

POSITION DESCRIPTION

Directorate: Education

Branch: People and Performance

Position Title: Senior Advisor Diversity and Inclusion, People Capability Team

Position Number(s): P12267

Classification: Administrative Services Officer 6 (ASO 6)

Security Clearance Required: No

Location: Hedley Beare Centre for Teaching and Learning, Stirling ACT

Last Reviewed: June 2026

POSITION OVERVIEW

We are seeking a high-performing, delivery focussed, Senior Advisor Diversity and Inclusion to help implement initiatives to support a high performing, inclusive Directorate.

The Diversity & Inclusion team sits within the People and Performance Branch and is responsible for providing programs and initiatives that support cultural competency, inclusive practices, capability, and engagement of our employees. The team supports the development and implementation of the Directorate's inclusion employment action plans and assist with the development of policies and guidelines to deliver the Directorate's Workforce Strategy.

The team work closely with our diversity-based staff networks and help to promote days of significance throughout the year to raise awareness of the importance of diverse workplaces. The team also partners with our stakeholders to deliver user-centred initiatives, programs and resources. This position reports to the Assistant Director, Diversity & Inclusion.

The Australian Capital Territory Public Service (ACTPS) is a values-based organisation where all employees are expected to embody the prescribed core values of respect, integrity, collaboration and innovation, as well demonstrate the related signature behaviours.

DIRECTORATE OVERVIEW

We are an ACT government directorate committed to developing and delivering educational services to empower each child and young person in the ACT to learn for life.

We have 92 public schools across the ACT providing quality education for over 50,000 students from preschool to Year 12. These include early childhood schools (including Koori preschools), primary schools, preschool to Year 10 schools, high schools, colleges and specialist schools. The Directorate also has responsibility for the planning and coordination of early childhood education and care services for the ACT.

Our strength is our people. We share a belief in the life-changing impact of education and this belief fuels our high-level commitment to the child and young people that attend our schools.

Our vision as a Directorate is that *every child and young person receives an excellent education, delivered and supported by highly skilled and valued professionals.*

The Directorate has five divisions:

- People, Governance and Communications
- School Improvement
- System Policy and Reform
- Service Design and Delivery
- Finance and Infrastructure

The Directorate employs over 8,000 staff including school-based and office-based employees.

Further information about working in the ACT Public Service and the Education Directorate can be found at <https://www.education.act.gov.au/>.

BRANCH OVERVIEW

The People and Performance Branch is part of the Chief Operating Officer Group and is responsible for providing quality, client focused services to maintain a highly skilled, sustainable workforce.

This includes:

- providing high quality, client focused human resources services to ensure the Directorate maintains a highly skilled, sustainable workforce
- providing expert advice and assistance to senior executives on a broad range of strategic HR management activities in accordance with relevant legislation, policies and guidelines
- building organisational capability to achieve the outcomes of the strategic plan
- developing and implementing Directorate strategic for workforce planning
- strategically analysing workforce data to underpin evidence-based advice and support to the Directorate executive
- building capacity of workforce leaders and managers, including school principals
- supporting teacher workload reform
- supporting continuous improvement through workplace agreements
- maintaining effective partnerships to ensure client focused services
- ensuring the values and behaviours of the Directorate are upheld through strong HR policy and procedures.

YOUR DUTIES AND RESPONSIBILITIES

The primary responsibilities for this position are to:

- Support the development of people-related projects and programs aligned with the *Education Directorate Strategic Plan 2022-2025*, directorate level diversity Employment Action Plans, and whole of ACT Government diversity programs.
- Using user-centred design principles and methodologies to support the team in the delivery of inclusion services across the directorate in line with individual skills/capabilities.
- Support effective consultative activity, policy implementation and change management processes within the Education Directorate.
- Develop briefs, correspondence and promotional communication relating to project implementation and outcomes.
- Provide support and advice to the wider directorate and Senior Leadership group on matters relating to diversity and inclusion.
- Work collaboratively across the team and broader branch to contribute to shared goals of the branch and directorate.

WHAT YOU REQUIRE

Professional and Technical Skills, and Knowledge

1. **MANAGING PROJECTS:** Demonstrated experience in the end-to-end process of researching, co-designing, developing, implementing, and measuring practical solutions for building organisational capability in positive workplace culture, cultural safety, or workforce inclusion.
2. **KNOWLEDGE:** Sound knowledge and understanding of cultural safety, workforce inclusion, or workplace diversity issues.
3. **COMMUNICATION:** Highly developed oral and written communication skills, with the ability to draft briefs, minutes, reports, and promotional communication.
4. **TIME MANAGEMENT:** Demonstrated ability to complete multiple parallel projects with a range of deliverables and timelines.

Behavioural Capabilities

5. **ACTPS VALUES:** Demonstration of the (ACT Public Service) Values of respect, integrity, collaboration and innovation in your previous work experience.

Compliance Requirements/Qualifications

6. Nil

WORK ENVIRONMENT DESCRIPTION

The following work environment description outlines the inherent requirements of the role of Senior Advisor, Diversity and Inclusion 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	Occasionally
General computer use	Frequently
Extensive keying/data entry	Occasionally
Graphical/analytical based	Occasionally
Sitting at a desk	Frequently
Standing for long periods	Occasionally
Designated workstation	Frequently

STANDARD HOURS	FREQUENCY
Flexible working hours (access to flex time)	Occasionally
Fixed or specified start/finish times	Never
Expected to work extensive hours over a significant period due to the nature of the duties	Never
Access to Accrued Days Off (ADO's)	Never
Peaks and troughs	Occasionally
Frequent overtime	Never
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	Occasionally

PHYSICAL DEMANDS	FREQUENCY
Distance walking (large buildings or inter-building transit)	Occasionally
Working outdoors	Never

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

TRAVEL	FREQUENCY
Frequent travel – multiple work sites	Occasionally
Frequent travel – driving	Occasionally
Frequent travel – interstate	Never

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

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