

ROLE DESCRIPTION

Senior Correctional Education Officer

Portfolio	Communities and Justice	
Department	Corrective Services NSW (CSNSW)	
Division/Branch/Unit	Reintegration, Infrastructure and Commissioning/ Work and Education	
Location	Various	
Classification/Grade/Band	Senior Correctional Education Officer	
Role Number	Various	
OSCA Code	222431	
PCAT Code	1119192	
Date of Approval	14 May 2026	Ref: CS0789
Agency Website	www.correctiveservices.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

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

Key accountabilities

- Manage human resources for the provision of accredited AEVTI LLND courses at the correctional centre.
- Oversee pre-enrolment review and planning procedures to determine learner proficiency and placement in AEVTI General Education and Training courses.
- Maintain accurate and up to date Training and Assessment Strategies to ensure compliance with ASQA Standards and the effective delivery of training and assessment.
- Manage Performance Development Plans (PDP) and Trainer and Assessor Profiles of AEVTI education staff providing guidance, verifying currency, and ensuring timely submission in line with AEVTI and RTO requirements.

- Coordinate Leave applications, time sheets and NAT Calendars in consultation with the Manager of General Education and Training.
- Maintain AEVTI centre business processes and operations, including the provision of accurate and timely reports, to meet annual milestones, KPIs and the regulatory standards for registered training organisations.
- In consultation with the Manager of General education and Training, manage the professional development, including events, and monitor performance through regular direct observations of AEVTI education Teachers and Correctional Education Officers, and address performance issues in a timely manner to maximise individual and team outcomes.
- Coordinate the onboarding of new AEVTI education staff based in centres within the assigned region.
- Facilitate the systematic review, development validation of curriculum and assessment resources to ensure alignment with regulatory standards, training packages and organisational requirements.
- Oversee administrative duties of AEVTI education staff related to recording of offender participation, progress, achievement and student complaints in accordance with established systems and processes.

Key challenges

- Meeting targets and key performance indicators while balancing operational priorities with the other managerial accountabilities, within the context of a continuously evolving correctional service.
- Maintaining and developing effective adult education targeted to the identified needs of offenders that contribute to current CSNSW targets. Key relationships

Who	Why
Internal	
Correctional Education Officers/ Teachers	• For administrative supervision and direction. • 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	• For matters regarding coordinating education delivery requirements to meet the training needs of AEVTI LLN learners.
Manager of Industries/ Operational Manager	• For matters relating to education delivery where operational resourcing or logistical issues require escalation or resolution at a managerial level.
Manager General Education and Training	• Report on progress towards business objectives. • For professional guidance, advice and compliance matters.
CSNSW Academy (AEVTI)	• Work collaboratively to support and enhance educational programs that meet learner needs, departmental goals and AEVTI requirements across correctional centres.

Role dimensions

Decision making

The role has a large degree of autonomy in planning and programming education programs and services to meet the identified needs of the centre inmate profile.

Reporting line

The role reports directly to the Manager General Education and Training.

Direct reports

AEVTI Correctional Education Officers and Teachers based in centres within the assigned region

Budget/Expenditure

TBC

Essential requirements

- Qualifications in Education as outlined in the Crown Employees (Education Employees), Department of Justice – Corrective Services NSW Award
- Current Certificate IV in training and assessment
- Current NSW driver's 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](#) 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	• Be a professional role model for colleagues, set high personal goals and take pride in achieving them • Actively seek, reflect on and act on feedback about your performance • Reflect on and use negative feedback as an opportunity for growth and improvement • Take the initiative and act in a decisive way • Pursue and apply new knowledge and practices relevant to your organisation to improve outcomes	Advanced
 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	• Encourage a workplace culture that values collaboration • Communicate with other teams to improve information sharing • Share lessons learned with other teams and business units • Identify opportunities to collaborate with stakeholders, including people with lived experience, to develop better processes and solutions • Actively use digital information platforms, collaboration tools and other digital technologies to share information and work with diverse	Adept

FOCUS CAPABILITIES

Capability group/sets	Capability name	Behavioural indicators	Level
 Results	Plan and Prioritise Plan to achieve priority outcomes and respond flexibly to changing circumstances	audiences to solve problems and improve services • Consider diverse cultural perspectives to provide insights into collaborative work	Intermediate
		• 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	
 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
 People management	Manage and Develop People Engage with and motivate staff, and develop their capability and potential	• Define and clearly communicate roles, responsibilities and performance standards to achieve team outcomes • Adjust performance development processes to meet the diverse abilities and needs of individuals and teams • Develop work plans that consider capability, strengths and opportunities for development • Be aware of the effects of bias when managing team members • Seek feedback about your management capabilities and develop strategies to improve on them	Adept

FOCUS CAPABILITIES

Capability group/sets	Capability name	Behavioural indicators	Level
		- Address and resolve team and individual performance issues, including unsatisfactory performance, promptly and effectively - Monitor and report on team performance in line with established performance development frameworks - Develop positive relationships to ensure cultural safety and trust between team members	

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	Adept
	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	Intermediate
 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	Adept
	Demonstrate Accountability	Be proactive and responsible for your actions, and follow legislation, policy and guidelines	Intermediate

COMPLEMENTARY CAPABILITIES

Capability Group/Sets	Capability Name	Description	Level
 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	Intermediate
 People management	Inspire Direction and Purpose	Communicate goals, priorities and vision, and recognise achievements	Intermediate
	Optimise Business Outcomes	Manage people and resources effectively to achieve public value	Intermediate
	Manage Reform and Change	Support and champion change, and help others to engage with change	Intermediate