

Role Description	State Manager, Aboriginal Education
Location	Sydney CBD, NSW & ACT travel required
Employment Type	Manager, full time
Reports to	Director of Education Policy
Direct Reports	0
Budget Expenditure	Refer to Delegation Authority
Date of Approval	March 2020

Company Overview

Catholic Schools NSW (CSNSW) represents NSW Catholic schools and their owners to the media, government, and other education sector stakeholders. Catholic Schools in NSW educate approximately one in five NSW students.

Under its Constitution, CSNSW acts as the overarching entity for the purposes of advancing education and religion in Catholic schools in NSW and ensures that Catholic schools meet their compliance requirements and can measure their activities in such a way as to maximize the educational outcomes of students. The company's constitution is also backed by canonical mandates of delegation from each of the 11 diocesan bishops in New South Wales who are also the members of the Company.

Employees of CSNSW provide advice to Government, Catholic School Agencies and schools on the full range of educational policy and compliance drivers impacting contemporary NSW schooling.

Primary Purpose of the role

The role of the State Manager Aboriginal Education is to advance education for Aboriginal students in Catholic schools across New South Wales.

To achieve this, the State Manager will provide strategic and operational leadership to CSNSW in the area of Aboriginal Education and will work closely with the diocesan Catholic School Agencies and the individual Catholic schools run by the various Religious Institutes and Public Juridic Persons (RI/MPJPs).

The State Manager will lead the implementation of the CSNSW Aboriginal Education Strategy.

Key responsibilities

1. Manage Aboriginal programs on behalf of CSNSW and assist with the administration of Aboriginal education related initiatives.
2. Provide high level policy advice to CSNSW in relation to state and federal policy development.
3. Provide advice in relation to the NSW Curriculum and implementation of the Aboriginal and Torres Strait Islander History and Culture cross-curricular priority.
4. Represent the Catholic sector on relevant state and federal government committees and working groups.
5. Maintain relevant statewide educational accountability systems, including the monitoring and reporting on Catholic schools' progress in meeting COAG's Closing the Gap targets related to school attendance, literacy, numeracy, transitioning and retention to Year 12.
6. Act as the Chair and/or Executive Officer of relevant CSNSW Reference Groups and Working Parties.
7. Identify opportunities for enhancing the involvement of NSW Catholic schools in Aboriginal education related initiatives and strategies.

8. Develop strong collegial relationships with diocesan Catholic School Agencies and the individual Catholic schools run by the various Religious Institutes and Public Juridic Persons (RI/MPJPs).
9. Maintain and develop appropriate communication and information networks with the NSW Educational Standards Authority, ACARA, AECG, NSW Aboriginal Lands Council, NCEC, AITSL and other relevant agencies both the state and national level.

Essential Requirements

- Working with Children Check clearance in accordance with the Child Protection (Working with Children) Act 2012.
- Be a person of Aboriginal and or Torres Strait Islander descent who identifies as an Aboriginal and or Torres Strait Islander and is accepted as such by the community in which he or she lives. (consistent with Section 14D of the Anti-Discrimination Act 1977)
- Relevant degree/academic qualifications in education or related field.
- At least 5 years experience in a similar role, delivering Aboriginal education programs and related teacher professional development.
- Comprehensive knowledge and understanding of the NSW Curriculum.
- Comprehensive understanding of practices and trends in general education and Aboriginal education in particular.
- Demonstrated involvement with Aboriginal Education and with Aboriginal community(ies).
- Empathy with and support for the mission, ethos and beliefs of Catholic schools and the communities they serve.
- Demonstrated capacity to manage financial and grant program contractual requirements.
- Strategic program planning skills, including capacity to develop program implementation advice.
- Superior understanding and use technologies to maximise efficiencies and minimise risk.
- Highly developed administrative and organizational skills and the ability to manage multiple tasks simultaneously while maintaining quality and meeting timeframes.
- Excellent communication and relational skills and ability to work in a diverse multidisciplinary team.