POSITION DESCRIPTION

Directorate: Education
Division: System Policy and Reform
Branch: Education and Care, Regulation and Support
Position Title: Professional Officer Audit and Risk
Position Number: P23537
Classification: Professional Officer 2
Status: Permanent
Location: Hedley Beare Centre for Teaching and Learning, Stirling
Reviewed: 28 September 2026

DIRECTORATE OVERVIEW

The Education Directorate delivers high-quality, inclusive and equitable education services to support every child and young person in the ACT to learn for life. The Directorate operates the ACT's network of public schools and regulates non-government schools and early childhood education and care services. In addition, the Directorate registers home educated children and regulates ACT school CRICOS providers (for overseas students).

The Directorate employs over 8,000 staff and is organised into five groups:

- School Improvement
- Infrastructure and Digital Services
- System Policy and Reform
- Chief Operating Officer
- Service Design and Delivery

The Education Directorate is one of seven ACT Government Directorates working collaboratively to deliver government priorities and serve the community.

Further information about working in the ACT Public Service and the Education Directorate is available at: https://www.jobs.act.gov.au/about-the-actps and https://www.education.act.gov.au/

The ACT 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 behaviors.

DIVISION OVERVIEW

System Policy and Reform is responsible for the provisions of strategic advice to the Minister and the Directorate on system, policy, and reform matters. The division is responsible for leading and delivery of system- wide reforms including the Future of Education Strategy, the Early Childhood Strategy, and Review of the *Education ACT 2004*. The division delivers quality data and analytics to inform school and system improvement and well-informed system-wide planning.

The division promotes a strong and collaborative culture through effective communication and links with internal and external partners and the broader community. Responsible for the provision of an impartial view regarding whole of system performance

BUSINESS UNIT OVERVIEW

Education and Care Regulation and Support (ECRS) Branch is a business unit of the ACT Education Directorate. ECRS comprises Children' s Education and Care Assurance (CECA) and Non-Government Education (NGE).

CECA fulfils the functions of the Regulatory Authority for education and care services, which includes long day care, outside school hours care, preschool, family day care and playschool in the ACT under the *Education and Care Services National Law* (National Law) and *Children and Young People Act 2008*.

NGE is responsible for the regulation, monitoring, registration and compliance of ACT non-government schools and ACT families who choose to educate their children at home under chapters 4 and 5 of the *Education Act 2004*. NGE also regulates ACT school providers who are registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS).

POSITION OVERVIEW

ECRS regulates and supports over 370 education and care services, 670 home-educated resident children, 49 non-government schools, and five ACT school CRICOS providers.

We are seeking a highly motivated professional looking to expand their knowledge and further their career. Professional officers play a critical role in monitoring compliance and supporting continuous quality improvement in the education and care and non- government school sectors.

The successful applicant will work in partnership with education and care providers in supporting compliance and promoting quality for children and their families in education and care settings under the *Education and Care Services National Law (ACT) Act 2011* and review compliance in education and care settings governed by the *Children and Young People Act 2008.*

The successful applicant will also work in partnership with non-government schools and proprietors to review and support their compliance with the *Education Act 2004* and the *Education* Regulation 2005.

The position does not have a designated workstation and applies the ACT public service activity-based work environment.

WHAT YOU WILL DO

1. Independently manage and undertake compliance monitoring activities, making decisions autonomously, in accordance with the *Education and Care Services National Law (ACT) Act 2011,* the *Children and Young People Act 2008* and the *Education Act 2004*.
2. Undertake registration reviews for non-government schools to ensure compliance with the registration standards by examining records, policies, and documentation.
3. Provide professional support and information on all aspects of education and care and non-government education to providers, proprietors, educators, families and other stakeholders.
4. Liaise and negotiate with non-government and government organisations involved in the provision of education and care services and represent the Directorate at meetings, forums and events.

Consistently model and demonstrate the ACT Government's values of Respect, Integrity, Collaboration and Innovation and lead safe work practices in accordance with the Directorate's Work Health and Safety policies and procedures.

WHAT YOU REQUIRE

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

Professional / Technical Skills and Knowledge

1. Demonstrated knowledge (or the ability to quickly acquire), understanding and the ability to work with the *Education and Care Services National Law (ACT) Act 2011,* and *Education and Care Services National Regulations 2011,* including the approved learning frameworks within the National Quality Framework and the *Children and Young People Act 2008*.

2. Demonstrated knowledge (or the ability to quickly acquire), understanding and the ability to work with the *Education Act 2004.*

3. Strong written skills indicating the capacity to prepare reports, statutory compliance actions, briefing material and correspondence.

4. Demonstrated understanding of audit and review processes to monitor and review compliance, including site visits and interviewing.

Behavioural Capabilities

5. Demonstrated interpersonal communication, including the ability to liaise, consult, negotiate and conduct difficult conversations with key stakeholders.

6. Demonstrated capacity to work independently and collaboratively; problem solve; and to demonstrate flexibility and pragmatism.

7. Consistently model and demonstrate the ACT Government's values of Respect, Integrity, Collaboration and Innovation and lead safe work practices in accordance with the Directorate's Work Health and Safety policies and procedures.

Compliance Requirements / Qualifications

- Tertiary qualifications in Education, Early Childhood Education and Care, or Auditing in a regulatory environment, or a relevant discipline or equivalent experience.
- Ability to move between sites across Canberra, at short notice. Please reach out to contact officer if clarification required.
- Prior to commencing in this role, a current registration issued under the Working with Vulnerable People (Background Checking) Act 2011 will be required. For further information on Working with Vulnerable People registration refer to www.ors.act.gov.au.

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

WORK ENVIRONMENT DESCRIPTION

ADMINISTRATIVE	FREQUENCY
Telephone use	Frequently
General computer use	Frequently
Extensive keying/data entry	Frequently
Graphical/analytical based	Frequently
Sitting at a desk	Frequently
Standing for long periods	Frequently
Designated workstation	Never
STANDARD HOURS	**FREQUENCY**
Flexible working hours (access to flex time)	Frequently
Fixed or specified start/finish times	Never
Expected to work extensive hours over a significant period due to the nature of the duties	Occasionally
Access to Accrued Days Off (ADO's)	Never
Peaks and troughs	Occasionally
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
Attending required face-to-face meetings	Frequently
Working directly with the public including non-government school stakeholders and home educating parents	Frequently
PHYSICAL DEMANDS	**FREQUENCY**
Distance walking (large buildings or inter-building transit)	Occasionally
Working outdoors (e.g., site visits to non-government schools)	Occasionally
MANUAL HANDLING	**FREQUENCY**
Lifting 0 – 5kg	Occasionally
Lifting 5 – 10kg	Never
Lifting 10kg+	Never
Climbing	Occasionally
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	Frequently
Frequent travel – driving	Frequently
Frequent travel – interstate	Occasionally
SPECIFIC HAZARDS	**FREQUENCY**

Working at heights	Never
Exposure to extreme temperatures	Occasionally
Operation of heavy machinery e.g. forklift	Never
Confined spaces	Occasionally
Excessive noise	Occasionally
Low lighting	Occasionally
Handling of dangerous goods/equipment	Never
Working with asbestos	Never
Potential to encounter agitated customers	Occasionally
Exposure to potentially distressing case material	Occasionally
OTHER	**FREQUENCY**
Uniform required	Never
Personal Protective Equipment (PPE) required	Frequently