

## ABORIGINAL STUDENT SUPPORT OFFICER (Aboriginal Identified)

GROUP	Student Experience		
TEAM	Aboriginal Education & Engagement		
LOCATION	Various		
CLASSIFICATION/GRADE/BAND	TAFE Worker Level 4		
POSITION NO.	TBA		
ANZSCO CODE	TBA	PCAT CODE	TBA
TAFE Website	<a href="http://www.tafensw.edu.au">www.tafensw.edu.au</a>		

### 1. ORGANISATIONAL ENVIRONMENT

TAFE NSW's purpose is to skill the workforce of the future. It is Australia's leading provider of vocational education and training with over 500,000 annual enrolments and a proud history for setting the benchmark for quality service. As the NSW public provider, it supports the NSW Government's priority to grow skills for the economy and jobs of tomorrow. Critically, TAFE NSW plays a vital role in providing vocational education in rural and regional NSW, and job training pathways for the most vulnerable in the community.

TAFE NSW offers the best of campus-based delivery as well as flexible, online and work-based learning. The TAFE NSW values of Customer First, Collaboration, Integrity and Excellence guide our team in strengthening communities, delivering world-class training for our students and producing job ready graduates for employers. The operating environment for TAFE NSW is dynamic as we leverage our scale, expertise, passion and reputation to meet the rapidly changing VET landscape.

TAFE NSW is committed to its students and customers and the role it plays in changing lives and opening up opportunities through learning.

### 2. POSITION PURPOSE

The Aboriginal Student Support Officer is an identified Aboriginal and Torres Strait Islander position responsible for ensuring the provision of culturally appropriate learner services, engaging effectively with Aboriginal students, communities and other relevant stakeholders, monitoring and supporting Aboriginal learners, identifying learner needs and making appropriate referrals.

### 3. KEY ACCOUNTABILITIES

1. Assist in enhancing Aboriginal student experiences by supporting the planning and implementation of activities ranging from mentoring, cultural activities and graduations etc. in order to support effective student engagements.
2. Develop individual career pathway plans to improve education and employment outcomes for Aboriginal students to support course involvement and completion.
3. Monitor Aboriginal learners on a needs basis and refer to appropriate internal and external support services addressing non-educational and educational barriers for activities such as readiness assessments and screening for learnability skills.
4. Support Aboriginal learner's transition to employment or further education by connecting them with employers and support services providing employment networking, work placement, training in employability and job seeking skills and support for next career step planning.
5. Collaborate with the marketing team to develop culturally appropriate materials in order to promote and enhance the learning experience for aboriginal students.
6. Provide a broad range of administration and support services including case management, preparing routine correspondence, reporting and collation of data, information and records.
7. Liaise with various Government, Non-Government and private, industry and community organisations in order to explore student support options.
8. Reflect TAFE NSW's values in the way you work and abide by policies and procedures to ensure a safe, healthy and inclusive work environment.
9. Place the customer at the centre of all decision making.
10. Work with the Line Manager to develop and review meaningful performance management and development plans.

### 4. KEY CHALLENGES

- Providing advice and guidance on a broad range of learner services in order to deliver accurate and timely advice to a diverse range of enquiries from current and potential learners, TAFE staff and external stakeholders.
- Managing issues of a confidential and sensitive nature with tact and discretion in culturally appropriate ways.
- Coping with a changing environment brought about by the introduction of new systems, processes, policy and government directions
- Responding to a range of customer enquiries and determining the appropriate response, or where necessary the appropriate person to direct them to.
- Managing competing priorities from various customers who all require speedy resolution to difficulties in order to remain productive.

## 5. KEY RELATIONSHIPS

WHO	WHY
<b>Internal</b>	
Team Leader Aboriginal Student Support (Aboriginal identified)	<ul style="list-style-type: none"> <li>• Receive guidance, support and direction.</li> <li>• Advise where timeframes or deliverables may be in jeopardy.</li> <li>• Develop and implement approved strategies to ensure the on time delivery of activities.</li> </ul>
Aboriginal Employment Team (Aboriginal identified)	<ul style="list-style-type: none"> <li>• Share knowledge, consult and collaborate on initiative and issues management.</li> <li>• Provide advice and support including on cultural appropriateness and issues identification and resolution.</li> <li>• Share knowledge, consult and collaborate on employment related Issues and assist in developing staff capabilities</li> </ul>
Aboriginal Education and Engagement Team (Aboriginal identified)	<ul style="list-style-type: none"> <li>• Collaborate on the development and delivery of culturally appropriate learning activities.</li> <li>• Share knowledge and seek advice to ensure the provision of an effective and customer centric learner journey.</li> </ul>
Student Services Branch	<ul style="list-style-type: none"> <li>• Share knowledge, consult and collaborate on implementation of policies and procedures.</li> </ul>
Educational Administrative Support	<ul style="list-style-type: none"> <li>• Share knowledge, consult and collaborate on initiative and issues management.</li> <li>• Explore and discuss administrative activities essential to the delivery of culturally appropriate learning.</li> </ul>
Teaching Staff	<ul style="list-style-type: none"> <li>• Liaise with teaching staff to assist Aboriginal students in obtaining accurate course information and support throughout student lifecycle</li> </ul>
Aboriginal Marketing Specialist (Aboriginal identified)	<ul style="list-style-type: none"> <li>• Collaborate on the development of culturally appropriate promotional materials to promote and enhance the learning experience</li> </ul>
<b>External</b>	
Aboriginal networks, communities and learning partners	<ul style="list-style-type: none"> <li>• Engage and collaborate to assist Aboriginal students in obtaining accurate course information and support throughout student lifecycle</li> </ul>
Government, Non-Government, private, industry and community organisations	<ul style="list-style-type: none"> <li>• Explore options for the provision of learning.</li> <li>• Identify sources of external educational support.</li> <li>• Engage with colleagues in other areas to explore best practice service delivery methodologies.</li> <li>• Provide advice and options to potential students and potential collaborating organisations.</li> </ul>

## 6. POSITION DIMENSIONS

**Reporting Line:** Team Leader Aboriginal Student Support (Aboriginal identified)

**Direct Reports:** Nil

**Financial delegation:** tbc

**Decision Making:**

- Makes decisions that may have a minor impact externally within defined parameters and based on sound subject matter knowledge and professional judgment.
- Matters requiring a higher level of approval are referred to the Reporting Line Manager.





## 7. ESSENTIAL REQUIREMENTS

1. Certificate IV in relevant area or equivalent skills, knowledge and experience in administration support services.
2. Aboriginality (Aboriginality is a genuine occupational qualification and is authorised under Section 14 of the Anti-Discrimination Act of 1977). Candidate should present proof of Aboriginality as part of their application.
3. Class C drivers licence.
4. Ability to address and meet focus capabilities as stated in the Position Description.

## 8. CAPABILITIES

**NSW Public Sector Capability Framework**

Below is the full list of capabilities and the level required for this role as per the [NSW Public Sector Capability Framework](#). The capabilities **in bold** are the focus capabilities for this role. Refer to the next section for further information about the focus capabilities. Capability levels are as follows and reflect a progressive increase in complexity and skill: Foundational > Intermediate > Adept > Advanced > Highly Advanced

CAPABILITY GROUP	NAME	LEVEL
 Personal Attributes	Display Resilience & Courage	Foundational
	Act with Integrity	Foundational
	Manage Self	Intermediate
	<b>Value Diversity</b>	<b>Intermediate</b>
 Relationships	<b>Communicate Effectively</b>	<b>Intermediate</b>
	Commit to Customer Service	Intermediate
	<b>Work Collaboratively</b>	<b>Intermediate</b>
	Influence and Negotiate	Intermediate
 Results	<b>Deliver Results</b>	<b>Intermediate</b>
	Plan And Prioritise	Foundational
	Think and Solve Problems	Foundational
	<b>Demonstrate Accountability</b>	<b>Foundational</b>
 Business Enablers	Finance	Foundational
	<b>Technology</b>	<b>Intermediate</b>
	<b>Procurement and Contract Management</b>	<b>Intermediate</b>
	Project Management	Foundational

TAFENSW.EDU.AU

**FOCUS CAPABILITIES**

The focus capabilities for the Aboriginal Student Support Officer are the capabilities in which occupants must demonstrate immediate competence. The behavioural indicators provide examples of the types of behaviours that would be expected at that level and should be reviewed in conjunction with the position's key accountabilities.

**NSW Public Sector Focus Capabilities**

NSW Public Sector Capability Framework		
Group and Capability	Level	Behavioural Indicators
<b>Personal Attributes</b> Value Diversity	Intermediate	<ul style="list-style-type: none"> <li>Be responsive to diverse experiences, perspectives, values and beliefs and listen to others' individual viewpoints.</li> <li>Seek input from others who may have different perspectives and needs.</li> <li>Adapt well in diverse environments.</li> </ul>
<b>Relationships</b> Communicate Effectively	Intermediate	<ul style="list-style-type: none"> <li>Focus on key points and speak in 'Plain English'.</li> <li>Clearly explain and present ideas and arguments.</li> <li>Listen to others when they are speaking and ask appropriate, respectful questions.</li> <li>Monitor own and others' non-verbal cues and adapt where necessary.</li> <li>Prepare written material that is well structured and easy to follow by the intended audience.</li> <li>Communicate routine technical information clearly.</li> </ul>
<b>Relationships</b> Work Collaboratively	Intermediate	<ul style="list-style-type: none"> <li>Build a supportive and co-operative team environment.</li> <li>Share information and learning across teams.</li> <li>Acknowledge outcomes which were achieved by effective collaboration.</li> <li>Engage other teams/units to share information and solve issues and problems jointly.</li> <li>Support others in challenging situations.</li> </ul>
<b>Results</b> Deliver Results	Intermediate	<ul style="list-style-type: none"> <li>Complete work tasks to agreed budgets, timeframes and standards.</li> <li>Take the initiative to progress and deliver own and team/unit work.</li> <li>Contribute to allocation of responsibilities and resources to ensure achievement of team/unit goals.</li> <li>Seek and apply specialist advice when required.</li> </ul>
<b>Results</b> Demonstrate Accountability	Foundational	<ul style="list-style-type: none"> <li>Take responsibility for own actions.</li> <li>Be aware of delegations and act within authority levels.</li> <li>Be aware of team goals and their impact on work tasks.</li> <li>Follow safe work practices and take reasonable care of own and others' health and safety.</li> <li>Escalate issues when these are identified.</li> <li>Follow government and organisational record-keeping requirements</li> </ul>

<b>Business Enablers</b> Technology	Intermediate	<ul style="list-style-type: none"><li>• Apply computer applications that enable performance of more complex tasks.</li><li>• Apply practical skills in the use of relevant technology.</li><li>• Make effective use of records, information and knowledge management functions and systems.</li><li>• Understand and comply with information and communications security and acceptable use policies.</li><li>• Support the implementation of systems improvement initiatives and the introduction and roll-out of new technologies.</li></ul>
<b>Business Enablers</b> Procurement and Contract Management	Intermediate	<ul style="list-style-type: none"><li>• Understand and comply with legal, policy and organisational guidelines and procedures in relation to procurement and contract management.</li><li>• Conduct delegated purchasing activities, complying with prescribed guidelines and procedures.</li><li>• Work with providers, suppliers and contractors to ensure that outcomes are delivered in line with time and quality requirements.</li></ul>

---