

Role Description



Role title:	Classification:
Senior Aboriginal Project Officer	ASO6
Division/Business unit:	Reports to:
Child and Family Support / System Stewardship	Principal Aboriginal Project Officer

Role purpose:

The Senior Aboriginal Project Officer is a role within Child and Family Support and is accountable to the Principal Aboriginal Project Officer for:

- Developing, implementing and evaluating significant projects and programs that align to major, complex policy issues based on proven evidence and contemporary service design and research.
- Consulting and liaising with key stakeholders to maintain effective collaborations and a network of strategic alliances across government.
- Contributing to activities that ensure the work of the Child and Family Support System (CFSS) is culturally safe and accountable.
- Contributing to the design and implementation of cultural governance mechanisms across Child and Family Support (CFS).
- Supporting the identification and development of strategies, policy and practice that further advance the implementation of quality services to Aboriginal children and families that align with departmental and Aboriginal community needs.

Key outcomes and accountabilities:

1. Contribute to the development and implementation of evidence-based data informed program responses to align with the Child and Family Support System (CFSS) reform.
2. Manage strategic projects, including the development, implementation and review of policies, systems, processes and strategies and manage risks appropriately.
3. Prepare high-quality written documents, including briefings and reports to a range of stakeholders within the required deadlines.
4. Develop and maintain positive and effective relationships with all relevant stakeholders including people with lived experience of diverse ages and backgrounds and external stakeholders, such as service providers, statutory authorities and research bodies, to facilitate high-quality policy and project development outcomes.
5. Monitor and evaluate significant projects and programs in line with the strategic direction of Child and Family Support (CFS) to determine their effectiveness and opportunities for continuous improvement.
6. Work under broad direction and undertake complex, critical and sensitive tasks.

Note: Any other responsibilities in line with the classification level of the role as assigned by Line Manager and/or the Department. The responsibilities as specified above may be altered in accordance with the changing requirements of the role.

Special conditions:

- DHS considers being Aboriginal or a Torres Strait Islander as a genuine occupational requirement for this role and applies sub-section 56(2) of the *Equal Opportunity Act 1984* (SA). This will enable a position to only be open to Aboriginal and/or Torres Strait Islander applicants.
- Prior to being employed, the successful applicant will be required to obtain a National Police Check if new to the Department and a satisfactory Employment-related Screening Check where this is required for the role.
- Must hold a current Australian issued Driver's Licence (equivalent to minimum class 'C' – South Australian), which must be maintained. Incumbent must be willing and able to drive all government vehicles within their licence classification during the course of their duties.

Key Relationships/Interactions:

- Principal Aboriginal Project Officer (line manager)
- General Manager, System Stewardship
- Child and Family Support leadership and staff
- Minister's Office
- DHS staff including within Closing the Gap Policy and Transformation and Aboriginal Practice and Partnerships
- Aboriginal Community Controlled Organisations (ACCOs) and other Non-Government Organisations (NGOs)
- Aboriginal and non-Aboriginal community stakeholders
- People with lived experience

Budget/Delegations:

No budget or delegations accountabilities for this role.

DHS expectations and values: (Organisational contribution)

- Understand and follow workplace safety initiatives, identify hazards and contribute to a safe working environment, as well as follow procedures to manage and minimise risks within DHS.
- Follow the principles of a sustainable working environment by following departmental greening initiatives.
- Model ethical behaviour and practices consistent with the SA Government Code of Ethics for Public Sector Employees, Values and DHS Working with Children and Young People Code of Conduct.
- Understand and follow the principles and practices of the Information Sharing Guidelines for Promoting Safety and Wellbeing (ISG) and the DHS Appendix to the ISG to facilitate appropriate information sharing practice within the context of this department.
- Treat all individuals with fairness and respect, regardless of their race, culture, language, gender (including gender diversity), religion, sexuality, ability or age.
- Promote and maintain inclusive workplaces that embrace diversity and actively support difference.
- Demonstrate zero tolerance for discrimination, harassment, or disrespectful behaviour towards or by clients, colleagues, contractors or stakeholders.

Role specific capabilities: (Skills, experience, knowledge, attributes)

1. **Project Management** – Experience in the development and delivery of complex projects and programs that contribute to a change management agenda that operates in an environment of uncertainty and rapid change.
2. **Analytical Skills** – Experience in utilising well-developed research and quantitative and qualitative analytical skills.
3. **Problem Solving** – Ability to identify problems and formulate and clearly articulate solutions with a flexible and innovative approach.
4. **Change Management** – Experience in contributing to design, implementation and evaluation of reform initiatives.
5. **Communication** – Demonstrated high level of written and verbal communication and interpersonal skills that foster trust, confidence and co-operation with stakeholders of diverse professional, agency and cultural backgrounds.
6. **Relationships and Networking** – Experience in working collaboratively with the community, service providers and other relevant stakeholders.
7. **Child and Family Support Knowledge** – Sound knowledge and understanding of research design and methodologies and evaluation principles as they apply in early support services and child and family support service reform.

Qualifications:

Desirable: Tertiary qualification in human services, social work or equivalent expertise gained from training or professional accreditation.

Key leadership competencies and expected behaviours at this classification:**Supports and implements strategic direction**

- ☐ Understands the big picture and contributes to the development of strategic direction for the BU.
- ☒ Assumes ownership of team goals and business objectives.
- ☐ Works with a whole-of-government mindset and aligns objectives with organisational priorities.
- ☐ Look for opportunities to initiate continuous improvement.
- ☐ Communicates effectively in times of uncertainty.
- ☒ Identifies and analyses complex problems relating to the team's work objectives.

Achieves and monitors own results

- ☒ Delivers results and improvements to meet team objectives.
- ☐ Evaluates existing systems and resources, and identifies opportunities for development and improvement.
- ☐ Makes decisions and manages risks affecting the team and individual role, even in ambiguous situations.
- ☐ Abides by the laws, regulations and policies determining team and individual role activities.
- ☒ Holds self and others accountable for reaching team outcomes, and escalates issues where necessary.
- ☐ Monitors team/project performance and seeks feedback to guide improvements.
- ☒ Develops job-specific expertise and builds on the knowledge and skills of self and others to achieve objectives.

Enhances service delivery excellence

- ☒ Adds value to the BU by setting, reaching and encouraging high performance standards.
- ☒ Identifies and raises awareness of trends, potential problems and opportunities to meet the current and future needs of the business.
- ☐ Provides others with ongoing feedback and coaching for development.
- ☒ Identifies learning opportunities and encourages innovation and resourcefulness to meeting team performance standards.
- ☐ Embeds a strong customer service ethos by understanding needs.
- ☐ Effectively manages resources to meet competing and complex demands.

Cultivates productive working relationships

- ☒ Seeks to understand the perspectives of others and the implication in the wider public sector.
- ☒ Tailors approach to the audience or situation to ensure information is understood and key actions are agreed upon
- ☒ Constructively manages and resolves conflict by identifying boundaries and appropriate workarounds.
- ☒ Genuinely values the input, expertise and experience of others; promotes information sharing to gain new insights and deliver outcomes.
- ☒ Engages in strategic relationships with internal and external stakeholders.
- ☒ Is sensitive towards diverse agendas, concerns, interests and views and can adapt approach accordingly.

Exhibits personal drive and professionalism

- ☒ Acts with integrity and promotes consistency among principles, organisational values and ethical behaviour.
- ☒ Displays belief in own strengths and abilities; challenges issues constructively and acknowledges mistakes.
- ☒ Adapts effectively to changing priorities and work demands, responding in a controlled manner.
- ☒ Self-evaluates performance, seeking feedback from others; recognises how behaviour impacts others.
- ☒ Promotes a culture that values respect and diversity within the team, and models this in all interactions.
- ☒ Ensures a focus on wellbeing and safety for self and others, and raises concerns where necessary.

Approval:		
Assessed by: Lazaras Panayiotou, Human Resources Business Partner		Date: 15/05/2026
Approved by: Henry Pharo, A/Executive Director, Child and Family Support		Date: 15/05/2026