

POSITION DESCRIPTION

Directorate: Education

Position Title: Policy and Projects Officer

Division: Service Design and Delivery

Position Number: P46699

Branch: Education Programs and Services

Classification: ASO5

Section: Aboriginal and Torres Strait Islander Education

Location: Hedley Beare Centre for Teaching and Learning

DIRECTORATE OVERVIEW

The Education Directorate delivers high quality education services to government schools. It is the ACT Education Directorate's intent that cultural integrity is at the heart of everything we do.

SECTION OVERVIEW

The Aboriginal and Torres Strait Islander Education Section (the Section) is a team of school-based and Education Support Office staff and sits within the Education Programs and Services Branch. The Section is responsible for leading the work on embedding Cultural Integrity in ACT public schools and the Education Support Office (ESO).

In addition to the design and delivery of professional learning programs and curriculum projects, the Section's school-based staff (Aboriginal and Torres Strait Islander Education officers and Cultural Integrity Coordinators) fulfil an important role in ACT public schools by supporting school leaders, classroom teachers and other school staff to improve their knowledge and practice of cultural integrity.

The Section also leads the Education Directorate's responses to ACT Aboriginal and Torres Strait Islander Agreement and Closing the Gap reporting responsibilities. The Section coordinates and administers a suite of Professional Learning (PL) opportunities to all ACT public school staff and the ESO, as well as the awards and scholarships associated with the Student Aspirations Program (SAP).

WHAT YOU WILL DO

1. Support the Senior Director, Aboriginal and Torres Strait Islander Education to develop and achieve Directorate strategic and administrative goals by monitoring and evaluating key deliverables, and Section workflow, to ensure the delivery of high quality, service-focussed programs to embed Cultural Integrity in ACT public schools and contribute to program and policy review, analysis, evaluations and communications, including the preparation of briefs, reports and ministerial responses.
2. Contribute to the drafting of sound and timely advice to the Section leadership team on the development, implementation and evaluation of the Section business plan, including the preparation of business improvement proposals, processes and analysis.
3. Work collaboratively with section members to prepare high quality advice on policy issues, progress towards national and local priorities, including the National Agreement on Closing the Gap and the ACT Aboriginal and Torres Strait Islander Agreement.

4. Provide administrative assistance and program coordination to support the facilitation of the Student Aspirations Program, school-based projects, and professional learning for ACT public school staff and members of the ESO.
5. Support the section at meetings, forums and events on matters relating to Aboriginal and Torres Strait Islander education, including liaising and engaging with a wide range of internal and external stakeholders to promote Cultural Integrity.
6. Consistently model and demonstrate the ACT Government Respect, Equity and Diversity Framework and lead safe work practices that are in accordance with Cultural Integrity and the Directorate's Work Health and Safety policies, procedures and roles and responsibilities.
7. Other duties as directed.

SELECTION CRITERIA/WHAT YOU REQUIRE

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

1. Knowledge and understanding of the ACT Education Directorate's commitment to Cultural Integrity in ACT public schools, the issues important to Aboriginal and Torres Strait Islander Canberrans, and the importance of schools meeting the needs and aspirations of all Aboriginal and Torres Strait Islander students.
2. Demonstrated interpersonal and communication skills including the ability to liaise and with internal and external stakeholders such as other teams within the Directorate, schools, community/non-government organisations and local, interstate and federal government agencies.
3. Sound writing skills including the ability to produce briefs, reports and ministerial responses.
4. Demonstrated ability to work effectively both independently and as part of a team in a high volume and dynamic work environment, showing attention to detail, excellent organisational skills and ability to prioritise tasks.
5. Ability to consistently model and demonstrate the ACT Government Respect, Equity and Diversity Framework and lead safe work practices that are in accordance with Cultural Integrity and the Directorate's Work Health and Safety policies, procedures and roles and responsibilities.

Compliance Requirements/Qualifications

- This position does not require a pre-employment medical.

WORK ENVIRONMENT DESCRIPTION

The following work environment description outlines the inherent requirements of the role of Cultural Integrity Coordinator 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	Occasionally
Designated workstation	Frequently

STANDARD HOURS	FREQUENCY
Flexible working hours (access to flex time)	Occasionally
Fixed or specified start/finish times	Occasionally
Expected to work extensive hours over a significant period due to the nature of the duties	Rarely
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)	Occasionally
Working in a call centre environment	Never
Working directly with the public	Rarely

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

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	Rarely

TRAVEL	FREQUENCY
Travel – multiple work sites	Rarely
Travel – driving	Occasionally
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	Rarely
Exposure to potentially distressing case material	Never
OTHER	FREQUENCY
Uniform required	Never
Personal Protective Equipment (PPE) required	Never