade, Maintenance, Grounds or Cook), Level 1 – 2, Yr1 - 4 | |
| **Role Number** | TBC | |
| **ANZSCO Code** | 351411 | |
| **PCAT Code** | 1129192 | |
| **Date of Approval** | 11 April 2023 | **Ref: YJ 0125** |
| **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

The role performs a range of facility related activities to ensure the Youth Justice Centre is safe, secure, and maintained to a high standard while also providing vocational skills training to detainees.

The role works as part of a team to undertake project management, operational and administrative duties on a diverse range of facility management activities including coordinating all building and ground maintenance for the facility, including carrying out general building and equipment repairs ensuring that the centre is functional and adheres to Work Health and Safety guidelines.

# Key accountabilities

* Undertake inspections and safe repairs and maintenance of buildings, grounds, swimming pools and equipment, ensuring that all administrative documentation is accurate and completed in a professional and timely manner.
* Respond to emergency situations and urgent maintenance requests. Ensure that all appropriate safety and security requirements of the Centre are upheld and report any breaches or concerns.
* Assist in removal, relocation or installation of building materials, furniture and equipment, including organising the removal of rubbish, such as old equipment, furniture, plants and vegetation and building materials.
* Prepare and submit reports and recommendations relating to building and ground maintenance, including obtaining quotes for necessary supplies, repairs and maintenance work and coordinating and preparing purchase orders for goods and services, goods receipting, accounts payable and supplier.
* Provide inductions, ensure contractors have relevant qualifications, supervise and inspect contractors work to ensure their duties are carried out to industry standards and in compliance with departmental standards and Work Health and Safety regulations.
* Provide skill development and vocational training to detainees through developing, designing, delivering and evaluating programs in a set area, workshop or classroom.
* Provide supervision, control and discipline for detainees during vocational programs to ensure all equipment is appropriately used and stored, and the safety, security and wellbeing of detainees and staff is maintained.
* Work with custodial and Education staff to deliver programs by participating in casework meetings, and ensuing that programs, activities and objectives are consistent with a young persons casework goals and needs.

# Key challenges

* Managing and prioritising multiple projects with general maintenance activities to ensure completion of tasks within expected timeframes and to expected standards.
* Coordinating contractors and other general building works, within the context of a custodial facility to ensure work on facilities meet expected standards, and safety and security is maintained.
* Utilising judgement to ensure all buildings, grounds, equipment and work carried out whole ensuring the safety and security of the centre and in accordance with Work, Health and Safety requirements and regulations.

# Key relationships

| Who | Why |
| --- | --- |
| **Internal** |  |
| Assistant Manager (Client Services) | For leadership and guidance  Report on day-to-day activities and refer more complex issues  Ensure key information in relation to detainee behaviour and progress against vocational plan goals is understood. |
| Centre/ Departmental Staff | Liaises with other staff in seeking advice and information on progress and any concerns relating to vocational plan delivery.  Communicate routine day to day issues, seek information, provide information |

|  |  |
| --- | --- |
| Young persons | Ensure key information in relation to vocational plans and progress against work plan goals is understood.  Supervision of young persons. |

# Role dimensions

## Decision making

The Vocational Instructor receives guidance, regular supervision and direction from the Assistant Manager. Support to this role will also be available from the Assistant Manager and Unit Managers.

The role may make routine decisions affecting the day-to-day functioning of the vocational program but not the Centre's overall plan.

Their main role is to provide program planning, guidance, direction and training to the participants of the program.

## Reporting line

## The role reports to the: Assistant Manager/ Unit Manager/ Operations Support Officer

## Direct reports

Up to 5 direct reports

## Budget/Expenditure

Nil

# Key knowledge and experience

* 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.
* Skills and experience in general maintenance.
* Good understanding and experience using plant equipment.

# Essential requirements

* For Vocational Instructors (Trade, Maintenance, Grounds) Level 1, Year 1, relevant experience for the role is required.

**NOTE:** To progress to Level 2, Years 1-4, relevant Trade Certificate and Train Small Groups qualification or equivalent e.g. Cert IV in Training and Assessment.

* Current White Card or general construction induction card
* Relevant trade skills and experience
* Weekend work and occasional after-hours work will be required.
* Possession of “Provide First Aid”’ (HLTAID0011) or equivalent.
* Current NSW Working with Children Check clearance
* Current C Class NSW drivers licence

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** | |
|  | **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 change * Offer own opinion and raise challenging issues * Listen when ideas are challenged and respond appropriately * Work through challenges * Remain calm and focused in challenging situations | | | 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 |
|  | **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 |
|  | **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 |
|  | **Manage and Develop People**  Engage and motivate staff, and develop capability and potential in others | * Clarify the work required, and the expected behaviours and outputs * Clearly communicate team members’ roles and responsibilities * Contribute to developing team capability and recognise potential in people * Recognise good performance, and give support and regular constructive feedback linked to development needs * Identify appropriate learning opportunities for team members * Create opportunities for all team members to contribute * Act as a role model for inclusive behaviours and practices * Recognise performance issues that need to be addressed and seek appropriate advice | | | 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 | 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 |  |  |  |
| Commit to Customer Service | Provide customer-focused services in line with public sector and organisational objectives | 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 |
| 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 |
| 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 | Foundational |
| Manage Reform and Change | Support, promote and champion change, and assist others to engage with change | Foundational |