



# POSITION DESCRIPTION

**Directorate:** Education

**Position Number:** P71184

**Branch:** Strategic Finance & Procurement

**Classification:** AS05

**Business Unit:** Business Improvement & Support

**Location:** 220 London Circuit Canberra

**Position Title:** Administration Officer

**Last Reviewed:** May 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

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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 94 public schools, comprising:

- Fifty-five preschool to year 6 schools (including four Koori preschools);
- Twelve year 7 to 10 high schools;
- Eight year 11 and 12 secondary colleges;
- Five early childhood schools (preschool to year 2);
- Four specialist schools;
- Eight preschool to year 10 schools;
- One Kindergarten to year 10 schools;
- One year 7 to 12 school and
- One outdoor school/accommodation centre.

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**

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Strategic Finance & Procurement Branch is responsible for the following activities:

### **Budgeting and Reporting (Internal and External)**

Provide strategic budgeting and reporting outcomes to support Senior Executive and other relevant stakeholders to ensure the Directorate operates within the authorising financial management environment and applies its allocated resources in an effective and efficient manner.

### **School Resourcing and Finance**

Provide strategic budgeting and financial management support to schools to ensure schools operate within the authorising financial management environment and apply resources in an effective, efficient, and economical manner.

### **Strategic Procurement**

Provide capability and dedicated support across the Education Directorate to improve understanding, compliance, and consistent approaches to procurement.

### **Business Improvement and Support**

Provide a dedicated and coordinated support function to support schools, through a program of work through the Business Manager Front Door leading business improvement practices through capability building, tools and resources and programs for school based administrative staff to effectively perform in their roles.

## **POSITION OVERVIEW**

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The Administration Officer, Business Improvement and Support, works as part of a small, collaborative team to support the delivery of consistent, high-quality services to schools. The role contributes to building capability across the business of schools by supporting compliance, accountability, and the application of best practice in school administrative and operational

processes. This includes assisting the team to provide advice and support to schools on a broad range of operational matters to ensure effective and consistent practices across the Directorate.

The Administration Officer undertakes a range of administrative, coordination, and support activities that contribute to the achievement of team outcomes within agreed timeframes and in alignment with operational and strategic priorities. The role supports the delivery of day-to-day services, maintains systems and resources, and assists in the implementation of business improvement initiatives to enhance service delivery to schools.

## **WHAT YOU WILL DO**

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

Responsibilities include, but not limited to:

- Provide administrative support to enable the team to deliver consistent, high-quality services to schools, addressing individual needs and supporting independence and capability, including triaging and responding to queries related to school business and administration processes.
- Support the team to identify and implement initiatives that strengthen service delivery and ensure consistent, high-quality support across school business functions.
- Deliver timely, accurate and effective administrative services, including:
  - Managing diaries, calendars, and scheduling, including meeting preparation (agendas, invitations, attendance tracking, and reminders)
  - Undertaking secretariat duties, including preparing and distributing minutes and monitoring action items
  - Coordinating meeting logistics, liaising with stakeholders, and ensuring materials are prepared, shared, and accessible
  - Maintaining and updating the Business Improvement and Support (BIS), SharePoint, and related resources, ensuring content is accurate and current
  - Developing and maintaining guidance materials, including resources, factsheets, templates, and standardised documentation
- Maintain and update records, systems, and organisational resources while supporting data collection and reporting, including tracking attendance, onboarding, leave, and contact information.
- Coordinate onboarding and engagement activities for Business Managers (BMs), including preparing materials, communicating with BMs and Subject Matter Experts, scheduling meetings, and maintaining tracking records.
- Provide administrative support for recruitment processes, including maintaining registers of advertised positions and managing position descriptions.
- Support the coordination of training and professional development activities, including maintaining records and assisting with HRIMS where required.
- Work collaboratively across the Directorate to promote consistency, improve processes, and enhance the quality of support provided to schools.

- Foster continuous improvement by identifying opportunities to streamline processes, improve systems, and implement efficient work practices.
- Utilise policies, procedures, and operational guidelines to ensure compliance with Directorate requirements while meeting the needs of the schools and ESO.
- Perform other duties as directed.

## **WHAT YOU REQUIRE**

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

### **Professional / Technical Skills and Knowledge**

1. Knowledge and understanding of school administration and ensuring best practice use of systems to adhere to Directorate policy and procedures.
2. Demonstrated ability to effectively use and manage a range of business systems, databases, and digital platforms, including maintaining accurate information and ensuring data integrity.
3. Demonstrate your ability to manage competing priorities with strong organisational and attention-to-detail skills, while working collaboratively, using initiative, and delivering accurate outcomes.

### **Behavioural Capabilities**

1. Well-developed communication skills, both written and oral, with the ability to liaise effectively with a range of stakeholders and promote a high standard of customer service.
2. Demonstrated organisational and time management skills, including the ability to prioritise work, manage competing demands.
3. Demonstrated ability to be an effective team member, showing initiative, sound judgement, and the ability to work independently when necessary.

### **Compliance Requirements / Qualifications**

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

### **Desirables**

- Experience in an administration role.
- Certificate IV or equivalent e.g., Business Administration, Government (School Support Services), Government.
- Business qualifications or experience in a business-related role
- Excellent knowledge of Microsoft Outlook, Word and Excel.
- Excellent knowledge of TRIM and SharePoint.

## WORK ENVIRONMENT DESCRIPTION

The following work environment description outlines the inherent requirements of the role 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	Frequently
Graphical/analytical based	Occasionally
Sitting at a desk	Frequently
Standing for long periods	Occasionally
Designated workstation	Never

STANDARD HOURS	FREQUENCY
Flexible working hours (access to flex time)	Occasionally
Fixed or specified start/finish times	Frequently
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	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)	Occasionally
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	Occasionally

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

<b>TRAVEL</b>	<b>FREQUENCY</b>
Frequent travel – multiple work sites	Occasionally
Frequent travel – driving	Occasionally
Frequent travel – interstate	Occasionally

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

<b>OTHER</b>	<b>FREQUENCY</b>
Uniform required	Never
Personal Protective Equipment (PPE) required	Never