

POSITION DESCRIPTION

Directorate:	Education
Division:	Infrastructure & Digital Services
Branch:	Asset Management and Delivery
Section:	Strategic Infrastructure Section
Position Title:	Condition Assessment Auditor, Asset Strategies
Position Number/s (several)	P71956, P71957
Classification:	Infrastructure Officer Grade 2 (IO2)
Immediate Supervisor:	Assistant Director, Asset Strategies
Security Clearance Required:	No
Location:	Hybrid, 220 London Circuit; Hedley Beare Centre; and Schools
Last Reviewed:	July 2026

DIRECTORATE OVERVIEW

The Education Directorate (EDU) is one of seven ACT Government directorates established with a collaborative purpose to achieve the ACT Government's priorities and to serve the community. EDU 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 provide an education system that empowers children and 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 child and young person in the ACT to learn for life.

Our Vision: EDU 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 92 public schools, including:

- 53 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;
- one year 7 to 12 school; and
- one outdoor school/accommodation centre

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

EDU is structured around six divisions: School Improvement; System Policy and Reform; Finance & Infrastructure; People, Governance & Communications; Service Delivery and Design and Safe at School. EDU employs approximately 8,500 staff including 4,000 school teachers and leaders.

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

BRANCH OVERVIEW

The Asset Management and Delivery (AMD) Branch manages a large portfolio of assets to deliver education services to ACT public school students. The EDU's asset portfolio has an estimated replacement cost of over \$2.0 billion across approximately 164 sites and a gross floor area of around 600,000 m². EDU provides the planning and oversight required to establish maintenance and capital upgrade programs across the asset portfolio as well as the design, construction and delivery of new facilities to deliver quality learning environments for the ACT community.

The Branch consists of four sections:

- Strategic Infrastructure and Sustainability;
- Major Projects;
- Business Case Development; and
- Program Management Office.

POSITION OVERVIEW

The EDU Asset Strategies team within the Strategic Infrastructure and Sustainability section of AMD provide policy and guidance in the strategic asset management of the EDU property portfolio. This includes functions such as managing the EDU Asset Management Software System (AMSS), provision of building information such as drawings and manuals, and the necessary asset management support and guidance to EDU operational areas such maintenance and project works.

The Condition Assessment Auditor roles will work as a part of the Asset Strategies team to coordinate and undertake property and asset condition audits at ACT public schools across the Territory, performing onsite inspections to capture EDU infrastructure asset data. The team works flexibly from various ACT Government office locations across the ACT, from home, and at schools according to operational requirements.

Applicants require experience with building facilities construction, asset maintenance and operation, particularly in relation to the application of operational asset assessment principles; a proven ability to use complex software systems including asset management software; strong attention to detail and good oral and written communication skills; and demonstrated stakeholder management, negotiation and liaison skills.

WHAT YOU WILL DO

In accordance with EDU policies, Condition Assessment Auditors will:

1. Develop and coordinate school visit programs including negotiation of timetables and bookings with school stakeholders to undertake allocated works.
2. Work as a part of the Asset Strategies team to coordinate and undertake property, asset and condition audits at ACT public schools across the Territory, including onsite inspections to capture EDU asset data.

3. Identify, capture and record details of EDU facilities, infrastructure assets and equipment and complete reporting on current operational and condition status.
4. Identify and capture condition data of EDU facilities, including building fabric, finishes, building services, infrastructure systems and associated equipment.
5. Support stakeholders by creating and maintaining asset data, ensuring it is accessible, up to date and accurate.
6. Collate and review data to provide a quality assurance assessment and improvement as required.
7. Represent the Asset Strategies team in discussions with a range of internal and external stakeholders.
8. Assist in the preparation of correspondence, briefs, reports and operational documentation as required.

WHAT YOU REQUIRE

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

Professional and Technical Skills, and Knowledge

1. Experience with building facilities and general building services, infrastructure asset management and construction, particularly in relation to operational asset assessment.
2. Proven ability to use complex software systems, preferably with experience in data management and the operation of Asset Management software, including demonstrated experience in the collection, validation, editing and manipulation of bulk data records. Experience using Microsoft Excel and *.CSV files would be highly desirable.
3. Attention to detail and good oral and written communication skills, including capacity to prepare correspondence, briefs, reports and operational documentation.
4. Demonstrated stakeholder management, negotiation, and liaison skills.
5. Ability to work independently and as part of a team on multiple issues, balance priorities and meet deadlines.
6. Ability to apply equity and diversity, participative management and occupational health and safety principles and practices in the workplace.

Mandatory

7. A current drivers licence.
8. Hold a relevant professional qualification in Engineering, Architecture or Project Management or accreditation with a professional body recognised within Australia; or
 - Hold a relevant building degree; or
 - Have significant building or Infrastructure knowledge and/or project management experience.

Desirable:

9. Possession of a Construction Industry 'white card', Asbestos Awareness training certificate and Working with Vulnerable Persons Card or willingness to complete the required training.

WORK ENVIRONMENT DESCRIPTION

The following work environment description outlines the inherent requirements of this 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	Never
Sitting at a desk	Occasionally
Standing for long periods	Frequently
Designated workstation	Never

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

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

MANUAL HANDLING	FREQUENCY
Lifting 0 – 5kg	Occasionally
Lifting 5 – 10kg	Occasionally
Lifting 10kg+	Never
Climbing	Occasionally
Reaching	Occasionally
Bending/squatting	Occasionally
Push/pull	Occasionally

Sequential repetitive movements in a short amount of time	Never
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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	Never
Excessive noise	Never
Low lighting	Never
Handling of dangerous goods/equipment	Never
Working with asbestos	Never
Potential to encounter agitated customers	Never
Exposure to potentially distressing case material	Never

OTHER	FREQUENCY
Uniform required	Occasionally
Personal Protective Equipment (PPE)	Occasionally