



POSITION DESCRIPTION

Directorate: Education

Position Number: P71558

Branch: School Improvement

Classification: AS05

Business Unit: Alfred Deakin High School

Location: South/Weston

Position Title: Timetabling & Community Engagement Officer

Last Reviewed: 20/07/2026

Position Requirements: A current Working with Vulnerable People (WWVP) registration

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 [Values and Signature Behaviour - ACTPS Employment Portal](#)

DIRECTORATE OVERVIEW

The [ACT Education Directorate](#) (Directorate) delivers high quality education services through government schools, registers non-government schools and administers vocational education and training in the ACT. The Directorate aims to develop and deliver educational services to empower each child and young person in the ACT to learn for life.

The Education Directorate is one of seven ACT Government Directorates established with a collaborative purpose to achieve the ACT Government's priorities and to serve the community. The Education Directorate services include the provision of public-school education, regulation of education and care services, registration of non-government schools and home education.

What is important to us: We are an education system that empowers our young people to thrive in ways that foster a democratic, equitable, diverse and prosperous society.

Our Mission: We develop and deliver educational services to empower each young person in the ACT to learn for life.

Our Vision: Our Directorate values of respect, integrity, collaboration, and innovation reflect the employee values of the ACT Public Service. These core values underpin our service delivery and are the cornerstone of our workplace environments. Translating these values into daily practice is an expectation of all ACT public servants.

The ACT public education system continues to expand with over 50,000 students attending 90 public schools, comprising:

- 52 preschool to year 6 schools (including four Koori preschools);
- nine year 7 to 10 high schools;
- eight year 11 and 12 secondary colleges;
- six early childhood schools (preschool to year 2);
- four specialist schools;
- eight preschool to year 10 schools (including one Koori preschool);
- one kindergarten to year 10 school; and
- one year 7 to 12 school.

The Directorate also has responsibility for the planning and coordination of early childhood education and care services for the ACT.

The Directorate is structured around four divisions: School Improvement Division; System Policy and Reform; Business Services Division and Service Delivery and Design. The Directorate employs approximately 7,050 staff including 4,211 school teachers and leaders.

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

BRANCH OVERVIEW

The School Improvement Branch works closely with schools supporting them to develop sustainable processes that ensure a culture of school improvement and accountability related to their individual context.

SCHOOL OVERVIEW

ACT Public Schools deliver quality education to shape every child's future and lay the foundation for lifelong development and learning.

Alfred Deakin High School is a secondary school, years 7 to 10 in Deakin. Alfred Deakin High School is a highly regarded ACT public school, committed to nurturing every student through a wide range of flexible, engaging, and personalised learning experiences. Our core values - Excellence, Responsibility, Community, and Respect are embedded in every aspect of school life. They shape our culture, guide our decisions, and foster a safe, inclusive environment where both students and staff take pride in their learning.

Alfred Deakin is a diverse, vibrant, and inclusive community—one where students feel safe, supported, and truly known. Where difference is celebrated and where every young person is empowered to discover who they are, and who they can become.

POSITION OVERVIEW

The Timetabling & Community Engagement Officer plays a pivotal role in the strategic planning, coordination and ongoing management of the school's master timetable and associated operational systems, ensuring the effective delivery of curriculum and the smooth day-to-day operation of the school. As the school's timetabling specialist, the role is responsible for managing complex timetabling processes including staffing allocations, class and room scheduling, playground duty allocation, elective selection and management, coordination of the Web Preferences process, rollovers and ongoing timetable modifications. The position also oversees communication with students and families throughout the elective selection process, including the preparation and management of elective information, correspondence and rollout communications. Working in partnership with the Senior Executive and Faculty Executives, the position develops and maintains timetable solutions that balance curriculum requirements, staffing capacity, student wellbeing and operational priorities within a dynamic school environment.

The role provides expert advice on complex timetabling and operational matters, identifying practical solutions that support informed decision-making, minimise disruption to teaching and learning, and drive continuous improvement through efficient systems, processes and data management. Acting as the central point of coordination for timetabling, the position works closely with executive, staff, students and families to ensure accurate communication and the successful implementation of school-wide operational priorities.

Beyond timetabling, the role leads community engagement initiatives through the management of social media posts and engagement, grants, sponsorship opportunities, end-of-year activities and programs that strengthen the school's priority of Belonging and Connection, while contributing to strategic planning and governance as a member of the School Board.

It also provides operational support across student administration, events and excursions, specialist programs and whole-school initiatives. The position supports the administration team across Front Office, Finance, Staffing, Attendance and Excursions, promoting collaboration, knowledge sharing and business continuity. Other responsibilities include locker administration and EOY cleanout, first aid officer, plays an active role in fire and lockdown situations, complies legal and FOI requests and supports student wellbeing with necessary paperwork.

WHAT YOU WILL DO

This position is an active member of the Administration Team assisting with the operations of the school business and is accountable to the ACT Education Directorate in meeting relevant legislative requirements. The Timetabling & Community Engagement Officer will work under general direction in relation to established priorities, task methodology and work practices to provide support to the Business Manager and Principal in the day-to-day management of the school in line with school requirements and Directorate priorities.

Student Services Management

- Under general direction:
 - Manage the development of the school timetable using Timetabling Solutions and maintain accurate class and attendance data.

- Manage electronic systems, including the Directorate's Sentral and other databases to support the work of Student Services, undertake computer tasks as required.
- Assist in the development of school-based policies and procedures associated with school issues and responsibilities.
- Coordinate sensitive documentation in relation to student files management, including court orders and subpoenas.

Team Management

Under general direction:

- Set and achieve priorities and objectives, monitor productivity, and manage resources.
- Support the team in achieving their goals through the provision of guidance, quality assurance and professional development conversations.
- Understand and work within the ACTPS Code of Conduct and ACTPS values of respect, integrity, collaboration and innovation, and model behaviour consistent with the ACTPS Respect, Equity and Diversity framework.

Communication and Stakeholder Management

- Provide excellent customer service to students, families and the broader school community.
- Provide a confidential customer focus and high level of client service by responding to stakeholder needs and expectations.
- Develop, support and maintain customer relationships and liaise with internal and external stakeholders on a range of complex and sensitive matters.
- Prepare documentation such as general correspondence and advice.

Strategic Management

- In conjunction with the business manager and other team managers, participate in and contribute to strategic planning sessions where relevant.
- Under general direction, contribute to the priorities, strategies and actions in the school improvement plan and annual action plans as relevant.
- Participate in executive meetings/working groups as required and provide general advice on business functions to the school leadership team.
- Provide administrative support to the School Board

Business Improvement

- Develop, implement and maintain processes that contribute to the efficient and effective management of the work area.
- Exercise initiative and judgement in solving day to day operational problems and implement improved processes and procedures.
- Support and encourage team members to suggest and implement improvements to work processes.

Human Resources

- Supervise, train and manage staff and monitor workloads as required
- Identify training and development opportunities
- Maintain a range of record keeping systems and databases

WHAT YOU REQUIRE

The following capabilities form the selection criteria that are required to perform the duties and responsibilities of the position.

Professional / Technical Skills and Knowledge

1. Demonstrated experience in school timetabling, including the development and maintenance of complex timetables and subject selections. This includes the use of software such as Timetabling Solutions, Web Preferences & Sentral
2. Highly developed organisational skills, with the ability to coordinate competing priorities and deliver quality outcomes in a dynamic environment

Behavioural Capabilities

1. Proven sound liaison and communication skills, and an ability to engage with members of the school community.
2. Demonstrated initiative, adaptability and sound judgement, with the ability to work independently and contribute to continuous improvement
3. Demonstrated ability to build positive relationships and contribute to a collaborative, supportive and high-performing team culture

Compliance Requirements / Qualifications

- This position requires a Working with Vulnerable People (WWVP) Registration prior to commencing in this role.

Desirables

- Experience and knowledge of working in a school office environment
- Knowledge of school specific software including Sentral, Timetabling Solutions & Web Preferences
- Experience managing social media, grants or community engagement initiatives
- First Aid Certificate or a willingness to undertake appropriate training
- Excellent knowledge of Microsoft Outlook, Word and Excel

Other information

Working in a School Setting Duty of Care

The legal duty of care requires that all staff should take all reasonable measures to ensure the safety of any student. Whilst Administrative Service Officers (ASO) do not have the same level of duty of care as teachers, because of the student/teacher relationship that exists and teachers' professional standing, all staff are required to take reasonable steps to protect students against risks of injury that could have reasonably been foreseen.

The duty is not to ensure that there is no injury but to take reasonable care to prevent injury that could have reasonably been foreseen. The level of duty of care for ASO staff will depend on the individual role and the arrangements put in place by the principal.

All ASO staff are responsible for providing basic physical and emotional care for students. This may include activities such as toileting, assisting with meals and lifting of students and/or the provision of support to students in accordance with approved student health care/treatment plans. The degree of responsibility for these activities will vary depending on the role, individual student needs and the working environment.

Employment conditions

A full-time Administrative Service Officer's ordinary hours of work are 147 hours over a four week period (ie. an average of 73 hours 30 minutes per fortnight or 36 hours 45 minutes per week).

Administrative Service Officers usually work 7 hours 21 minutes per day with an additional 60 minutes for a lunch break.

Administrative Service Officers in schools are required to work during school stand down periods (school holidays), noting that flexible working conditions may apply on an individual basis.

Extracurricular activities

Administrative Service Officers in schools may be required to assist teachers with the care and supervision of students in out-of-class activities including on school excursions, overnight camps and when transporting students to other campuses or facilities.

These school activities may be in addition to their ordinary hours of work. In these circumstances, participation is voluntary and following agreement with the principal, Administrative Service Officers may be granted flex or overtime in accordance with the enterprise agreement.

The degree of responsibility for these activities will vary dependant on the Administrative Service Officer, student needs and environment.

Mandatory reporting requirements

Administrative Service Officers in schools also have an additional responsibility for the care and protection of students. *The Children's and Young People Act 2008* (the Act) identifies certain persons, including teachers and public servants who in the course of their employment works with or provides services to children and young people, as mandatory reporters.

A mandatory reporter must notify Care and Protection Services when they believe, on reasonable grounds, that a child or young person has experienced, or is experiencing, sexual abuse and/or non-accidental physical injury.

Reportable conduct

The ACT Reportable Conduct Scheme is an employment based child protection measure designed to ensure that allegations and convictions against employees, related to abuse and misconduct against children, are identified and acted on appropriately. The Scheme was developed in response to the Royal Commission into Institutional Responses into Child Sexual Abuse and mirrors the NSW system, which has proven to be an effective and successful model.

The ACT Education Directorate is considered a 'designated entity' under the scheme and as such is required to report allegations, offences or convictions relating to child abuse or child-related misconduct by an employee, to the ACT Ombudsman. For the purposes of the scheme, a child is classified as a person under 18 years old.