ROLE DESCRIPTION

Aboriginal Teacher

Portfolio	Communities and Justice	
Department	Department of Communities and Justice	
Division/Branch/Unit	Reintegration, Infrastructure and Commissioning/Work and Education	
Location	Various	
Classification/Grade/Band	Teacher	
Role Number	TBC	
ANZSCO Code	222431	
PCAT Code	1119192	
Date of Approval	10 June 2026	**Ref: CS0793**
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

Corrective Services NSW (CSNSW) delivers professional correctional services and programs to reduce reoffending and create safer communities. We house remand and sentenced inmates in correctional centres and supervise offenders serving orders in the community.

CSNSW provides reports and advice to courts and releasing/parole authorities and assesses offenders in the community and in custody for relevant interventions to reduce their risks of reoffending. CSNSW works in partnership with other government and non-government justice and human services agencies to support victims, facilitate restorative justice and promote reintegration.

Primary purpose of the role

Plan, develop, deliver and evaluate courses which meet the requirements of accredited courses and training packages to achieve the highest levels of program delivery in accordance with CSNSW policy, procedures and standards to contribute to the reduction of re-offending and increased community safety.

Contribute to the provision of Language Literacy Numeracy and Digital Literacy (LLND) in General Education and Training programs delivered by the internal education service provider AEVTI.

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

Key accountabilities

- Develop and maintain relationships with the Aboriginal community and key stakeholders to successfully deliver programs etc.
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- Build and maintain LLND classes, allocate and deallocate learners using the Offender Information Management System (OIMS), as needed.
- Select and invite eligible learners to participate in AEVTI LLND educational programs, following established systems and processes, as needed.
- Conduct a pre-enrolment review of proficiency to determine a suitable education program prior to enrolment.
- Enrol learners into an appropriate education program following established systems and processes, as needed.
- Conduct classes and assessments that are contextualised to meet the individual leaning needs, styles and interests of learners, under the principles of adult learning and in accordance with the Rules of Evidence and Principles of Assessment.
- Develop lesson plans and teaching and assessment resources for the delivery of courses which meet the requirements of accredited course and training package qualifications.
- Participate in evaluation processes of courses including validation and moderation of assessment to ensure assessment quality, consistency and to maintain professional currency.
- Maintain administrative duties related to teaching including, but not limited to, recording of learner participation, progress and achievement in accordance with established systems and processes.
- Contribute to offender case management by providing support and advice to learners on education and employment pathways, by providing regular reports on inmate learning progress and achievement in accordance with established systems and processes.

Key challenges

- Implementing timely changes to course content and delivery in response to changing organisational expectations and the correctional centre operations.
- Maintaining ethical practices in a dynamic and challenging environment.

Key relationships

Who	Why
Internal	
Senior Correctional Education Officer	• For administrative guidance and direction. • For support and direction on professional development plans, continuous improvement and policy and procedure. • For educational support and supervision of direct teaching activities and duties related to teaching.
Education Services Coordinator	• Communicate and collaborate regarding education delivery requirements, including room allocation, resource need, timetabling, staff notification, logistics and local inductions. • Share information to enable informed decision-making. • Enable and contribute to local day-to-day operations.

Continuous Improvement Officer (CSNSW Academy AEVTI)	• Administrative direction and support related to compliance.
External	
Elders' groups	**Elders' groups** – To ensure cultural guidance, respect for traditions, and appropriate community authority in learning and support programs.
Local Aboriginal Land Councils	**Local Aboriginal Land Councils** – To maintain connection to Country, community governance, and cultural identity within education.
Aboriginal Medical Services	**Aboriginal Medical Services** – To support learner wellbeing, including culturally appropriate health and social support needs.
Aboriginal Reference Groups	**Aboriginal Reference Groups** – To align programs with community expectations, priorities, and culturally informed practices.
Aboriginal Education Consultative Group (NSW AECG).	**Aboriginal Education Consultative Group (NSW AECG)** – To ensure educational approaches meet state-wide Aboriginal education standards and community-led guidance.

Role dimensions

Decision making

The Teacher will work as part of a team to develop courses and learning materials to meet identified learner needs.

Reporting line

Senior Correctional Education Officer

Direct reports

Nil

Budget/Expenditure

Nil

Key knowledge and experience

Demonstrated cultural capability, which includes lived experience, knowledge and understanding of contemporary social issues affecting Aboriginal & Torres Strait Islander people, including skills in identifying and/or responding to the diverse needs of Aboriginal people experiencing significant trauma and disadvantage.

Essential requirements

- This is an identified position and only open to Aboriginal and/or Torres Strait Islander persons (see notes below for further information).
- A qualification in education as outlined in the Crown Employees (Education Employees Department of Justice – Corrective Services NSW) Award and the qualification will include subjects in the learning area of literacy and numeracy
- Current Certificate IV in training and assessment or equivalent

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 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	**Manage Self** Be persistent, self-reflect and commit to learning.	• Keep up to date with contemporary knowledge and practices • Seek and take advantage of opportunities to learn and apply new skills • Commit to achieving challenging goals • Seek and respond positively to constructive feedback and advice • Examine and reflect on your performance	Adept
 Relationships	**Communicate Effectively** Communicate clearly, pay attention to others and respond with understanding and respect.	• Tailor communication to suit the needs, backgrounds and perspectives of diverse audiences and address barriers to participation • Clearly explain complex ideas and arguments to individuals and groups • Create opportunities for others to contribute • Share information with other teams and business units to enable informed decision-making • Write clearly and concisely in a range of styles and formats • Use contemporary communication channels to share information, engage and interact with diverse audiences • Pay attention and encourage others to express their views	Adept
 Relationships	**Work Collaboratively** Collaborate with others and value their contribution	• Build a supportive and collaborative team environment • Share information and learning across teams	Intermediate

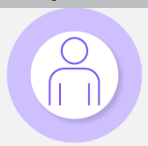
FOCUS CAPABILITIES			
Capability group/sets	**Capability name**	**Behavioural indicators**	**Level**
		• Acknowledge outcomes that were achieved by working together effectively • Share information with others to solve problems together • Support others in difficult situations • Use collaboration tools, including digital technology, to work effectively with others	
 Results	**Plan and Prioritise** Plan to achieve priority outcomes and respond flexibly to changing circumstances	• Understand the team and business unit's goals and set work tasks that contribute to meeting them • Set and develop team goals and plans, and use feedback to inform planning • Respond proactively to changing circumstances and adjust your plans when necessary • Consider how immediate and longer-term organisational issues might affect the achievement of your team and business unit goals • Adapt and respond proactively when priorities and work environments change	Intermediate
 Business enablers	**Technology** Understand and use available technology 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 • Use records, information and knowledge management systems effectively • Support system improvement initiatives and new technology when it is deployed • Identify where technology or automation supports tasks, and raise issues when applications may be inappropriate or inaccurate	Intermediate

FOCUS CAPABILITIES			
Capability group/sets	**Capability name**	**Behavioural indicators**	**Level**

Complementary capabilities

Complementary capabilities are also identified from the Capability Framework and relevant occupation-specific capability sets. They are important to identify performance required for the role and development opportunities.

Note: capabilities listed as 'not essential' for this role are not relevant for recruitment purposes, however, may be relevant for future career development.

COMPLEMENTARY CAPABILITIES			
Capability Group/Sets	**Capability Name**	**Description**	**Level**
 Personal attributes	Display Resilience and Courage	Be open and honest, prepared to express your views, and willing to accept and commit to change	Intermediate
	Act with Integrity	Be ethical and professional, and uphold and promote the public sector values	Intermediate
	Value Diversity and Inclusion	Be inclusive and respect diverse backgrounds, experiences and perspectives	Foundational
 Relationships	Commit to Customer Service	Provide customer-focused services in line with public sector and organisational objectives	Intermediate
	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Intermediate
 Results	Deliver Results	Achieve results by using resources efficiently and committing to quality outcomes	Intermediate
	Think and Solve Problems	Think, analyse and consider the broader context to develop practical solutions	Intermediate
	Demonstrate Accountability	Be proactive and responsible for your actions, and follow legislation, policy and guidelines	Intermediate
 Business enablers	Finance	Understand and apply financial processes to achieve value for money and minimise financial risk	Foundational
	Procurement and Contract Management	Understand and use procurement processes to ensure effective purchasing and contract performance	Foundational
	Project Management	Understand and use effective ways to plan, coordinate and control projects	Foundational