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| Directorate | Education |
| Section | Communications and Engagement |
| Position Number | P38519 |
| Classification | Administrative Services Officer 6 |
| Positions Title | Media and Content Officer, Communications and Engagement |
| Last reviewed | June 2026 |

DIRECTORATE OVERVIEW

The [Education Directorate](#) delivers quality public school and early childhood education to shape every child's future and lay the foundation for lifelong development and learning.

We deliver high-quality education across 93 public schools educating more than 50,000 students from early childhood through to year 12.

Our workforce consists of more than 8000 staff, including 7200 school-based staff.

We also regulate the early childhood sector and register non-government schools in the ACT.

BRANCH AND TEAM OVERVIEW

The Communications and Engagement team leads the internal and external communications priorities and strategy for the Education Directorate.

We build trust and confidence in the ACT Education Directorate and ACT public education through engaging, informative, and compelling communications.

The team works closely with Education Support Office line areas and ACT public school staff to create targeted communication and engagement strategies and campaigns.

The Media and Content Officer plays a key role in telling the stories of the students and staff working in ACT public schools; our commitment to equity and inclusion for all students; engaging with school communities and the wider community in programs and policies that affect them; and celebrating the significant investment from the ACT Government to build, upgrade, improve and expand public schools.

THE ROLE

The Media and Content Officer is an important role in the Communications and Engagement team, responsible for curating and coordinating content development across various platforms. Under broad direction of the Director Media and Content and Senior Director Communications and Engagement, you will:

- Produce high-quality written content for Education Directorate channels, most notably social media, but also for websites and other ACT Governments channels as required.
- Capture photos, and sometimes videos, that highlight key initiatives and success stories within ACT Education.
- Liaise with the broader EDU Comms and Engagement team on the production of high-quality, engaging, and dynamic content for social media channels.
- Collaborate with stakeholders, subject matter experts, and multidisciplinary teams within other directorates and Ministerial offices to source, design, edit, and approve content.
- Work with school staff, particularly school principals, on the proliferation and distribution of positive school-based stories through Education Directorate channels.
- Work closely with the other members of the Media and Content team, and the broader EDU Comms and Engagement team, to achieve positive outcomes.
- Identify, produce, and schedule engaging content and stories relevant to the ACT Education community.
- Assist in the maintenance and updating of the Digital Activity Calendar (DAC) to ensure timely and strategic content dissemination.
- Evaluate content effectiveness using analytics and research to ensure it meets user needs.
- Appropriately undertake all relevant administrative tasks related to the role, including input to the DAC, approval processes, drafting of arrangement briefs and event proposals, ensuring student media permissions, etc.
- Assist in the monitoring and distribution of workload related to the EDU Media inbox, as well as other ad hoc administrative responsibilities.
- Undertake other duties appropriate to this level of classification that contribute to the directorate.

SELECTION CRITERIA

In a 2-page pitch, please address the following criteria:

Behavioural Capabilities

1. Demonstrated experience in producing written and multimedia content for governmental communications channels.

2. Ability to collaborate and negotiate effectively with a range of internal and external stakeholders.
3. Display behaviours that are consistent with the ACTPS values of Respect, Integrity, Collaboration and Innovation.

Professional / Technical Skills and Knowledge

1. Excellent communication skills (oral and written) with the ability to communicate complex topics in plain English for a variety of audiences.
2. Highly developed interpersonal and liaison skills, with the ability to work with a diverse range of stakeholders and as part of a team.
3. High-level organisational skills with the capacity to work under pressure and meet tight timeframes.

COMPLIANCE REQUIREMENTS/QUALIFICATIONS

1. Prior to commencement, the successful candidate will be required to undergo a preemployment National Police Check.
2. Qualifications in the fields of communications and engagement and/or IAP2 are highly desirable.
3. All team members of the Communication and Engagement team are required to hold a Working with Vulnerable People card.

WORK ENVIRONMENT DESCRIPTION

The following work environment description outlines the inherent requirements of the roles and indicates how frequently each of these requirements would be performed. Please note that ACTPS is committed to providing reasonable adjustment and ensuring all individuals have equal opportunities in the workplace.

| ADMINISTRATIVE | FREQUENCY |
|-----------------------------|------------------|
| Telephone use | Frequently |
| General computer use | Frequently |
| Extensive keying/data entry | Occasionally |
| Graphical/analytical based | Occasionally |
| Sitting at a desk | Frequently |
| Standing for long periods | Never |

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|------------------------|-------|
| Designated workstation | Never |
|------------------------|-------|

| STANDARD HOURS | FREQUENCY |
|---------------------------------------|------------------|
| Flexible working hours | Occasionally |
| Fixed or specified start/finish times | Occasionally |
| Peaks and troughs | Frequently |
| Frequent overtime | Occasionally |
| Rostered shift work | Never |

| SOCIAL DEMANDS | FREQUENCY |
|---|------------------|
| Work with others towards shared goals in a team environment | Frequently |
| Work in isolation from other staff (remote supervision) | Frequently |
| Working in a call centre environment | Never |
| Working directly with the public | Frequently |

| PHYSICAL DEMANDS | FREQUENCY |
|--|------------------|
| Distance walking (large buildings or inter-building transit) | Occasionally |
| Working outdoors | Occasionally |

| MANUAL HANDLING | FREQUENCY |
|---|------------------|
| Lifting 0 – 5kg | Occasionally |
| Lifting 5 – 10kg | Never |
| Lifting 10kg+ | Never |
| Climbing | Never |
| Reaching | Never |
| Bending/squatting | Never |
| Push/pull | Never |
| Sequential repetitive movements in a short amount of time | Occasionally |

| TRAVEL | FREQUENCY |
|---------------------------------------|------------------|
| Frequent travel – multiple work sites | Frequently |
| Frequent travel – driving | Frequently |
| Frequent travel – interstate | Never |

| SPECIFIC HAZARDS | FREQUENCY |
|-------------------------|------------------|
| Working at heights | Never |

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|---|--------------|
| Exposure to extreme temperatures | Never |
| Operation of heavy machinery e.g. forklift | Never |
| Confined spaces | Never |
| Excessive noise | Occasionally |
| Low lighting | Never |
| Handling of dangerous goods/equipment | Never |
| Working with asbestos | Never |
| Potential to encounter agitated customers | Never |
| Exposure to potentially distressing case material | Occasionally |

| OTHER | FREQUENCY |
|--|------------------|
| Uniform required | Never |
| Personal Protective Equipment (PPE) required | Occasionally |