Community Workforce Plan

Planning Guide and Tools

Umbakumba

Table of Contents

[Introduction 3](#_Toc401666411)

[Planning Method Flowchart 4](#_Toc401666412)

[Collection of Data 5](#_Toc401666413)

[Step 1 Where are we? Community Context 6](#_Toc401666414)

[Step 2 Where do we know? Workforce supply and demand 11](#_Toc401666415)

[Step 3 What’s coming up? Identifying Future Needs 21](#_Toc401666416)

[Step 4 What does it all mean? Issues Analysis 25](#_Toc401666417)

[Step 5 What do we do? Developing Workforce Strategies 33](#_Toc401666418)

[Step 6 How do we do it? Implementing the Workforce Plan 37](#_Toc401666419)

[Step 7 How are we going? Monitoring, Reviewing and Evaluation 38](#_Toc401666420)

[Step 8 How will it look? Presenting the Workforce Plan 40](#_Toc401666421)

[Contents 42](#_Toc401666422)

[Community Workforce Planning Methodology 43](#_Toc401666423)

[Appendix 1 – Training Plan 45](#_Toc401666424)

[Appendix 2 – Action Plan 46](#_Toc401666425)

[Appendix 3 – Individual Employment Pathway Plan 47](#_Toc401666426)

[Appendix 4 - Cultural Framework 49](#_Toc401666427)

[Appendix 5 – Training Maps 51](#_Toc401666428)

[Appendix 6 – Jobs by Cultural Fields 65](#_Toc401666429)

[Appendix 7 – Cultural Framework Information Sheets 66](#_Toc401666430)

[Jobs Strong in Culture 67](#_Toc401666431)

[Are you ready for a Job Strong in Culture? 68](#_Toc401666432)

[Jobs Working on Country 69](#_Toc401666433)

[Are you ready for a Job Working on Country? 70](#_Toc401666434)

[Jobs Caring for Family and Community 71](#_Toc401666435)

[Are you ready for a Job Caring for Family and Community? 72](#_Toc401666436)

[Jobs Building the Community 73](#_Toc401666437)

[Are you ready for a Job Building the Community? 74](#_Toc401666438)

[Jobs Servicing the Community 75](#_Toc401666439)

[Are you ready for a Job Servicing the Community? 76](#_Toc401666440)

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Please contact enquiries@informedsolutions.com.au for further information.

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**Australian Government logo and Northern Territory Government logo**

# Introduction

This Community Workforce Planning Guide and Tools provide a consistent approach to support development of local Workforce Plans for remote communities in the Northern Territory.

Community Workforce Plans aim to support improved economic participation. This means people getting into, as well as staying and advancing in jobs. It also means informing service providers, businesses and others who are engaging with the local workforce.

There are Seven Steps in the Community Workforce Planning Guide. Each step includes tools to support planning activity as well as referencing resource material to guide the planning process.

The writers have endeavoured to ensure the Guide is current. However, users are encouraged to access and use other valid data sources they consider relevant to their specific needs.

The Community Workforce Planning Guide and Tools resource is available at http://www.dob.nt.gov.au/Employment/workforce-development/Pages/default.aspx

# Planning Method Flowchart

This flowchart demonstrates each step of the workforce planning process based on a detailed analysis of workforce demand and supply.

The colours used in this flowchart correspond to the sections in this planning guide.

Figure 1: Planning Method Flowchart

Pease note that **Step 8** in this document has not been included in the flowchart, as it represents the presentation of the plan, rather than the development of the plan.

# Collection of Data

Workforce Plan designers and users will collect and use quantitative and qualitative data from a range of sources when completing the plan. These can be collated using the tables in each of the seven steps.

There are two types of tables provided in this guide:

**User Tables** facilitate the collection of summary and qualitative information.

**Data Tables**, which have been designed to include statistical and similar types of quantifiable information.

The content of the Data Tables comprises information from:

1. **ABS Census 2011**, which records a person’s response about themselves (‘self-enumeration’); and
2. **NTG Jobs Profiles 2014**, which record information provided by business owners/employers about jobs and the characteristics of job holders (please refer to the Notes page at the back of Jobs Profiles for further information).

While the data from these 2 sources is valuable in describing attributes of the people and jobs in the community, direct comparisons should not be drawn between these sources.

The primary value in referencing these 2 sources is to achieve richer information than would otherwise be available from a single source. Using 2 different sources can also support longitudinal data collection and analysis*.*

Some data may have been randomly adjusted for privacy reasons and totals may include incomplete or ‘not stated’ responses. As a result, the components of some tables may not equal the listed total and totals may also differ slightly between tables.

## Available data

The Department of Business has populated data tables for a number of communities in the Northern Territory, they are:

Ali Curung

Angurugu

Borroloola

Daguragu/  
Kalkarindji

Elliott

Galiwinku

Gapuwiyak

Gunbalanya

Lajamanu

Maningrida

Milingimbi

Ngukurr

Ntaria

Numbulwar

Papunya

Ramingining

Umbakumba

Wadeye

Wurrumiyanga

Yirrkala

Yuendumu

The data tables for these communities can be downloaded from www.dob.nt.gov.au/Employment/workforce-development

The Local Implementation Plans developed as part of the Remote Service Delivery framework 2009 to June 2014 and referred to in the checklist(s), continue to be a useful reference source.

Step 1   
Where are we?   
Community Context

Understanding the characteristics of each community is essential for place-based workforce planning. Although specific *workforce supply and demand* information (Steps 2 and 3) relating to the labour market will be collected and analysed, plan designers require a contextual understanding of the varied influences that exist that impact on employment and participation.

Each community is unique and none is static. Legislative changes, demographic shifts or significant social issues can all impact on community and regional labour markets. Understanding the demography and community structures and practices ensure community plan designers are well placed to propose workforce strategies.

Research on many communities and regions already exists, and plan designers should access information including Local Implementation Plans, Shire plans and Community Service Delivery Overviews. Designers should also visit the community and meet with labour market stakeholders.

Checklist

Identify an appropriate means to develop an understanding of the community and its issues and aspirations.

Visit the community as part of this planning

Read the Local Implementation Plan

Read the Shire Plan, available from the Shire website

Read the Community Service Delivery Overviews on the Major Remote Towns  
website: http://www.rdia.nt.gov.au/major\_remote\_towns/major\_remote\_towns

Complete the Community Context template

Community context

**Name of community:**

| **User Table 1 - Communication and key contacts** | | | |
| --- | --- | --- | --- |
| List of languages spoken in the community/region | Refer www.nt.gov.au/ais | | |
| Names of traditional owners / custodians |  |  |  |
| Aboriginal organisations |  |  |  |
| Government agencies |  |  |  |
| Other |  |  |  |
| **Any other information** |  | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Data Table 1 - Population of the community** | | |  |  |  |
| Age (years) | Indigenous | | Non-Indigenous | | **Total** |
| Male | Female | Male | Female |
| 0-14 | 80 | 59 | 3 | 5 | 147 |
| *\*(12-17)* | *22* | *29* | *0* | *0* | *51* |
| 15-24 | 28 | 53 | 0 | 0 | 81 |
| 25-44 | 76 | 82 | 9 | 11 | 178 |
| 45-64 | 11 | 25 | 0 | 0 | 36 |
| 65+ | 0 | 0 | 0 | 0 | 0 |
| **Total** | **195** | **219** | **12** | **16** | **442** |
| *Source: Census 2011* |  |  |  |  |  |
| *\*(12-17). This sub-set of the population includes 17 year olds who are required to remain in education unless working. The actual numbers are included in the 0-14 and 15-24 age groups.* | | | | | |

| **User Table 2 - Location of the community/region** | | | |
| --- | --- | --- | --- |
| Name of nearest town / community / regional centre | | |  |
| Distance to nearest town / community / regional centre | | |  |
| Name and distance from main community to surrounding Homelands / Outstations included in this plan: | | | |
| Name of Homelands / Outstations | |  | |
| Distance from main community / regional centre | |  | |
| **Any other information** |  | | |

| **User Table 3 - Access to and from the community/region** | | |
| --- | --- | --- |
| Is the road to the community sealed all the way? | | Yes  No |
| Is the community serviced by an airport / airstrip? | | Yes  No |
| If applicable, are the airport / airstrip serviced by Regular Passenger Transport (RPT) scheduled flights? | | Yes  No (charter only) |
| Is there a regular transport service between the community and the nearest Town Centre? | | Yes  No |
| Do weather conditions impact service delivery at particular times of the year? | | Bus Yes  No  Plane Yes  No |
| Is there a regular bus / transport service around the community? | | Yes  No |
| **Any other information** |  | |

Infrastructure, services and events

| **User Table 4 - Services and Infrastructure** | | | |
| --- | --- | --- | --- |
| Identify the infrastructure and services available in the community | | | |
| **Internet access** | Free Wi-Fi hotspots  Broadband  Satellite access | | |
| **Freight services** | Air  Sea  Road | | |
| **Business / industry – local** | Shop / store  Garage / workshop  Arts centre | | |
| Others: |  | | |
| **Business / industry – region** | Mines  Stations  Tourism | | |
| Others: |  | | |
| **Health services** | Clinic  Hospital  Dentist | | |
| Others: |  | | |
| **Education / Training** | Pre-school  Primary school  Secondary school  Training room | | |
| Others: |  | | |
| **Children services** | Early learning centre  Childcare centre  Family learning centre | | |
| Others: |  | | |
| **Community services** | Aged care service  Sport and rec hall  Library  Women’s shelter  Basketball courts  Training rooms  Safe house  Football oval  Trade training centre  Interpreter service  Swimming pool  Museum  NT Police station  Church services  Post Office  Youth services  Outstation services | | |
| Others: |  | | |
| **Regional Council** | Council offices | | |
| Others: |  | | |
| **Visitor accommodation** | VOQ  Hotel / motel  Caravan park | | |
| Others: |  | | |
| **Power / Water** | Power generation | Power / water source: |  |
| **Any other information** |  | | |

| **User Table 5 - Major employers in the community** | |
| --- | --- |
| Identify the major employers in the community | |
| **Employer** | **Contact information** |
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| **User Table 6 - Industry / major Employers in the region** | | |
| --- | --- | --- |
| Identify the major industries and employers in the region | | |
| **Industry / employer** | **Contact information** | **Distance from community** |
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| **User Table 7 - Community events** | | |
| --- | --- | --- |
| Identify community events relevant to employment opportunities and workforce development (e.g. festivals) | | |
| **Event** | **Frequency** | **Date** |
|  |  |  |
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Step 2   
What do we know?   
Workforce supply and demand

Having established an understanding of the community context, plan designers engage in research and data collection to undertake a detailed analysis of workforce supply and demand.

**Workforce supply** involves identifying the number, skills, training and other characteristics of people currently engaged in employment, as well as the potential workforce (including those who are unemployed, underemployed or outside the labour force). The templates in Parts A and B assist with workforce research. Plan designers can use data available to them from a variety of sources, including census data and/or Territory and Australian Government data, or conduct their own surveys.

**Workforce demand** considers the jobs available in the community or region, the skills required, and identifies the employers offering local work.

Checklist

**Review the following labour force information that may be available:**

Business and Economic Profiles

NTG Jobs Profile

ABS demographic data

Local Implementation Plan (LIP)

**Consult / Visit / Meet with the following (where relevant):**

Local and regional employers

Community members and local organisations

Local education, training and employment services

Government Engagement Coordinators

Industry bodies and professional associations

Local Shires and community organisations

NT and Australian Government personnel

**Review and complete the following templates:**

Part A: Workforce Supply

Part B: Workforce Demand

**Note:**

Data Tables and User Tables in Step 2 have been populated with data for the following communities. This information can be downloaded from http://www.dob.nt.gov.au/Employment/workforce-development/Pages/default.aspx

Ali Curung

Angurugu

Borroloola

Daguragu/  
Kalkarindji

Elliott

Galiwinku

Gapuwiyak

Gunbalanya

Lajamanu

Maningrida

Milingimbi

Ngukurr

Ntaria

Numbulwar

Papunya

Ramingining

Umbakumba

Wadeye

Wurrumiyanga

Yirrkala

Yuendumu

Part A – Workforce supply

**Workforce supply** traditionally identifies the number, skills, training and other characteristics of people currently engaged in employment as well as the potential workforce (including those who are unemployed, underemployed or not in the labour force.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Data Table 2 - Employed/unemployed by age, gender and Indigenous status** | | | | | | | | | | | | |
| Age (years) | **Employed** | | | | | **Unemployed** | | | | | **Total in Labour Force** | **Total NOT in Labour Force** |
| Indigenous | | Non-Indigenous | | Total | Indigenous | | Non-Indigenous | | Total |
| Male | Female | Male | Female | Male | Female | Male | Female |
| 15-24 | 0 | 0 | 4 | 0 | 4 | 5 | 4 | 0 | 0 | 9 | 13 | 68 |
| 25-44 | 17 | 13 | 7 | 8 | 45 | 15 | 13 | 0 | 0 | 28 | 73 | 105 |
| 45-64 | 4 | 0 | 3 | 3 | 10 | 0 | 3 | 0 | 0 | 3 | 13 | 23 |
| 65+ | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Total** | **21** | **13** | **14** | **11** | **59** | **20** | **20** | **0** | **0** | **40** | **99** | **196** |
| *Source: Census 2011* | | | | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Data Table 3 - Employed by full-time/part-time, gender and Indigenous status** | | | | | | | | | |
|  | **Male** | | | **Female** | | | **Total** | | |
| Indigenous | Non-Indigenous | **Total** | Indigenous | Non-Indigenous | **Total** | Indigenous | Non-Indigenous | **Total** |
| Full Time | 15 | 10 | 25 | 5 | 8 | 13 | 20 | 18 | 38 |
| Part Time | 10 | 0 | 10 | 10 | 5 | 15 | 20 | 5 | 25 |
| **Total** | **25** | **10** | **35** | **15** | **13** | **28** | **40** | **23** | **63** |
| Permanent |  |  |  |  |  |  |  |  |  |
| Temporary |  |  |  |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |  |  |  |
| *Source: Census 2011* | | | | | | | | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Data Table 4 - Employed by full-time/part-time, temporary/permanent, gender and Indigenous status** | | | | | | | | | |
|  | **Male** | | | **Female** | | | **Total** | | |
| Indigenous | Non-Indigenous | **Total** | Indigenous | Non-Indigenous | **Total** | Indigenous | Non-Indigenous | **Total** |
| Full-time | 4 | 9 | 13 | 8 | 10 | 18 | 12 | 19 | 31 |
| Part-time | 15 | 3 | 18 | 29 | 3 | 32 | 44 | 6 | 50 |
| **Total** | **19** | **12** | **31** | **37** | **13** | **50** | **56** | **25** | **81** |
| Permanent | 8 | 9 | 17 | 16 | 10 | 26 | 24 | 19 | 43 |
| Temporary | 11 | 3 | 14 | 21 | 3 | 24 | 32 | 6 | 38 |
| **Total** | **19** | **12** | **31** | **37** | **13** | **50** | **56** | **25** | **81** |
| *Source: Information in this table comes from DoB Jobs Profiles 2014 and reflects the information provided by employers about the composition of their respective workforce.* | | | | | | | | | |

|  |  |  |
| --- | --- | --- |
| **Data Table 5 - Job Services Australia (JSA) job seekers, January to June 2014** | | |
|  | **Indigenous Job Seekers** | |
| **Age (years)** | **Number** | **%** |
| 19 and under | <20 | n.a. |
| 20-24 | 22 | 17 |
| 24-45 | 76 | 59 |
| 45+ | <20 | n.a. |
| **Total** | **128** | **100%** |
| Male | 59 | 46 |
| Female | 69 | 54 |
| **Total** | **128** | **100%** |
| *Source: Department of the Prime Minister and Cabinet* | | |

| **Data Table 6 – Community members not in the labour force** | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Male** | | | **Female** | | | **Total** | | |
|  | Indigenous | Non- Indigenous | **Total** | Indigenous | Non-Indigenous | **Total** | Indigenous | Non- Indigenous | **Total** |
| Disability |  |  |  |  |  |  |  |  |  |
| AUSTUDY / ABSTUDY |  |  |  |  |  |  |  |  |  |
| Parent / Caregiver |  |  |  |  |  |  |  |  |  |
| Other |  |  |  |  |  |  |  |  |  |
| **Total** |  |  |  |  |  |  |  |  |  |

**Note**: This data may be accessible to some service providers. This information is not available through the Department of Business.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Data Table 7 - VET Unit completions 2012 and 2013** | | | | | |
|  | **2012 unit completions** | | **2013 unit completions** | | **Yearly change** |
| **Industry by NT VET funding** | Number | % of totals | Number | % of totals | Number |
| Arts, Entertainment, Sports and Recreation | 0 | 0 | 0 | 0 | 0 |
| Automotive | 0 | 0 | 17 | 9 | 17 |
| Building and Construction | 9 | 26 | 73 | 21 | 64 |
| Business and Clerical | 0 | 0 | 7 | 2 | 7 |
| Community Services, Health and Education | 21 | 60 | 97 | 27 | 76 |
| Computing | 0 | 0 | 0 | 0 | 0 |
| Engineering and Mining | 0 | 0 | 6 | 0 | 0 |
| Finance, Banking and Insurance | 0 | 0 | 6 | 0 | 0 |
| Food Processing | 0 | 0 | 0 | 0 | 0 |
| General Education and Training | 0 | 0 | 0 | 0 | 0 |
| Primary Industry | 0 | 0 | 113 | 32 | 113 |
| Process Manufacturing | 0 | 0 | 0 | 0 | 0 |
| Sales and Personal Service | 5 | 14 | 31 | 9 | 26 |
| TCF and Furnishings | 0 | 0 | 0 | 0 | 0 |
| Tourism and Hospitality | 0 | 0 | 0 | 0 | 0 |
| Transport and Storage | 0 | 0 | 0 | 0 | 0 |
| Utilities | 0 | 0 | 0 | 0 | 0 |
| **Total** | **35** | **100%** | **350** | **100%** | **303** |
| *Source: Department of Business 2014* | | | | | |

| **User Table 8 - VET & other training scheduled to be delivered in/for the community** | | | |
| --- | --- | --- | --- |
| Provider: RTO / other specialist | Training / qualifications planned for delivery | Mode of delivery (e.g. online / block) | Timeline |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Part B – Workforce demand

This Part B captures information about jobs available in the community. User Table 9 template supports the listing of all jobs available in the community. The details of information collected at this stage of the development of the Community Workforce Plan will determine the quality of information available to provide profiles of job status, ie occupied and vacant, details of people in jobs as a well as the types of occupations available using ANZSCO and ANZSIC classifications.

The information recorded in User Table 9 forms the basis of all data tables in Part B.

| **User Table 9 - Jobs in the community** | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | **For Filled Jobs Only** | | | **Job Classification** | |
| **Occupation** | **Employer** | **Filled or Vacant** | **Permanent or**  **Temporary** | **Full time or**  **Part time** | **Gender** | **Age Group** | **Indigenous Status** | **ANZSIC Classification** | **ANZSCO Classification** |
| Aged or Disabled Carer | East Arnhem Regional Council | Filled | Temporary | Part-time | Male | 45+ years | non-Indigenous | Public Administration and Safety | Aged or Disabled Carer |
| Aged or Disabled Carer | East Arnhem Regional Council | Filled | Temporary | Part-time | Female | 25-44 years | Indigenous | Public Administration and Safety | Aged or Disabled Carer |
| Aged or Disabled Carer | East Arnhem Regional Council | Filled | Temporary | Full-time | Female | 25-44 years | Indigenous | Public Administration and Safety | Aged or Disabled Carer |
| Family Support Worker | East Arnhem Regional Council | Filled | Temporary | Full-time | Female | 25-44 years | Indigenous | Public Administration and Safety | Family Support Worker |
| Family Support Worker | East Arnhem Regional Council | Filled | Temporary | Full-time | Female | 25-44 years | Indigenous | Public Administration and Safety | Family Support Worker |
| Aged or Disabled Carer | East Arnhem Regional Council | Filled | Temporary | Full-time | Male | 25-44 years | Indigenous | Public Administration and Safety | Aged or Disabled Carer |
| Family Support Worker | East Arnhem Regional Council | Filled | Temporary | Part-time | Male | 45+ years | Indigenous | Public Administration and Safety | Family Support Worker |
| Office Manager | East Arnhem Regional Council | Filled | Permanent | Full-time | Female | 25-44 years | non-Indigenous | Public Administration and Safety | Office Manager |
| General Clerk | East Arnhem Regional Council | Filled | Permanent | Full-time | Female | 45+ years | non-Indigenous | Public Administration and Safety | General Clerk |
| Aged or Disabled Carer | East Arnhem Regional Council | Filled | Permanent | Full-time | Female | 45+ years | non-Indigenous | Public Administration and Safety | Aged or Disabled Carer |
| Handyperson | East Arnhem Regional Council | Filled | Permanent | Full-time | Male | 45+ years | non-Indigenous | Public Administration and Safety | Handyperson |
| Youth Worker | East Arnhem Regional Council | Filled | Permanent | Full-time | Male | 45+ years | non-Indigenous | Public Administration and Safety | Youth Worker |
| Liaison Officer | East Arnhem Regional Council | Filled | Permanent | Full-time | Female | 45+ years | Indigenous | Public Administration and Safety | Liaison Officer |
| Aged or Disabled Carer | East Arnhem Regional Council | Filled | Permanent | Full-time | Female | 25-44 years | Indigenous | Public Administration and Safety | Aged or Disabled Carer |
| Family Support Worker | East Arnhem Regional Council | Filled | Temporary | Part-time | Female | 45+ years | non-Indigenous | Public Administration and Safety | Family Support Worker |
| Child Care Worker | East Arnhem Regional Council | Filled | Temporary | Part-time | Female | 25-44 years | Indigenous | Public Administration and Safety | Child Care Worker |
| Aged or Disabled Carer | East Arnhem Regional Council | Filled | Temporary | Part-time | Female | 45+ years | Indigenous | Public Administration and Safety | Aged or Disabled Carer |
| Child Care Worker | East Arnhem Regional Council | Filled | Temporary | Part-time | Female | 25-44 years | Indigenous | Public Administration and Safety | Child Care Worker |
| Child Care Worker | East Arnhem Regional Council | Filled | Temporary | Part-time | Female | 25-44 years | Indigenous | Public Administration and Safety | Child Care Worker |
| Child Care Worker | East Arnhem Regional Council | Filled | Temporary | Part-time | Female | 25-44 years | Indigenous | Public Administration and Safety | Child Care Worker |
| Commercial Cleaner | East Arnhem Regional Council | Filled | Temporary | Part-time | Female | 45+ years | Indigenous | Public Administration and Safety | Commercial Cleaner |
| Librarian | East Arnhem Regional Council | Filled | Temporary | Part-time | Female | 25-44 years | Indigenous | Public Administration and Safety | Librarian |
| Recreation Officer | East Arnhem Regional Council | Filled | Temporary | Part-time | Female | 25-44 years | Indigenous | Public Administration and Safety | Recreation Officer |
| Youth Worker | East Arnhem Regional Council | Filled | Temporary | Part-time | Female | 15-24 years | Indigenous | Public Administration and Safety | Youth Worker |
| Youth Worker | East Arnhem Regional Council | Filled | Temporary | Part-time | Female | 25-44 years | Indigenous | Public Administration and Safety | Youth Worker |
| Director (Film, Television, Radio or Stage) | East Arnhem Regional Council | Filled | Temporary | Part-time | Male | 25-44 years | Indigenous | Public Administration and Safety | Director (Film, Television, Radio or Stage) |
| Family Support Worker | East Arnhem Regional Council | Filled | Temporary | Part-time | Male | 25-44 years | Indigenous | Public Administration and Safety | Family Support Worker |
| Handyperson | East Arnhem Regional Council | Filled | Temporary | Part-time | Male | 25-44 years | Indigenous | Public Administration and Safety | Handyperson |
| Handyperson | East Arnhem Regional Council | Filled | Temporary | Part-time | Male | 15-24 years | Indigenous | Public Administration and Safety | Handyperson |
| Handyperson | East Arnhem Regional Council | Filled | Temporary | Part-time | Male | 25-44 years | Indigenous | Public Administration and Safety | Handyperson |
| Handyperson | East Arnhem Regional Council | Filled | Temporary | Part-time | Male | 45+ years | Indigenous | Public Administration and Safety | Handyperson |
| Handyperson | East Arnhem Regional Council | Filled | Temporary | Part-time | Male | 25-44 years | Indigenous | Public Administration and Safety | Handyperson |
| Handyperson | East Arnhem Regional Council | Vacant | Permanent | Full-time |  |  |  | Public Administration and Safety | Handyperson |
| Aboriginal and Torres Strait Islander Education Worker | Department of Education | Filled | Permanent | Full-time | Female | 25-44 years | Indigenous | Education and Training | Aboriginal and Torres Strait Islander Education Worker |
| Liaison Officer | Department of Education | Filled | Permanent | Part-time | Female | 45+ years | Indigenous | Education and Training | Liaison Officer |
| Primary School Teacher | Department of Education | Filled | Permanent | Full-time | Female | 45+ years | non-Indigenous | Education and Training | Primary School Teacher |
| Primary School Teacher | Department of Education | Filled | Permanent | Full-time | Male | 25-44 years | non-Indigenous | Education and Training | Primary School Teacher |
| Primary School Teacher | Department of Education | Filled | Permanent | Full-time | Female | 45+ years | non-Indigenous | Education and Training | Primary School Teacher |
| School Principal | Department of Education | Filled | Permanent | Full-time | Female | 25-44 years | non-Indigenous | Education and Training | School Principal |
| Teachers' Aide | Department of Education | Filled | Temporary | Part-time | Male | 45+ years | Indigenous | Education and Training | Teachers' Aide |
| Teachers' Aide | Department of Education | Filled | Temporary | Part-time | Female | 25-44 years | Indigenous | Education and Training | Teachers' Aide |
| Vocational Education Teacher | Department of Education | Filled | Permanent | Full-time | Male | 45+ years | non-Indigenous | Education and Training | Vocational Education Teacher |
| Aboriginal and Torres Strait Islander Education Worker | Department of Education | Filled | Temporary | Part-time | Female | 25-44 years | Indigenous | Education and Training | Aboriginal and Torres Strait Islander Education Worker |
| Primary School Teacher | Department of Education | Filled | Permanent | Full-time | Male | 25-44 years | non-Indigenous | Education and Training | Primary School Teacher |
| Aboriginal and Torres Strait Islander Education Worker | Department of Education | Filled | Temporary | Part-time | Female | 45+ years | Indigenous | Education and Training | Aboriginal and Torres Strait Islander Education Worker |
| General Clerk | Department of Education | Filled | Temporary | Part-time | Female | 25-44 years | Indigenous | Education and Training | General Clerk |
| Primary School Teacher | Department of Education | Filled | Temporary | Full-time | Male | 45+ years | non-Indigenous | Education and Training | Primary School Teacher |
| Handyperson | Department of Education | Filled | Temporary | Part-time | Male | 45+ years | Indigenous | Education and Training | Handyperson |
| Teachers' Aide | Department of Education | Filled | Temporary | Part-time | Female | 25-44 years | Indigenous | Education and Training | Teachers' Aide |
| Liaison Officer | Department of Education | Filled | Temporary | Part-time | Female | 45+ years | Indigenous | Education and Training | Liaison Officer |
| Teachers' Aide | Department of Education | Filled | Temporary | Part-time | Female | 25-44 years | non-Indigenous | Education and Training | Teachers' Aide |
| Handyperson | Department of Education | Filled | Temporary | Part-time | Female | 15-24 years | Indigenous | Education and Training | Handyperson |
| Primary School Teacher | Department of Education | Filled | Temporary | Full-time | Female | 25-44 years | non-Indigenous | Education and Training | Primary School Teacher |
| Primary School Teacher | Department of Education | Vacant | Permanent | Full-time |  |  |  | Education and Training | Primary School Teacher |
| Primary School Teacher | Department of Education | Vacant | Permanent | Full-time |  |  |  | Education and Training | Primary School Teacher |
| Teacher of English to Speakers of Other Languages | Department of Education | Vacant | Permanent | Full-time |  |  |  | Education and Training | Teacher of English to Speakers of Other Languages |
| Primary School Teacher | Department of Education | Vacant | Permanent | Full-time |  |  |  | Education and Training | Primary School Teacher |
| Handyperson | AA Essential Services | Filled | Temporary | Full-time | Male | 45+ years | non-Indigenous | Electricity, Gas, Water and Waste Services | Handyperson |
| Primary Health Organisation Manager | Department of Health | Filled | Permanent | Full-time | Male | 45+ years | non-Indigenous | Health Care and Social Assistance | Primary Health Organisation Manager |
| Registered Nurses nec | Department of Health | Filled | Permanent | Full-time | Female | 45+ years | non-Indigenous | Health Care and Social Assistance | Registered Nurses nec |
| Registered Nurses nec | Department of Health | Filled | Permanent | Full-time | Male | 45+ years | Indigenous | Health Care and Social Assistance | Registered Nurses nec |
| Aboriginal and Torres Strait Islander Health Worker | Department of Health | Filled | Permanent | Full-time | Male | 25-44 years | Indigenous | Health Care and Social Assistance | Aboriginal and Torres Strait Islander Health Worker |
| Aboriginal and Torres Strait Islander Health Worker | Department of Health | Filled | Permanent | Full-time | Female | 45+ years | Indigenous | Health Care and Social Assistance | Aboriginal and Torres Strait Islander Health Worker |
| General Clerk | Department of Health | Filled | Permanent | Full-time | Female | 45+ years | non-Indigenous | Health Care and Social Assistance | General Clerk |
| Handyperson | Department of Health | Filled | Permanent | Full-time | Male | 25-44 years | Indigenous | Health Care and Social Assistance | Handyperson |
| Community Worker | Department of Health | Filled | Permanent | Part-time | Male | 25-44 years | non-Indigenous | Health Care and Social Assistance | Community Worker |
| Aboriginal and Torres Strait Islander Health Worker | Department of Health | Filled | Permanent | Full-time | Female | 45+ years | Indigenous | Health Care and Social Assistance | Aboriginal and Torres Strait Islander Health Worker |
| Retail Manager (General) | The Arnhem Land Progress Aboriginal Corporation (ALPA) | Filled | Permanent | Full-time | Male | 45+ years | non-Indigenous | Retail Trade | Retail Manager (General) |
| Retail Manager (General) | The Arnhem Land Progress Aboriginal Corporation (ALPA) | Filled | Permanent | Full-time | Female | 45+ years | non-Indigenous | Retail Trade | Retail Manager (General) |
| Sales Assistant (General) | The Arnhem Land Progress Aboriginal Corporation (ALPA) | Filled | Permanent | Part-time | Female | 25-44 years | Indigenous | Retail Trade | Sales Assistant (General) |
| Sales Assistant (General) | The Arnhem Land Progress Aboriginal Corporation (ALPA) | Filled | Permanent | Part-time | Female | 45+ years | Indigenous | Retail Trade | Sales Assistant (General) |
| Sales Assistant (General) | The Arnhem Land Progress Aboriginal Corporation (ALPA) | Filled | Permanent | Part-time | Female | 15-24 years | Indigenous | Retail Trade | Sales Assistant (General) |
| Sales Assistant (General) | The Arnhem Land Progress Aboriginal Corporation (ALPA) | Filled | Permanent | Part-time | Female | 15-24 years | Indigenous | Retail Trade | Sales Assistant (General) |
| Sales Assistant (General) | The Arnhem Land Progress Aboriginal Corporation (ALPA) | Filled | Permanent | Part-time | Male | 15-24 years | non-Indigenous | Retail Trade | Sales Assistant (General) |
| Sales Assistant (General) | The Arnhem Land Progress Aboriginal Corporation (ALPA) | Filled | Permanent | Part-time | Male | 45+ years | Indigenous | Retail Trade | Sales Assistant (General) |
| Sales Assistant (General) | The Arnhem Land Progress Aboriginal Corporation (ALPA) | Filled | Permanent | Part-time | Male | 25-44 years | Indigenous | Retail Trade | Sales Assistant (General) |
| Sales Assistant (General) | The Arnhem Land Progress Aboriginal Corporation (ALPA) | Filled | Permanent | Part-time | Female | 45+ years | Indigenous | Retail Trade | Sales Assistant (General) |
| Sales Assistant (General) | The Arnhem Land Progress Aboriginal Corporation (ALPA) | Filled | Permanent | Part-time | Male | 25-44 years | Indigenous | Retail Trade | Sales Assistant (General) |
| Sales Assistant (General) | The Arnhem Land Progress Aboriginal Corporation (ALPA) | Filled | Permanent | Part-time | Female | 15-24 years | Indigenous | Retail Trade | Sales Assistant (General) |
| Sales Assistant (General) | The Arnhem Land Progress Aboriginal Corporation (ALPA) | Filled | Permanent | Part-time | Female | 45+ years | Indigenous | Retail Trade | Sales Assistant (General) |
| Sales Assistant (General) | The Arnhem Land Progress Aboriginal Corporation (ALPA) | Filled | Permanent | Part-time | Male | 25-44 years | Indigenous | Retail Trade | Sales Assistant (General) |
| Sales Assistant (General) | The Arnhem Land Progress Aboriginal Corporation (ALPA) | Filled | Permanent | Part-time | Female | 25-44 years | Indigenous | Retail Trade | Sales Assistant (General) |
| Sales Assistant (General) | The Arnhem Land Progress Aboriginal Corporation (ALPA) | Filled | Permanent | Part-time | Male | 25-44 years | Indigenous | Retail Trade | Sales Assistant (General) |
| Sales Assistant (General) | The Arnhem Land Progress Aboriginal Corporation (ALPA) | Filled | Permanent | Part-time | Female | 25-44 years | Indigenous | Retail Trade | Sales Assistant (General) |
| Sales Assistant (General) | The Arnhem Land Progress Aboriginal Corporation (ALPA) | Filled | Permanent | Part-time | Female | 45+ years | non-Indigenous | Retail Trade | Sales Assistant (General) |
| Sales Assistant (General) | The Arnhem Land Progress Aboriginal Corporation (ALPA) | Filled | Permanent | Part-time | Female | 25-44 years | Indigenous | Retail Trade | Sales Assistant (General) |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Data Table 8 - Employed by industry and Indigenous status and count of jobs vacant by industry** | | | | | |
| **Industry (ANZSIC major group)** | **Employed Persons** | | | **Jobs Vacant** | **Total Jobs** |
| Indigenous | Non-Indigenous | Total |
| Accommodation and Food Services | 0 | 3 | 3 |  |  |
| Administrative and Support Services | 0 | 0 | 0 |  |  |
| Agriculture, Forestry and Fishing | 0 | 0 | 0 |  |  |
| Arts and Recreation Services | 0 | 0 | 0 |  |  |
| Construction | 3 | 3 | 6 |  |  |
| Education and Training | 6 | 8 | 14 |  |  |
| Electricity, Gas, Water and Waste Services | 0 | 0 | 0 |  |  |
| Financial and Insurance Services | 0 | 0 | 0 |  |  |
| Health Care and Social Assistance | 5 | 0 | 5 |  |  |
| Information Media and Telecommunications | 0 | 0 | 0 |  |  |
| Manufacturing | 0 | 0 | 0 |  |  |
| Mining | 0 | 0 | 0 |  |  |
| Other Services | 10 | 3 | 13 |  |  |
| Professional, Scientific and Technical Services | 0 | 0 | 0 |  |  |
| Public Administration and Safety | 11 | 5 | 16 |  |  |
| Rental, Hiring and Real Estate Services | 0 | 0 | 0 |  |  |
| Retail Trade | 3 | 3 | 6 |  |  |
| Transport, Postal and Warehousing | 0 | 0 | 0 |  |  |
| Wholesale Trade | 0 | 0 | 0 |  |  |
| **Total** | **38** | **25** | **63** |  |  |
| *Source: Census 2011* | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Data Table 9 - Count of filled jobs by industry and Indigenous status and count of jobs vacant by industry** | | | | | |
| **Industry (ANZSIC major group)** | **Filled Jobs** | | | **Jobs Vacant** | **Total Jobs** |
| Indigenous | Non-Indigenous | Total |
| Accommodation and Food Services | 0 | 0 | 0 | 0 | 0 |
| Administrative and Support Services | 0 | 0 | 0 | 0 | 0 |
| Agriculture, Forestry and Fishing | 0 | 0 | 0 | 0 | 0 |
| Arts and Recreation Services | 0 | 0 | 0 | 0 | 0 |
| Construction | 0 | 0 | 0 | 0 | 0 |
| Education and Training | 11 | 9 | 20 | 4 | 24 |
| Electricity, Gas, Water and Waste Services | 0 | 1 | 1 | 0 | 1 |
| Financial and Insurance Services | 0 | 0 | 0 | 0 | 0 |
| Health Care and Social Assistance | 5 | 4 | 9 | 0 | 9 |
| Information Media and Telecommunications | 0 | 0 | 0 | 0 | 0 |
| Manufacturing | 0 | 0 | 0 | 0 | 0 |
| Mining | 0 | 0 | 0 | 0 | 0 |
| Other Services | 0 | 0 | 0 | 0 | 0 |
| Professional, Scientific and Technical Services | 0 | 0 | 0 | 0 | 0 |
| Public Administration and Safety | 25 | 7 | 32 | 1 | 33 |
| Rental, Hiring and Real Estate Services | 0 | 0 | 0 | 0 | 0 |
| Retail Trade | 15 | 4 | 19 | 0 | 19 |
| Transport, Postal and Warehousing | 0 | 0 | 0 | 0 | 0 |
| Wholesale Trade | 0 | 0 | 0 | 0 | 0 |
| **Total** | **56** | **25** | **81** | **5** | **86** |
| *Source: DoB Jobs Profiles 2014* | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Data Table 10 - Employed by occupation and Indigenous status** | | | | | |
| **Occupation (ANZSCO major group)** | **Employed Persons** | | | **Jobs Vacant** | **Total Jobs** |
| Indigenous | Non-Indigenous | Total |
| Clerical and Administrative Workers | 4 | 0 | 4 |  |  |
| Community and Personal Service Workers | 9 | 0 | 9 |  |  |
| Labourers | 8 | 3 | 11 |  |  |
| Machinery Operators and Drivers | 4 | 0 | 4 |  |  |
| Managers | 0 | 4 | 4 |  |  |
| Professionals | 8 | 13 | 21 |  |  |
| Sales Workers | 3 | 0 | 3 |  |  |
| Technicians and Trades Workers | 4 | 3 | 7 |  |  |
| *Other Occupations* | 0 | 0 | 0 |  |  |
| **Total** | **40** | **23** | **63** |  |  |
| *Source: Census 2011* | | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Data Table 11 - Count of filled jobs by occupation and Indigenous status and count of jobs vacant by occupation** | | | | | |
| **Occupation (ANZSCO major group)** | **Filled jobs** | | | **Vacant Jobs** | **Total Jobs** |
| Indigenous | Non-Indigenous | Total |
| Clerical and Administrative Workers | 1 | 3 | 4 | 0 | 4 |
| Community and Personal Service Workers | 24 | 6 | 30 | 0 | 30 |
| Labourers | 9 | 2 | 11 | 1 | 12 |
| Machinery Operators and Drivers | 0 | 0 | 0 | 0 | 0 |
| Managers | 0 | 4 | 4 | 0 | 4 |
| Professionals | 7 | 8 | 15 | 4 | 19 |
| Sales Workers | 15 | 2 | 17 | 0 | 17 |
| Technicians and Trades Workers | 0 | 0 | 0 | 0 | 0 |
| *Other Occupations* | 0 | 0 | 0 | 0 | 0 |
| **Total** | **56** | **25** | **81** | **5** | **86** |
| *Source: DoB Jobs Profiles 2014* | | | | | |

|  |  |
| --- | --- |
| **Data Table 12 - Summary of jobs and job vacancies** | |
| Total number of jobs in the community/region | 86 |
| Number of filled jobs | 81 |
| Number of jobs filled by Indigenous people | 56 |
| Number of jobs filled by non-Indigenous people | 25 |
| Number of job vacancies | 5 |
| Number of Indigenous registered job seekers | 128 |
| *Source: DoB Jobs Profiles 2014, Department of the Prime Minister and Cabinet* | |

Step 3  
What’s coming up?  
Identifying Future Needs

A comprehensive workforce plan also identifies future growth and workforce needs.

Step 3 focuses on projecting future opportunities and challenges for business and industry. Information collected here will identify opportunities for employment and career advancement as well as rationalisation of work.

Forecasting is not straightforward. Identifying future demand and supply requires regular review. It is essential to consider changes that may arise with the expansion or contraction of existing work, or the establishment of new opportunities.

An environmental scan will assist in considering the range of factors that may influence future workforce developments.

Having identified a range of factors that may influence future developments, planners should consult with stakeholders to identify future employment opportunities locally and in the region.

These opportunities can be categorised as possible or probable, based on the likelihood of employment opportunities being available in the short, medium or long term.

When new or expanded opportunities have progressed significantly in the planning phase, as evidenced by the submission of business plans, council approvals, the securing of funding etc, these future opportunities can be considered probable.

Where much work is required to determine whether an opportunity is viable, or where little or no planning has occurred, we consider this opportunity possible.

Future opportunities are prioritised in the development of the workforce plan:

**H = High Immediate priority**

**M = Moderate Future priority**

**L = Low Longer term future priority**

**Probable** future opportunities will be assigned a High or Moderate priority status, determined by the project’s planning and likely time of implementation. **Possible** opportunities may be considered as a Low priority, or may not be factored into the plan at all, until a reasonable level of planning has occurred.

Consideration must be given to future opportunities that may occur in the **local** community, as well as those that are developing **regionally**.

Checklist

**Review available documents including:**

Business and Economic Profiles

Available feasibility studies and planning approvals

Local Implementation Plan (LIP)

Regional council plans

Regional / Industry development plans

**Consult / Visit / Meet with the following (where relevant):**

Local and regional employers

Economic Development Officers

Community organisations

Local education, training, employment services

Regional councils

Industry bodies or professional associations

**Complete the following tables:**

User Table 10 - Environmental Scan

User Table 11 - Future Workforce Opportunities

| **User Table 10 - Environmental scan** | | |
| --- | --- | --- |
| This table is used to identify factors that may influence the development and implementation of this workforce plan. The environmental scan should be monitored and changed as circumstances change | | |
|  | **Short-term implications** | **Longer-term implications** |
| **Financial**  Consider factors that may influence the amount of funding available for workforce planning. These include likely or potential increases and decreases. |  |  |
| **Technology & infrastructure**  Consider technological and infrastructure changes that may impact on workforce planning, such as expanded telecommunication services or construction of new transport links. |  |  |
| **Demographic**  Consider factors that may impact on the demographic structure of the population, such as migration patterns. |  |  |
| **Political**  Consider potential changes to political systems that influence the community, at local, Territory and Federal levels. Consider potential policy decisions that may impact on workforce planning. |  |  |
| **Economic**  Consider economic circumstances that may influence community workforce planning, including the availability of government funding or grants. |  |  |
| **Support services**  Consider likely and future changes to services available to support community workforce planning |  |  |
| **Strategic partnerships**  Consider likely and potential partnerships that may occur between community and external stakeholders, such as charities, non-government organisations and government bodies. |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **User Table 11 - Future workforce opportunities** | | | | | | | | |
| **Key:**  **L – Location** L= Local R= Regional  **S – Status** PR = Probably PO = Possible  **P – Priority** H = High M = Moderate L = Low | | | | | | | | |
| **Business Type** | **L** | **Source of information** | **Work completed** | **Work required** | **S** | **Projected job numbers** | | **P** |
| **Example**  Tourist accommodation | L | Hermannsburg / West Aranda Tourism Development Plan  NT Tourism | Discussions with community  Discussions with current tourism providers in progress | Feasibility study (in progress)  Business plan (commenced)  Finance secured  Approvals / licences gained | PR | Room Attendants  Front-of-House / Receptionist  Kitchen/Food and Beverage Staff  Grounds person / Maintenance Cleaners | 4  2  4  2 | H |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
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Step 4  
What does it all mean?  
Issues Analysis

Armed with an understanding of the community context and research relating to the current and projected workforce supply and demand needs, the plan designer next undertakes an analysis of the data to identify issues that require consideration in the plan.

This analysis will allow the community to optimise available and anticipated jobs and career opportunities. It should also inform employment related service providers, including educators and training organisations, as well as local businesses about the available workforce and projected needs.

This section guides the effective analysis of the workforce labour demand and supply data. It also consolidates the issues identified that relate to training, skills, and information about the take up of employment, retention and career opportunities for local people.

This section includes tables that support the process of analysis. They allow planners to:

1. Identify relevant aspects of the data
2. Effectively organise the data to support analysis
3. Identify gaps in the data, and to reflect on strategies that may assist in managing these gaps
4. Identify how effectively training and other programs have been implemented
5. Consider what planning approaches address supply and demand
6. Determine how resources can be identified, and gauge the potential for improved access to relevant programs to meet the workforce needs planning for the community.

Process for Analysis

**Analysis – Supply and demand** considers the analysis in simple terms comparing jobs available in the community with the number of potential employees. Comparison will identify issues affecting employment in the community.

**Analysis by age and gender** examines the data in more detail, by considering age and gender factors that may influence workforce participation.

Planners may elect to continue the analysis using the ANZSIC and ANZSCO classification codes developed in Step 2. This will allow a more detailed analysis of workforce research.

It is important to conduct analysis of the training that has been identified to ensure that current and future training aligns with workforce needs. **Training analysis** will assist you in completing this task.

Analysis also requires consideration of future opportunities and challenges identified in Step 3. New industries may bring employment opportunities that require consideration in the workforce plan. **Future opportunities analysis** can be used to undertake this work.

Checklist

Consider contextual issues relevant to the community that impact on employment

Consider current and future issues of workforce supply and demand

Undertake gap analysis between supply and demand

Identify impediments to employment recruitment and retention

Identify employment and other support programs

**Consult with:**

Local and regional employers and business

Employment and training service providers

NT and Australian Government personnel

Relevant data analysts

**Complete and consider the following tables:**

Analysis – Demand and Supply

Analysis by age and gender

ANZSIC/ANZSCO analysis

Training analysis

Future opportunities analysis

Step 4 Issues analysis. Analysis –Supply and demand

Use the data collected in Steps 2 and 3 to complete the summaries below before considering the issues this data identifies.

### Supply

The following figures represent the number of community members employed and not employed.

| **User Table 12 - Population by employment status** | | | | | |
| --- | --- | --- | --- | --- | --- |
| Community population  \*17-64 years | Community population 12-17 years (entering the workforce) | Community population  55 – 65 years (exiting the workforce) | Number employed | Number unemployed | Number aged \*17-64 not in the workforce |
|  |  |  |  |  |  |

\* This data may not be readily available, data may be drawn from Data table 1.

### Demand

| **User Table 13 - Current and projected jobs in the community** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **Jobs currently in the community** | | | **Projected jobs (over next 5 years)** | | |
| Total full- time jobs | Total part-time jobs | Total jobs | Total full- time jobs | Total part-time jobs | Total projected jobs |
|  |  |  |  |  |  |

Consider issues that arise from an analysis of this data. Examine areas of strength and issues of concern.

Questions to consider include:

* Do the number of people currently employed and those entering the workforce exceed the number of available and projected jobs? What challenges may this present?
* What is the number and impact of people aged 17 – 64 years not in the workforce?
* What impact and benefits does the use of full time and part time jobs offer the community and employers?

Enter in the space below the issues that may require specific strategies in the workforce plan.

| **Issues for consideration** |
| --- |
|  |

| **User Table 14 - Analysis by age and gender** | |
| --- | --- |
| Use the information collected in Step 2 to identify areas of strength and issues of concern relating to the age and gender of employees, jobseekers and those not in the labour force. The questions below will assist you in the analysis.  Use the responses to these questions to identify issues for consideration in the workforce plan. | |
| 1. Which age group / gender has the highest number of employed? |  |
| 1. Which age group / gender has the lowest number of employed? |  |
| 1. Which age group / gender has the highest number of registered job seekers? |  |
| 1. Which age group / gender has the lowest number of registered job seekers? |  |
| 1. Are there more males or females registered as job seekers? |  |
| 1. Are there more males or females employed? |  |
| 1. Which age group (and/or gender) has the highest number of Indigenous and non-Indigenous labour market participants in total - employed and job seekers? |  |
| 1. What is the impact of this age group (and/or gender) on the labour market? |  |
| 1. What is the relationship between job seekers in this age (gender) group and job vacancies? |  |
| 1. What percentage of the total community population for each age group do job seekers and employed persons represent? |  |
| 1. Which age group has the highest percentage of job seekers per total of the eligible population? Why? |  |
| 1. Does any age group have a high percentage of the age cohort not engaged with the labour market as either employed or a job seeker? Why? |  |
| 1. Does any age group have a significant under-representation in employment when compared to registered job seekers? How might this be explained? |  |
| 1. Does any age group have a significant over- representation in employment when compared to registered job seekers? How might this be explained? |  |
| 1. What issues does the Labour Market profile data highlight for the labour market and employers? E.g. Opportunity for locals to undertake work currently done outside the community. |  |
| 1. Other |  |

| **Summary of issues** (These can be transferred to the Action Plan) |
| --- |
|  |

Issues analysis, ANZSIC/ANZSCO analysis

Use the questions below to guide consideration of local job market issues. Completing these

questions will give some understanding of the labour market situation, and identify issues that

must be considered in the workforce plan.

| **User Table 15 - Industry Codes** | |
| --- | --- |
| Use the data **from Data Tables 8 and 9** to compare the distribution of jobs across each industry area | |
| 1. Which of the ANZSIC categories has the highest number of overall jobs? What might be the impact of this on the local labour market? |  |
| 1. Which of the categories has the fewest number of jobs? What might be the impact of this on the local labour market? |  |
| 1. Which categories have the highest number of vacancies? How might this be explained? |  |
| 1. Which has the lowest? How might this be explained? |  |
| 1. What other issues for the local labour market does the data in Data Tables 8 and 9 reveal? |  |

|  |  |
| --- | --- |
| **User Table 15 - Industry Codes** | |
| Use the data from **Data Tables 10 and 11** to compare the distribution of total number of occupations | |
| 1. Which occupation area has the highest number of overall jobs? How might this impact on the local labour market? |  |
| 1. Which occupation area has the lowest number of overall jobs? How might this impact of this on the labour market? |  |
| 1. Which occupation area has the highest number of filled positions? |  |
| 1. Which occupation area has the highest number of vacancies? How does this relate to the occupation area with the highest number of filled positions? |  |
| 1. What other issues for the local labour market does the data in Data Tables 10 and 11 reveal? |  |

| **Summary of Issues** |
| --- |
|  |

|  |  |
| --- | --- |
| **User Table 17 - Training analysis** | |
| Use the information in **Data Table 7** to identify areas of strength and issues of concern relating to the training provided to community members. The questions below will assist you in the analysis.  Use the responses to these questions to identify issues for consideration in the workforce plan. | |
| 1. Does the training provided in the community align with current and future workforce needs? |  |
| 1. Does the enrolment / completion data suggest issues with the ability of trainees to complete training? |  |
| 1. Is there evidence that training is provided based on the availability of an RTO or funding, or other reasons separate from workforce supply and demand factors? |  |

|  |
| --- |
| **Summary of Issues** |
|  |

**Note:**

A template to develop a Training Plan, which may be an agreed action to respond to issues raised is included at **Appendix 1.**

|  |  |
| --- | --- |
| **User Table 18 - Future opportunities analysis** | |
| Use the information gathered in Step 3 to identify areas of strength and issues of concern relating to future employment opportunities. The questions below will assist you in the analysis.  Use the responses to these questions to identify issues for consideration in the workforce plan. | |
| 1. Does current workforce demand suggest likely engagement in probable future employment opportunities? |  |
| 1. Does current and recent training support future opportunities in the short and medium term? |  |
| 1. What issues from the Environmental Scan are likely to influence workforce planning in the short and medium term? |  |
| 1. What planning response may be required to address issues identified in the Environmental Scan? |  |

|  |
| --- |
| **Summary of issues** |
|  |

Step 5  
What do we do?  
Developing Workforce Strategies

Step 5 develops the ‘what we need to do’ section of the Community Workforce Plan.

The strategies and actions that are developed at this **Action Plan Appendix 2** stage should include how to

* Effectively respond to the issues that have been identified from the analysis that has occurred in Steps 2, 3 and 4 of the workforce planning cycle
* Align the current and projected workforce with available employment and potential opportunities
* Improve job outcomes for locals
* Develop employment pathways to effectively link people to jobs
* Promote career advancement for existing employees
* Provide business with a skilled and available workforce.

The development of effective strategies and actions will require planners to

* Understand the context in which the activity will occur
* Engage with key community members and other stakeholders to ensure proposed activity is appropriate and viable
* Consider how actions can be achieved and the resources and time required to deliver outcomes
* Consider how the strategies and actions can be measured and also how they can be monitored to keep activity on target.

Stakeholders likely to be involved in the development of the **Action Plan Appendix 2** include

* Community organisations
* Community members
* Local and regional employers
* Employment service providers
* Regional councils and authorities
* Relevant Australian or NT government agencies
* Industry bodies
* Training Advisory Councils and training providers
* Local schools and regional education bodies
* Other service providers who may need to support individuals engage in employment pathways.

## Developing the Action Plan

Strategies and actions will have varying timeframes depending on the complexity of issues, implementation requirements, stakeholder commitments and resource needs.

Planners, with their collaborators, can choose what they consider to be the most effective method to develop their Action Plan. This guide provides an **Action Plan** template **Appendix 2** that can be readily adapted for use.

The Action Plan is likely to be made up of both strategies and actions in order to respond to the types and breadth of issues to be addressed. In this planning context, a strategy refers to the big picture or the overall ‘strategic’ intent, whereas an action can be a one-off activity or be one of a series of actions as part of a strategy. For example a **strategy** might be to ‘increase the overall workforce participation of the community’. Respective **actions** might be for ‘local business, other employers and employment service providers to actively promote available work opportunities within their community’ and to ‘support local business and services to identify and employ locals for available jobs’ and/or ‘to work with local business and others employers to undertake improved job design, including use of part-time and shared work arrangements’. Using this example, all actions would contribute to measurable achievements that demonstrate the strategic intent ‘to increase employment participation’ has occurred.

### Training, skills development and support

Employment driven skill development and structured training are likely to feature in the Community Workforce Plan-Action Plan. Development of this aspect of the plan should take into account the skills, aptitudes and other qualities required for individuals or groups to successfully enter the workplace, progress in their work as well as stay in a job. A template to develop a Training Plan to support this whole-of-community activity is included as **Appendix 1**. Details of the industry training, general training, employability skills and industry or work experience relevant to the types of jobs know to be generally available in remote communities can be captured by using **Appendix 1**. Planners may also wish to refer to the training detail contained in **Appendix 5** to prepare specific information about particular jobs and training and other pathways required for the community as part of completing the Training Plan.

An Individual Employment Pathway Plan template **Appendix 3** is provided as a guide to assess and record the needs and support required for individuals.

Introducing the Cultural Framework

ImageImageImageImageImage

*The Community Workforce Plan* – Planning guide and tools incorporates the traditional workforce planning methodology that focuses on ‘supply and demand’. However it also introduces a Cultural Framework that has been developed as part of the *Community Workforce Plan – Planning Guide and Tools*.

The Cultural Framework can be used as an engagement tool and as a classification system to strengthen community workforce planning activity.

Planners, their colleagues and the community can jointly use the Cultural Framework to assist the action planning process and to develop responses to workforce matters within a localised community context. The **Cultural Framework** is described in detail in **Appendix 4**.

### Using the Cultural Framework

The following demonstrates how jobs in communities can be categorised using the Cultural Framework.

### Developing Workforce Strategies, Assigning jobs to Cultural Fields

In order to promote cultural engagement with job vacancies or career advancement, workforce planners are encouraged to use the Cultural Framework, described in Appendices 3 and 4.

In order to use the Framework, planners are required to categorise jobs (and job vacancies) in the community and region into each of the five fields described in the Framework.

Consider the roles and responsibilities of each position, and use this information to classify the job into the most relevant field. Where the place of positions is unclear, or where a position could feasibly align with more than one field, we recommend engagement with the community to determine the most appropriate categorisation.

The following table provides an outline of how some common jobs may be allocated to each field.

| **Strong In Culture** | **Working on Country** | **Caring for Family and Community** | **Building the Community** | **Servicing the Community** |
| --- | --- | --- | --- | --- |
| Interpreter | Stock & Station Hand | Aboriginal Health Worker | Bus Driver | Cleaner |
| Professional Artist | Farm Hand | Aged Care Worker | Plant Operator | Administrative Officer |
| Art Worker | Gardener | Child Care Worker | Mechanic | Hospitality Worker |
| Art Centre Worker | Tour Guides | Night Patrol Officer | Builder | Retail Worker |
| Cultural/Tour Guide | Ranger/Sea Ranger | Sport and Recreation Officer | Housing Manager | Store Manager |
| Cultural/Heritage Officer | Parks and Wildlife Officer | Teacher | Essential Services Officer | Animal Control Officer |
| Cross-Cultural Advisor | Environmental Health Worker | Registered Nurse | Plumber | Trainer |

The Cultural Framework provides a means of being able to more readily describe types of work in an applied context, and one which is likely to have more relevance to community members than by using current titles or classifications that are used to describe jobs. For example an Administrative Officer – AO4 may have limited meaning in a community context whereas talking about a job that is ‘strong in culture’ or ‘working with country’ has an applied and recognised relevance for people living in remote communities.

While the Cultural Framework has been developed for use in the Northern Territory it could be applied elsewhere.

The Cultural Framework is being used in a number of different settings including education to align vocational training and employment opportunities via career pathway plans.

Other features and applications of the Cultural Framework that have relevance for the community workforce planning process as described in this *Community Workforce Plan – Planning guide and tools* include:

* Provision of a **Training Map** **Appendix 5**. This appendix organises the various jobs known to exist across remote Northern Territory communities into the five fields that make up the Cultural Framework. The Training Map data also lists the training, development and experience these jobs require. The NT-wide job data contained in Appendix 5 can also be used to support the development of Training Plans (Appendix 1) for a specific community.
* A template **Categorising jobs by cultural field – Appendix 6**. The template aids the collection of job data and the allocation of jobs within specific communities to particular cultural fields. This categorisation of like type jobs will help job seekers and community members identify areas of interest for themselves when looking for particular types of work, or understanding the type of work available. Data in this template will also help employers and others see commonalities between jobs and how structured employment pathways can be developed. Note that **Appendix 6** is an adaptation of the jobs survey tool introduced as **User Table 9** to record local jobs.
* **Cultural Framework Information Sheets – Appendix 7**. These sheets have been designed as hand-outs for individuals to engage them in discussions and planning for employment pathways.

The Cultural Framework that is proposed in this document has been used in some communities in the Northern Territory. It is important that the job allocated to the cultural field, other text and symbols are discussed and accepted by the community before being broadly applied.

Step 6   
How do we do it?   
Implementing the Workforce Plan

Effective implementation depends on engaging and getting buy-in from the appropriate individuals and/or organisations to agree to work toward achieving identified actions and outcomes.

These strategy actions and outcomes have been identified Step 5.

Step 6 prioritises strategies and actions, establishes implementation timelines and identifies responsible parties to achieve these actions.

The Action Plan that is developed at Step 5 can be expanded to include timelines and responsibilities.

The implementation, monitoring and evaluation of the Workforce Plan and actions are closely aligned activities. Planners may therefore decide to complete Steps 6 and 7 concurrently.

Checklist

Engage with stakeholders to determine priorities, timelines and responsibilities

**Complete the following table:**

Implementing the Plan (Appendix 2)

Step 7  
How are we going?  
Monitoring, Reviewing and Evaluation

Step 7 provides the opportunity to establish the mechanism and timeframe to review the data developed in Steps 1 to 3 and the analysis and identification of issues, both current and new, developed in Step 4.

Monitoring the strategies and actions developed at Step 5 allows for modifications and adaptations and provides the ability to respond to changing workforce circumstances as well as other opportunities or challenges that eventuate.

Processes should be established to review and evaluate strategies upon completion. This process should include an analysis of quantitative and qualitative information contained in the Workforce Plan. Analysis of workforce data to identify improved levels of workforce participation as well as discussions with employers, employees and other stakeholders will support an effective review and evaluation process.

The nature of monitoring, reviewing and evaluation will be dependent on the strategies and actions identified in Step 5. **User Table 19 Monitoring the plan** can assist in preparing approaches and timeframes associated with monitoring.

**User Table 20 Review / Evaluation** can be used to prepare approaches for review and evaluation.

Checklist

Identify stakeholders who will be involved in monitoring the workforce plan. This would include the currency of data as well as progress of actions, outcomes achieved and further progress required

Develop a time line for monitoring, review and evaluation

Develop processes to monitor strategies during implementation

Develop processes to review and evaluate strategies

**Complete the following templates:**

User Table 19 Monitoring the Plan

User Table 20 Review and Evaluation

| **User Table 19 - Monitoring the plan** | |
| --- | --- |
| Through discussions with relevant stakeholders, identify appropriate review methods that can be used to monitor the workforce plan. | |
| **Monitoring process** | **Date** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

| **User Table 20 - Review and evaluation** | |
| --- | --- |
| Through discussions with relevant stakeholders, identify appropriate review methods that can be used to monitor the workforce plan. | |
| **Review / evaluation process** | **Date** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Step 8  
How will it look?  
Presenting the Workforce Plan

The final step in the process is to collate the information developed through Steps 1 to 7.

Step 8 consolidates the completed tables from the previous steps to form the Community Workforce Plan. A cover page, contents page and description of methodology, acknowledgments and the intellectual property limitations are also provided for inclusion in the published plan.

The **Plan Template** will go at the front of the workforce plan in order to provide structure to the collated templates from Steps 1 to 7.

Checklist

Collate templates from Steps 1 through 7 and arrange in order

Complete the Plan Template for use as the plan’s cover page

Edit the language and structure of each template to present a polished final document

Determine whether there is data in the plan that would limit its availability and mark appropriately e.g. Confidential/ Limited Access

Plan Template (remove this heading in the final plan)

Community Workforce Plan

Enter Community Name



|  |  |
| --- | --- |
| **Duration of plan:** |  |
| **Plan prepared by:** |  |
| **Date plan completed:** |  |

**Confidential** [Determine if there is content in the plan that would limit access, and label accordingly]

# Contents

1. Community Workforce Planning Method 4
2. Community Context 5
3. Workforce research X
4. Future needs X
5. Analysis of issues X
6. Strategies X
7. Implementation X
8. Monitoring, Review and Evaluation X

**Acknowledgments**

[Enter acknowledgements as appropriate]

***The Cultural Framework remains the intellectual property of Informed Solutions (NT) Pty Ltd. While it can be used within the context of this Community Workforce Plan, adaptation or application of the Cultural Framework outside of this process requires permission.*** [This statement may be removed if the Plan does not make reference to the Cultural Framework – see Step 5 of the Planning Document]

***This document was developed using the Community Workforce Plan – Planning Guide and Tools. This document was developed with the assistance of joint funding from the Northern Territory and Australian governments under the Indigenous Training for Employment Program.***

# Community Workforce Planning Methodology

This Community Workforce Plan followed a seven-step process for undertaking workforce research and analysis in order to develop strategies appropriate to the community contexts. These strategies will be implemented, monitored and reviewed.

**Step 1** establishes the context for the development of the plan.

**Step 2 and 3** summarises relevant information on the current and future workforce in the community and region.

**Step 4** summarises the issues identified during the workforce phase.

**Step 5** identifies the strategies to be used to address the workforce issues for the community.

**Step 6 and 7** outline how the plan will be implemented, monitored and reviewed.

The documents in the following pages outline the information collected and analysed for this community. The colours used in the flowchart below correspond with each section of the plan.

Figure 1: Planning Method Flowchart

**Completed Data and User Tables and  
any other material that has been  
developed to compile your own  
Community Workforce Plan.**

Appendix 1 – Training Plan

| **Part 1:** Structure training | | | | |
| --- | --- | --- | --- | --- |
| **Job name & description**  General description to assist with identifying where specific jobs fit in the training plan. Use the Job Guide or information from TACS to help you describe each job. | **Industry training**  These courses provide training to enable job seekers to obtain essential knowledge and skills for the specific job. | **General training**  This training is for jobs with similar characteristics, for job seekers who will benefit from gaining broad knowledge of the industry area. | **Employability skills**  These courses develop core skills for success in the workplace, or to progress an employee to a higher level of responsibility. | **Industry / work experience**  Requirements concerning industry experience and work experience are identified below. |
| **Example**  Cultural Tour Guide | SIT10107 Certificate I in Tourism (Indigenous Culture)  SIT20107 Certificate II in Tourism (Guiding) | 70133NT Cert II in Indigenous Language and Knowledge Work  CUL II Cultural Heritage and Management Training OH&S Training | FSK20113 Certificate II in Skills for Work and Vocational Pathways  91421 NSW Certificate I in Spoken and Written English  NT “C” Class Drivers Licence | Work Experience with MAGNT, local cultural tour company, land council or similar |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **Part 2:** Other services and support that enable and maintain employment participation | | | | |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Appendix 2 – Action Plan

|  |  |  | Implementation [Step 6] | |
| --- | --- | --- | --- | --- |
| **Issues** | **Planned response** | **Priority** | Completion date | Who is involved / responsible |
| *Insert issues from analysis of demand & supply refer User Tables 12 & 13* |  |  |  |  |
| *Insert issues from analysis of Age and Gender refer User Table 14* |  |  |  |  |
| *Insert issues from analysis of ANZIC/ANZSCO refer User Tables 15&16* |  |  |  |  |
| *Insert issues from analysis of Training refer User Table 17* |  |  |  |  |
| *Insert issues from analysis of Future opportunities refer User Table 18* |  |  |  |  |
| *Include other issues* |  |  |  |  |

Appendix 3 – Individual Employment Pathway Plan

| **Name** |  |
| --- | --- |
| **Adviser / support person** |  |
| **Meeting dates**  List dates of all meetings relevant to the development of this plan |  |
| **Previous / current jobs** |  |
| **Training or other development undertaken** |  |
| **What has worked and not worked to support the individual get employment and / or career advancement** |  |

| **Section A: Identifying interest areas** (Use the Cultural Framework to support this activity – Appendix 7) | |
| --- | --- |
| Please indicate areas of work interest | |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

| **Section B: Identifying general training, development and other support** | | | |
| --- | --- | --- | --- |
| **General training** (Use the Cultural Framework – Appendix 5) | | | |
| Please indicate training that will support finding employment in areas of interest | | | |
| **Course / Program / Activity** | **Priority** | **Essential / preferable** | **Possible timeframe for delivery** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

| **Section C: Identifying industry training** | | | |
| --- | --- | --- | --- |
| **Industry training or higher education** (Use the Cultural Framework – Appendix 5) | | | |
| Please indicate training that will support the client’s specific employment opportunities | | | |
| **Course / Program / Activity** | **Priority** | **Essential / preferable** | **Possible timeframe for delivery** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

| **Section D: Identifying work experience** | | |
| --- | --- | --- |
| **Work experience** (Use the Cultural Framework – Appendix 5) | | |
| Please indicate work experience placements that will support the client in developing employment skills | | |
| **Employers** | **Nature of experience**  **(Block, one day per week?)** | **Dates** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

Participant signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Adviser/supporter signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_

Appendix 4 - Cultural Framework

## An introduction to the Cultural Framework

Effective Community Workforce Plans will present workforce information and strategies using a culturally responsive structure. The Cultural Framework, described here, provides this structure.

The Framework aligns jobs with cultural values important to Indigenous people living in remote communities.

The Cultural Framework can assist in developing a greater understanding of the supply and demand story. By categorising jobs through cultural fields, current and future jobseekers will be better placed to identify career interests, thus increasing demand for employment.

Similarly, by identifying areas of interest amongst job seekers, new or expanded enterprises can be developed in the knowledge that demand exists to meet increased supply.

Cultural fields are used to allocate positions in ways that recognise the cultural values important to Indigenous job seekers.

## Using the framework

Jobseekers can consider jobs available in the community that align with cultural areas of interest to them. If a job seeker expresses interest in a particular field, they can explore jobs that may be available to them with a range or employers.

## Cultural Fields

Five cultural fields have been used to describe the Cultural Framework:

 Jobs Strong in Culture

**** Jobs Working with Country

 Jobs Caring for Family and Community

**** Jobs Building the Community

**** Jobs Servicing the Community

These fields are explained in detail on the following page.

|  |  |
| --- | --- |
| **Cultural Field** | **Description** |
| **Strong in Culture**  Jobs Strong in Culture image | Jobs in this field all share the key aspect of cultural knowledge as essential to successfully working in any positions identified as **Strong in Culture**. A strong understanding of local Indigenous culture and a desire to share this knowledge through activities which include documenting, interpreting, explaining and describing the cultural significance of sites, places, people, images and practices (e.g.) is needed to work in this field. Jobs Strong in Culture require good communication skills whether talking to tourists, transcribing the oral stories of the community elders, or providing interpreter services for others. Spoken and written communication skills are important in this field. |
| **Working on Country**  Jobs Working with Country image | **Working on Country** includes all jobs that involve working on the land and respecting the local environment, including the land, waterways, animals and flora. A strong interest in nature and culture is needed to work in jobs in this field, as is an appreciation of working outdoors. Jobs Working on Country include rangers, conservation and land managers, pastoralists, cultural advisers assisting land claims and mining applications, and other work where being on country and working on the land is fundamental to the role. |
| **Caring for Family and Community**  Jobs Caring for Family and Community image | Jobs in the **Caring for Family and Community** field all provide a direct service to community members so having an interest in working with people is important to be successful in this area. Jobs caring for family and community include work in the health sector, aged care, childcare, sport and recreation, drug and alcohol, education, and other community services. Caring for Family and Community jobs require people who enjoy helping others and who want to work in an area where they believe they can make a positive difference to the lives of others. |
| **Building the Community**  Jobs Building the Community image | Jobs **Building the Community** include the tradespeople, machinery operators, labourers, managers and professionals involved with developing the infrastructure including roads, buildings and essential services that make the local community. They need to create a safe and healthy community including safe roadways, repairing and building new houses, buildings for family and children’s learning centres, visitors’ centres and accommodation, and other projects. A keen interest in manual work and an attitude to ‘get the job done’ are needed to be successful in this field. |
| **Servicing the Community**  **Jobs Servicing the Community image** | Jobs **Servicing the Community** include those positions providing a service to the community and include roles in the retail sector, office and administration roles, hospitality and training. To work successfully in this field requires good organisational skills while enjoying working in an orderly workplace that has processes for doing tasks. Jobs that provide a service in the community require good written and oral communication skills and may involve working with others in a team environment. |

Appendix 5 – Training Maps

**The Training Plan (Appendix 1**) identifies the training required to meet the employment demand. The Training Maps provide a conceptual framework for organising jobs that exist in the local economy to provide a strategic approach to identifying training needs.

Workforce planners identify skills required for specific jobs, as well as jobs that share similar characteristics. For example, a jobseeker needs to ensure they are prepared for work by undertaking some work-ready **employability skills** training which may include **work experience** in a range of areas to help them find a job or industry area they find interesting. Many similar jobs, such as those relating to culture or country, have similar training bases. This is referred to as **general training** in the Training Plan while the **industry training** is the specific training required by regulatory or industry authorities.

The training identified for each job can be viewed as a process that the job seeker or employee works through to help reach an employment goal.

## Using the Training Map

Once the jobs have been identified in each community, the next step is to identify the industry, general and employability skills training that can support an employee undertaking each particular job. The information in the following table will assist in identifying potential training for specific jobs. These jobs are listed in alphabetical order and grouped into cultural fields.

*Disclaimer*

* *Users of this framework should be mindful that the Training Map(s) that follow(s) are intended as a guide and were developed at a specific time.*
* *Not* ***all*** *jobs identified in the Training Map(s) will be available in* ***all*** *communities.*
* *Training Packages are regularly updated and as such, training pathways may not always be the same as described in the Training Map(s).*
* *Employers may use a variety of terms to describe jobs. The key to best identifying the type of work involved or similarities in job types is to focus attention on analysing the function of the job, rather than the job title.*
* *It is strongly recommended that users consult with the relevant Training Advisory Council or Industry Skills Council for contemporary advice. Contact details for Northern Territory Training Advisory Councils are attached.*

**Services Industry Training Advisory Council (SITAC)**Level 2 Harbour View Plaza  
8 McMinn Street, Darwin  
GPO Box 4900, Darwin NT 0801  
T: (08) 8942 1651  
M: 0418 770 110  
F: (08) 8942 0852  
E: info@sitac.com.au  
W: http://www.sitac.com.au

**Primary Industries Training Advisory Council (NT) Inc (PITAC)**Level 2 Harbour View Plaza  
8 McMinn Street, Darwin  
GPO Box 4870, Darwin NT 0801.  
T: (08) 8981 0055  
M: 0427 419 677  
F: (08) 8981 0060  
E: po@pitac.org.au  
W: http://www.pitac.org.au

**Transport, Engineering, Automotive Training Advisory Council (NT) Inc (TEATAC)**Level 2 Harbour View Plaza  
8 McMinn Street, Darwin  
GPO Box 38426, Winnellie NT 0821  
T: (08) 8941 8840  
M: 0437 418 841  
F: (08) 8941 8850  
E: teatacnt@bigpond.net.au  
W: http://www.teatacnt.com.au

**NT Cultural, Recreation and Tourism Training Advisory Council Inc (CHARTTES)**Level 2 Harbour View Plaza  
8 McMinn Street, Darwin  
GPO Box 359, Darwin NT 0801  
T: (08) 8941 1956  
M: 0427 715 159  
F: (08) 8941 1982  
E: info@charttes.com.au  
W: http://www.charttes.com.au

**Major Industries Training Advisory Council Ltd (MITAC)**Level 2 Harbour View Plaza  
8 McMinn Street, Darwin  
GPO Box 1610, Darwin NT 0801  
T: (08) 8981 0077  
F: (08) 8941 7470  
E: mitac@mitac.org.au  
W: http://www.mitac.org.au

**Human Services Training Advisory Council (HSTAC)**Level 2 Harbour View Plaza  
8 McMinn Street, Darwin  
GPO Box 1557, Darwin NT 0801  
T: (08) 8981 2550  
M: 0488 444 556  
F: (08) 8981 9822  
E: admin@hstac.com.au  
W: http://www.hstac.com.au

Jobs Strong in Culture

| **General Description** | **Industry Training** | **General Training** | **Employability Skills** | **Industry / Work Experience** |
| --- | --- | --- | --- | --- |
| **Interpreter**  Interpreters use their knowledge of languages and culture to help others communicate. | Communication: 91423 NSW Certificate III in Spoken and Written English | 70133NT Certificate II in Indigenous Language and Knowledge Work | FSK20113 Certificate II in Skills for Work and Vocational Pathways | Work experience with the local Language Centre. |
| **Professional Artist**  Professional Artists make money from selling their artwork or artistic products. They include Painters, Sculptors, Potters, Weavers and others who produce artworks or artefacts for sale. | CUV20211 Certificate II Aboriginal or Torres Strait Islander Cultural Arts | 70133NT Certificate II in Indigenous Language and Knowledge Work | FSK20113 Certificate II in Skills for Work and Vocational Pathways | Work experience with the local Arts Centre or undertaking a short course in visual arts. |
| **Art Worker**  Art workers provide support to artists by preparing equipment and materials, and assisting in sales and marketing. | CUV20211 Certificate II Aboriginal or Torres Strait Islander Cultural Arts | 70133NT Certificate II in Indigenous Language and Knowledge Work | FSK20113 Certificate II in Skills for Work and Vocational Pathways | Work experience with the local Arts Centre. |
| **Family as First Teachers Liaison Officer**  FAFT Liaison Officers support families participating in the FAFT Program by providing Program Managers with advice on working with local families in culturally inclusive ways. | 70133NT Certificate II in Indigenous Language and Knowledge Work 40625SA Certificate II in Education and Skills Development | 70133NT Certificate II in Indigenous Language and Knowledge Work | FSK20113 Certificate II in Skills for Work and Vocational Pathways | Work experience with Family Learning Centre, Childcare Centre or Pre-School. |
| **Cultural / Tour Guide**  Cultural Tour Guides accompany visitors on local tours and guide tourists within a specific country, region, area, city or site. They provide special information on local culture, history and places of interest. | SIT10112 Certificate I in Tourism (Australian Indigenous Culture) SIT20112 Certificate II in Tourism | 70133NT Certificate II in Indigenous Language and Knowledge Work | FSK20113 Certificate II in Skills for Work and Vocational Pathways | Work experience with local cultural tour company, land council or similar. |
| **Cultural / Heritage Officer**  Cultural Heritage Officers undertake responsibilities relating to collecting, recording and storing information of cultural and historical significance. | 70133NT Certificate II in Indigenous Language and Knowledge Work CUL30111 Certificate III in 30937QLD^ Certificate III in Indigenous Cultural Heritage Work | 70133NT Certificate II in Indigenous Language and Knowledge Work | FSK20113 Certificate II in Skills for Work and Vocational Pathways | Work experience with local cultural tour company, land council or similar. |
| **Cross-cultural Adviser**  Cross-cultural Advisers provide advice and information to government, business and others on working with the local community. They explain the local culture and ways of working appropriately in the community. | 70133NT Certificate II in Indigenous Language and Knowledge Work | 70133NT Certificate II in Indigenous Language and Knowledge Work | FSK20113 Certificate II in Skills for Work and Vocational Pathways | Work experience with local cultural tour company, land council or similar |
| **Manager Cultural Tours**  The Manager of a Cultural Tour Guide company coordinates the day-to-day operations of the tours, including staff, rosters, tour plans, tour vehicles, food, water and administration for operating tour | SIT 30512 Certificate III in Guiding | 70133NT Certificate II in Indigenous Language and Knowledge Work  BSB30412 Certificate III in Business Administration | Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English | 2-3 years previous experience as a Tour Guide |
| **Anthropologist**  Anthropologists study the history and *evolution* of different cultures and societies including languages, art, dance, religion. | Bachelor of Arts (or similar) with a major in Anthropology. Honours level preferred. | A relevant Certificate IV qualification such as Community Services Work may provide a credit transfer into a Higher Degree program. | Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in S & W English | Previous employment experience / internship in a relevant field. |
| **Linguist**  A Linguist is someone who works with languages and understands how languages are structured, how they function and how the various components of a language fit together. | Bachelor of Applied Linguistics Bachelor of Arts (Languages) (Or similar) | A relevant Certificate IV qualification such as Community Services Work may provide a credit transfer into a Higher Degree program. | Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in S & W English | Previous employment experience / internship in a relevant field. |

Jobs Working on Country

| **General Description** | **Industry Training** | **General Training** | **Employability Skills** | **Industry / Work Experience** |
| --- | --- | --- | --- | --- |
| **Stock & Station Hand**  Stock and Station Hands assist with general station duties including fencing, feeding, and watering, managing stock, mustering and other tasks as directed. | AHC21210Certificate II in Rural Operations | AHC21010 Certificate II in Conservation & Land Management AHC21210Certificate II in Rural Operations | FSK20113 Certificate II in Skills for Work and Vocational Pathways | Work experience with station or farm as a general hand. |
| **Gardener/Gardening Assistant**  A Gardener assists with gardening duties including mowing, whipper-snipping, weeding, pruning and general garden maintenance. | AHC21210Certificate II in Horticulture AHC21410 | AHC21010 Certificate II in Conservation & Land Management AHC21210Certificate II in Rural Operations | FSK20113 Certificate II in Skills for Work and Vocational Pathways | Work experience with station or farm as a general hand. |
| **Tour Guides**  Tour guides accompany visitors on local tours and guide tourists within a specific country, region, area, city or site. They provide special information on local culture, history and places of interest. | SIT10112 Certificate I in Tourism (Australian Indigenous Culture) SIT20112 Certificate II in Tourism | AHC21010 Certificate II in Conservation & Land Management AHC21210Certificate II in Rural Operations | FSK20113 Certificate II in Skills for Work and Vocational Pathways | Work experience as a tour guide with a local/regional tour company. |
| **Ranger/Sea Ranger**  Rangers are concerned with land management and may be involved in many different projects such as getting rid of feral pests, monitoring wildlife numbers, collecting seeds and specimens. Sea Rangers monitor seas, rivers and coastline. | RTD20102 Certificate II in Conservation & Land Management | AHC21010 Certificate II in Conservation & Land Management AHC21210Certificate II in Rural Operations | FSK20113 Certificate II in Skills for Work and Vocational Pathways | Work experience with local rangers or Parks and Wildlife. |
| **Parks and Wildlife/Conservation Officer**  This is a general title for a number of jobs including Wildlife Education Officers who work wildlife parks, Wildlife Keepers and Carers who care for animals in wildlife parks, Veterinary Assistants, Conservation Officers and others. | RTD20102 Certificate II in Conservation & Land Management | AHC21010 Certificate II in Conservation & Land Management AHC21210Certificate II in Rural Operations | FSK20113 Certificate II in Skills for Work and Vocational Pathways | Work experience with local rangers or Parks and Wildlife. |
| **Environmental Health Worker, Indigenous Community Health Worker**  This is a general title for officers whose role it is to work with the community on local community environmental issues such as waste management, recycling, water management, healthy housing and dog health. | RTD20102 Certificate II in Conservation & Land Management HLT 21012 Certificate II in Indigenous Environmental Health | AHC21010 Certificate II in Conservation & Land Management AHC21210Certificate II in Rural Operations | FSK20113 Certificate II in Skills for Work and Vocational Pathways | Work experience with local rangers or Parks and Wildlife. |
| **Ranger Program Coordinator/Senior Ranger**  The Ranger Program Coordinator manages the operational activities for Rangers including planning their daily activity, staff management such as rosters and training, reporting, data collection and budgets. | AHC31510 Certificate III in Indigenous Land Management | AHC21010 Certificate II in Conservation & Land Management AHC21210Certificate II in Rural Operations | Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English | 2-3 years previous experience as a Ranger or Parks & Wildlife Officer. |
| **Station Manager**  Oversee the day-to-day operations of a cattle station. They manage all aspects of stock control and monitor all station infrastructure. | AHC32810 Certificate III in Rural Operations | AHC 41910 Certificate IV in Conservation and Land Management | Work: 80879ACT^ Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken & Written English | Extensive experience working on a station. |
| **Environmental Scientist**  Environmental Scientists measure, record, report and monitor the environment to determine the effects of human activity. | Bachelor of Environmental Science Bachelor of Environmental Management (Or similar) | A relevant Certificate IV qualification such as Conservation and Land Management may provide a credit transfer into a Higher Degree program. | Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken & Written English | Work experience with a mine or local environmental group. Greening Australia. |

Jobs Caring for Family and Community

| **General Description** | **Industry Training** | **General Training** | **Employability Skills** | **Industry / Work Experience** |
| --- | --- | --- | --- | --- |
| **Aboriginal Health worker/Primary Health Care Workers**  Provide basic medical support including education on primary health care issues. | HLT33212 Certificate III in Aboriginal and-or Torres Strait Islander Primary Health Care | CHC20112 Certificate II in Community Services | FSK20113 Certificate II in Skills for Work and Vocational Pathways | Work experience with an aged care, childcare or other community service organisation |
| **Aged Care Workers**  Assist elderly persons with day-to-day personal care including meals, bathing, shopping and basic living tasks. | CHC20108 Certificate II in Community Services CHC30212 Certificate III in Aged Care | CHC20112 Certificate II in Community Services | FSK20113 Certificate II in Skills for Work and Vocational Pathways | Work experience with an aged care, childcare or other community service organisation |
| **Child Care Workers**  Care for children in a child care facility and provide a safe environment including play activities, meals and educational activities. | Certificate III in Early Childhood Education and Care CHC30712 Certificate III in Children's Services | CHC20112 Certificate II in Community Services | FSK20113 Certificate II in Skills for Work and Vocational Pathways | Ochre Card (Working with Children Clearance) required before commencing work in these areas. |
| **Safe Place Worker**  Provide support and educational information on strategies for managing family violence and related issues. The operate the community safe house. | Certificate III in Community Services Work 40637SA Certificate II in Family Well Being | CHC20112 Certificate II in Community Services | FSK20113 Certificate II in Skills for Work and Vocational Pathways | Ochre Card (Working with Children Clearance) required before commencing work in these areas. |
| **Family as First Teacher Liaison Officer**  Support families participating in the FAFT Program by providing Program Managers with advice on working with local families im inclusive ways. | CHC30213 Certificate III in Education Support | CHC20112 Certificate II in Community Services 40625SA Certificate II in Education and Skills Development | Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English | Ochre Card (Working with Children Clearance) required before commencing work in these areas. |
| **Home Liaison Officer**  Provide support for families and students with school attendance and information on education matters. | CHC30213 Certificate III in Education Support | CHC20108 Certificate II in Community Services | Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English | Ochre Card (Working with Children Clearance) required before commencing work in these areas. |
| **Assistant Teacher**  Works in the classroom alongside the classroom teacher and assists with managing student learning. | CHC30213 Certificate III in Education Support | CHC20108 Certificate II in Community Services 40625SA Certificate II in Education and Skills Development | Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English | Ochre Card (Working with Children Clearance) required before commencing work in these areas. |
| **Sport and Recreation Officer**  Deliver sports and recreation programs targeting youth engagement and participation in healthy activities. | SIS20312 Certificate II in Sport & Recreation | CHC20112 Certificate II in Community Services 40625SA Certificate II in Education and Skills Development | Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English | Ochre Card (Working with Children Clearance) required before commencing work in these areas. |
| **Aboriginal Community Police Officer**  Provide support for NT police to work effectively in a community context and with Indigenous people. | CPP20212 Certificate II in Security Operations | CHC20112 Certificate II in Community Services | Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English | Work experience in security or justice system. |
| **Night Patrol Officer**  Provide security services to the community through street patrols aiming to prevent anti-social behaviour. | 10357NAT Certificate III in Community Night Patrol PUA20110 Certificate II in Public Safety (Aboriginal or Torres Strait Islander Community Policing) | CHC20112 Certificate II in Community Services | Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English | Work experience in security or justice system. |
| **Community Probation & Parole Officer**  Supervises the activities of identified offenders. | CSC30112 Certificate III in Correctional Practice Certificate III in Community Services Work | CHC20112 Certificate II in Community Services | Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English | Work experience in security or justice system. |
| **Family as First Teacher Educator**  Works with families of young children to provide health and education advice and strategies to help young children get a good start to life. | CHC30213 Certificate III in Education Support | CHC20112 Certificate II in Community Services | Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English | 2 years experience in relevant industry/sector or similar role. |
| **Senior Aged Care Officer/Team Leader**  Leads a small team who assist elderly persons with day-to-day personal care including meals, bathing, shopping and basic living tasks. | CHC40108 Certificate IV in Aged Care | HLT33212 Certificate III in Aboriginal and-or Torres Strait Islander Primary Health Care  CHC30112 Certificate III in Community Services Work | Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English | 2 years experience in relevant industry/sector or similar role |
| **Team Leader Youth Development**  Manages a small team to develop and deliver services and programs to local youth. | CHC30112 Certificate III in Community Services CHC40413 Certificate IV in Youth work | HLT30113 Certificate III in Aboriginal and-or TSI Primary Health Care CHC30112 Certificate III in Community Services Work | Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English | 2 years experience in relevant industry/sector or similar role |
| **Team Leader Night Patrol**  Coordinates a small team of Night Patrol Officers to work with the community to keep the community safe. | 10357NAT  Certificate III in Community Night Patrol, additional Night Patrol Team Leader Skill Set | HLT30113Certificate III in Aboriginal and-or TSI Primary Health Care | Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English | 2 years experience in relevant industry/sector or similar role |
| **Men's Health Coordinator**  Coordinates the delivery, content and reporting of the Men’s Health Program. | HLT40113 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care  HLT40213 Cert IV in ATSI Primary Health Care Practice | HLT30113 Certificate III in Aboriginal and-or Torres Strait Islander Primary Health Care | Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English | 2 years experience in relevant industry/sector or similar role |
| **Alcohol and Other Drugs Officer**  Develops, delivers and evaluates programs and strategies aimed at minimising health issues relating to alcohol and drug consumption. | CHC40412 Certificate IV in Alcohol and Other Drugs HLT40113 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care | HLT30113 Certificate III in Aboriginal and-or Torres Strait Islander Primary Health Care CHC30112 Certificate III in Community Services Work | Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English | 2 years experience in relevant industry/sector or similar role |
| **Child Development Officer**  Works in a team that delivers services and educates parents on child development. | HLT40113 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care | HLT30113 Certificate III in Aboriginal and-or Torres Strait Islander Primary Health Care CHC30112 Certificate III in Community Services Work | Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English | 2 years experience in relevant industry/sector or similar role |
| **Family Well-Being Coordinator**  Coordinates the delivery, content and reporting of the Men’s Health Program. | 40637SA Certificate II in Family Well Being | HLT30113 Certificate III in Aboriginal and-or Torres Strait Islander Primary Health Care  CHC30112 Certificate III in Community Services Work | Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken and Written English | 2 years experience in relevant industry/sector or similar role |
| **Health Services Manager**  Coordinates the delivery, content and reporting of the Men’s Health Program. | HLT40113 Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care  HLT40213 Cert IV in ATSI Primary Health Care Practice | BSB30412 Certificate II in Business Administration BSB31207 Certificate III in Frontline Management | Work: BSB40807 Certificate IV in Frontline Management Communication: Diploma of Communication | 3/5 years previous experience as senior officer/manager in health sector program |
| **Teacher/Senior Teacher**  Provides education services to children in the community. | Must be registered with the NT Teacher Registration Board | BSB31207 Certificate III in Frontline Management | Work: BSB40807 Certificate IV in Frontline  Management | Tertiary qualification in a relevant area Previous experience as a practitioner |
| **Registered Nurse**  Provides health services to members of the community. | Must be registered with the NT Nurses Board | Professional training in specialised areas | Work: BSB40807 Certificate IV in Frontline Management | Tertiary qualification in a relevant area Previous experience as a practitioner |
| **School Principal**  Manages the strategic and operational delivery of education services in the community. | Must be registered with the NT Teacher Registration Board | BSB31207 Certificate III in Frontline Management | Work: BSB40807 Certificate IV in Frontline Management | Tertiary qualification in a relevant area Previous experience as a practitioner |

Jobs Building the Community

| **General Description** | **Industry Training** | **General Training** | **Employability Skills** | **Industry / Work Experience** |
| --- | --- | --- | --- | --- |
| **Transport Driver / Bus Driver**  Provides transport services for the community. | NT Light Rigid (LR) Licence  NT Taxi Licence | CHC20108 Certificate II in Community Services | FSK20113 Certificate II in Skills for Work and Vocational Pathways | Work experience with an organisation that provides a transport passenger service. |
| **Works Assistant**  Assists with maintenance and repair of community owned property and facilities including roads, parks and offices. | RII20109 Certificate II in Resources and Infrastructure | RII20712 Certificate II in Civil Construction RII10106 Certificate I in Resources & Infrastructure | FSK20113 Certificate II in Skills for Work and Vocational Pathways | Work experience with Shire, Local Homeland Services or contractors. |
| **Trades/Construction Assistant/Builder’s Labourer**  Provides assistance to qualified tradesman. | CPC20118 Certificate II in Building and Construction | RII20712 Certificate II in Civil Construction RII10106 Certificate I in Resources & Infrastructure | FSK20113 Certificate II in Skills for Work and Vocational Pathways | Work experience with Shire, Local Homeland Services or contractors. |
| **Plant Operator**  Maintains and operates heavy equipment including graders, dozers, tractors and other heavy machinery. | Certificate III in Civil Construction Plant Operations NT Drivers Licence with appropriate endorsement | RII20712 Certificate II in Civil Construction RII10106 Certificate I in Resources & Infrastructure | FSK20113 Certificate II in Skills for Work and Vocational Pathways | Work experience with Shire, Local Homeland Services or contractors. |
| **Essential Services Officer**  Responsible for the safe, efficient, reliable operation of the community power generation plant, water reticulation, storage tank, bores, pumping and treatment equipment. | Certificate II Essential Services Officer | RII20712 Certificate II in Civil Construction RII10106 Certificate I in Resources & Infrastructure | FSK20113 Certificate II in Skills for Work and Vocational Pathways | Work experience with Shire, Local Homeland Services or contractors. |
| **Senior Works Assistant**  Supervises teams conducting civil repairs and undertaking maintenance. | Certificate IV in Building and Construction | CPC20108 Certificate II in Building and Construction | Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken & Written English | Work experience as a Team Leader, Works or site foreman in relevant industry area. |
| **Housing Coordinator**  Coordinates housing maintenance and repairs of community housing. | Certificate IV in Building and Construction | CPC20108 Certificate II in Building and Construction | Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken & Written English | Work experience as a Team Leader, Works or site foreman in relevant industry area. |
| **Mechanic**  Provides motor vehicle maintenance and repair services for the community. | 4 year Apprenticeship qualify i.e. AUR40112 Certificate IV in Automotive Management | AUM20112 Certificate II in Automotive Manufacturing | Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken & Written English | Work experience as a Team Leader, Works or site foreman in relevant industry area. |
| **Plumber**  Provides general plumbing service to the community. | 4 year Apprenticeship to qualify i.e. CPC 40192 Certificate IV in Plumbing and Service | CPC32412 Certificate III in Plumbing | Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken & Written English | Work experience as a Team Leader, Works or site foreman in relevant industry area. |
| **Builder**  Provides a service to the community building and carries out repairs/maintenance to buildings in the community | 4 year Apprenticeship to qualify i.e. CVPC40110 Certificate IV in Building and Construction | CPC20108 Certificate II in Building and Construction  Certificate III in Building and Construction | Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken & Written English | Work experience as a Team Leader, Works or site foreman in relevant industry area. |
| **Engineer – Civil**  Civil Engineers plan, design and advise on the construction of infrastructure such as roads, drains, sewerage systems and community spaces and buildings. | Bachelor of Engineering (Civil)  (Or similar) | A relevant Certificate IV qualification may provide a credit transfer into a Higher Degree program. | Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken & Written English | Work experience with a mine, local shire or exploration company. |
| **Surveyor**  Surveyors measure, record, report and analyse information about the land, sea and environment. | Bachelor of Surveying  Bachelor of Spatial Science (Or similar) | A relevant Certificate IV qualification such as Surveying may provide a credit transfer into a Higher Degree program. | Work: 80879ACT Certificate II in Indigenous Leadership Communication: 91423 NSW Certificate III in Spoken & Written English | Work experience with a mine, local shire or exploration company. |

Jobs Servicing the Community

| **General Description** | **Industry Training** | **General Training** | **Employability Skills** | **Industry / Work Experience** |
| --- | --- | --- | --- | --- |
| **Cleaners**  Carries out cleaning duties, sweeping, mopping, dusting, emptying bins, polishing floors, etc. | CPP20611 Certificate II in Cleaning Operations | BSB20112 Certificate II in Business | FSK20113 Certificate II in Skills for Work and Vocational Pathways | Experience with local company or for local organisation. |
| **Administration Officer / Assistant**  Undertakes basic administration tasks including filing, answering phones, & taking message. | BSB20112 Certificate II in Business | BSB20112 Certificate II in Business | FSK20113 Certificate II in Skills for Work and Vocational Pathways | Work experience in an office as an administration assistant. |
| **Retail Assistant/Worker**  Provides customer service and general store work including stock control, cleaning, stacking shelves and sales. | SIR10112 Certificate I in Retail Services SIR20212 Certificate II in Retail Services | BSB20112 Certificate II in Business | FSK20113 Certificate II in Skills for Work and Vocational Pathways | Work experience in a shop/store in a customer service role. |
| **Hospitality Workers (Food)\*** (Food Attendants, Kitchen Hands, Wait Staff)  Provides food and beverage services, including taking orders and preparing & serving food. | SIR10107 Certificate I in Retail Services SIT20212 Certificate II in Hospitality | BSB20112 Certificate II in Business | FSK20113 Certificate II in Skills for Work and Vocational Pathways | Work experience in a shop/store in a customer service role. |
| **Hospitality Workers (Accommodation)\***  (Room Attendants, Reception, Laundry Workers). Provides accommodation services for visitors. | SIR10107 Certificate I in Retail Services  SIT20212 Certificate II in Hospitality | BSB20112 Certificate II in Business | FSK20113 Certificate II in Skills for Work and Vocational Pathways | Work experience in a shop/store in a customer service role. |
| **Broadcast Officer**  Provides broadcast services to the community through BRACS or other media. | CUF20107 Certificate II in Creative Industries (Media) | BSB20112 Certificate II in Business | FSK20113 Certificate II in Skills for Work and Vocational Pathways | Work experience through BRACS, CAAMA or local radio or other media. |
| **Money Workers**  Provides budgeting, financial planning, consumer awareness & income management support. | Certificate II in Financial Services Certificate III in Financial Services | BSB20112 Certificate II in Business | FSK20113 Certificate II in Skills for Work and Vocational Pathways | Work experience in a shop/store in a customer service role. |
| **Animal Control Officer**  Provides animal control services to the community including education and advice on dog care. | HLT21012 Certificate II in Indigenous Environmental Health HLT32307 Certificate III in Indigenous Environmental Health | BSB20112 Certificate II in Business | FSK20113 Certificate II in Skills for Work and Vocational Pathways | Work experience with a vet, RSPCA, Shire, kennels. Experience handling animals. |
| **Business &/or Administration Manager**  Manages the administration team and coordinate office operations. | BSB30412 Certificate III in Business Administration | BSB30412 Certificate III in Business Administration | Work: BSB20112 Certificate II in Business Communication: 91423 NSW Certificate III in Spoken & Written English | 2-3 years previous experience in an administration role. |
| **Assistant Store Manager**  Assists the Store Manager with all aspects of the day-to-day operations of the store, including staff, finance, customer service, training and stock control activities. | BSB30412 Certificate III in Business Administration Certificate III in Retail | BSB30412 Certificate III in Business Administration | Work: BSB20112 Certificate II in Business Communication: 91423 NSW Certificate III in Spoken & Written English | 2-3 years prior experience as a Senior Store Assistant / Shift leader. |
| **Store Manager**  Manages the day-to-day operations of the store including all staff, finance, customer service, and stock control. | BSB30412 Certificate III in Business Administration Certificate IV in Retail | BSB30412 Certificate III in Business Administration | Work: BSB20112 Certificate II in Business Communication: 91423 NSW Certificate III in Spoken & Written English | Minimum 3 years experience as a team leader/senior officer in a relevant business areas. |
| **Municipal Services Coordinator**  Coordinates and manages programs that deliver municipal services to the community/region. | Certificate IV in Program Management | BSB30412 Certificate III in Business Administration | Work: BSB20112 Certificate II in Business Communication: 91423 NSW Certificate III in Spoken & Written English | Minimum 3 years experience as a team leader/senior officer in a relevant business areas. |
| **Shire Services Manager**  The Services Shire Manager oversees the operations of the coordination and delivery of shire services to the community. | Certificate IV in Frontline Management | BSB 40212 Certificate IV in Business | Work: BSB20112 Certificate II in Business Communication: 91423 NSW Certificate III in Spoken & Written English | Work experience with the local shire or homeland. |
| **Accountant**  Accountants give financial advice to people or businesses on tax matters and help with record –keeping and meeting compliance requirements. | Bachelor of Accounting | A relevant Certificate IV qualification such as Business may provide a credit transfer into a Higher Degree program. | Work: BSB20112 Certificate II in Business Communication: 91423 NSW Certificate III in Spoken & Written English | Work experience in an accounts department of an office. |

Appendix 6 – Jobs by Cultural Fields

Much of the information required for this table has already been collected in Step 2. Use that information as a basis for categorising positions in the five Cultural Framework fields. Also, include future job opportunities.

**Key**

P/T/C – Permanent / Temporary / Casual  
FT/PT – Full-Time / Part-Time

| **For all positions** | | | | | | **For filled positions** | | |  | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Occup-ation | Employer | Brief description of occupation (if required) | Filled / vacant | P / T / C | FT / PT | Gender | Age group | Indig. Status | Cultural field | Current / Future |
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Appendix 7 – Cultural Framework Information Sheets

The following information sheets may be used to provide information to job seekers on job opportunities in each field in the community or region.

These documents provide an opportunity to engage the community in the development process through contextualising the information and presentation of the documents to the local community.

The photographs, images and other design elements are placeholders, and should be changed to those of most relevance to each community.

Electronic templates are available to facilitate the addition of relevant local information.

# Jobs Strong in Culture

Jobs Strong in Culture include **Interpreters, Tour guides, Cross-Cultural and Cultural Advisers and Trainers, Artists,** people who work in **Cultural Heritage Management** and other jobs that require a strong knowledge of your culture and community support to talk about and share this knowledge.

Jobs that are **Strong in Culture** are important in many areas and cover many different industries. These jobs could involve informal or formal training, which could be accredited or non-accredited.

For example, **Cultural Tour Guides** need to be strong in their cultural knowledge to share information with tourists and visitors on the local sites, country, animals and plants in the region. Tourists are interested in understanding about local Indigenous culture and practices and want someone to explain the history and culture of the local community and lead their tours. Formal qualifications in tour guiding can assist in this role.

**Cross-cultural Advisers** and trainers also play an important role in advising everyone entering the community or working with local community members on appropriate ways to interact and work successfully. Knowing who the traditional owners are, who needs to be included in decision-making and how the local community expects visitors to behave is important for everyone and are some of the areas where cultural advisers can assist.

Jobs Strong in Culture also include artists such as **Painters, Potters, Screen-Printers** and others who use their knowledge and ideas from their culture to create artworks.

Indigenous art is a major industry in the Northern Territory and is an important and valuable means of sharing cultural knowledge. Artists also include performers such as **Dancers** and **Singers. Artists** can learn their craft through informal training or through a VET course or on the- job accredited training.

Jobs Strong in Culture may interest you if you:

* Have a strong understanding of your culture and are proud to share it
* Have the support of your community to share your cultural knowledge
* Can speak your local language and English
* Are able to work at different times on different dates
* Want to learn about ways of sharing your culture through your work.

 

# Are you ready for a Job Strong in Culture?

You should complete a Work Ready program or have participated in training such as **Certificate II Skills for Work and Vocational Pathways** or **Certificate I in Work Preparation (Community Services).** These programs will help you find out whether you are interested in a Job Strong in Culture, and to understand the skills that are required or may need to be developed.

You should study **Certificate I in Indigenous Language and Knowledge Work** or do some **Cultural Heritage and Management** training as it will provide a good starting point for ongoing training in a career in Jobs Strong in Culture.

If you are interested in any of the Jobs Strong in Culture listed here, you can find out what work ready skills might be needed to be successful, as well as the formal qualifications that should be obtained by speaking to the career adviser at school or the local RJCP.

| **Jobs Strong in Culture** | **Industry qualification** |
| --- | --- |
| **Example:** Interpreter – Interpreters provide services to people who may need help in understanding health, legal, financial matters etc. | Certificate I in Spoken and Written English Certificate I in Indigenous Language and Knowledge Work |
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# Jobs Working on Country

Jobs Working on Country include **Rangers, Wildlife Officers, Environmental Health Officers, Station and Farm Hands** and all the other jobs that involve working in the bush, caring for, and managing the land.

Jobs Working on Country require you to have a strong interest in the environment including plants and animals, (or marine life and the ocean if you are considering becoming a Sea Ranger).

Training in Certificate I in Conservation and Land Management is a good starting point for preparing for a job working with country.

Traineeships in conservation and land management might be available for **Indigenous Park Rangers**, which means you will be paid as you train as a Ranger.

**Rangers** often receive training in wildlife handling, fire management, weed eradication, pest control and land conservation. **Sea Rangers** work closely with customs and police to monitor fishing activity and keep an eye on boating movements in addition to monitoring and protecting the marine life. Most coastal communities have a Sea Ranger program.

Training as a **Ranger** can lead to jobs such as **Forest Officer, Fisheries Officer or Land Protection Officer**. Opportunities may also be available to work as **Conservation Officers** with local councils.

**Station and Farm Hands** provide general assistance with the day-to-day operations of a station or farm. You need to enjoy working outdoors with animals to be successful as a **Station Hand**.

**Tour Guides** share information with tourists and visitors on the local sites, country, animals and plants in the region. Having an interest and understanding of the local environment is important to succeed as a tour guide.

**Environmental Health Officers** work with the community on local community environmental issues such as waste management, recycling, water management, healthy housing and dog health. **Environmental Health Officers** will become more important as communities grow and more tourists visit them. Training as an Environmental Health Worker will also prepare you for working as a **Waste Management Worker, Healthy Housing Worker** and as an **Indigenous Community Health Worker**.

Think about a career in Jobs Working on Country if you are interested in any of the jobs above.



# Are you ready for a Job Working on Country?

You should complete a Work Ready program or have participated in training such as **Certificate II Skills for Work and Vocational Pathways**. This program will help you find out whether you are interested in a Job Working on Country, and to understand the skills required or that may need to be developed.

You should study **Certificate I Conservation and Land Management (CALM)** as it will provide a good starting point for ongoing training in a career in Jobs Working on Country.

If you are interested in any of the Jobs Working on Country listed here, you can find out what work-ready skills might be needed to be successful, as well as the formal qualifications that should be obtained.

If further information is required, you should speak to a school career adviser or the local RJCP.

| **Jobs Working on Country** | **Industry qualification** |
| --- | --- |
| **Example:** Stock and Station Hand – Assists with general station duties including fencing, feeding, watering, managing stock, mustering and other tasks as directed. | Certificate I in Rural Operations  Certificate II in Rural Operations |
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# Jobs Caring for Family and Community

Jobs Caring for Family and Community members all involve working directly with people. Whether as a **Health Worker, Assistant Teacher** or **Night Patrol Officer**, your job is about caring for the health and well-being of people.

Completing the **Certificate I in Community Services (Work Preparation)** will help you decide what area you want to work in and set you on the path to a career in any of the following jobs.

**Health and Community Services**: Jobs Caring for Family and Community members in this sector include **Health Workers, Aged Care Workers, Child Care Workers, Disability Support Workers**, and specialised health services e.g., **Chronic Disease, Men’s Health, Mental Health, and Maternal Health**. People who enjoy helping others and who have an interest in health issues will be suited to jobs in this area.

Training in community services prepares you for a wide range of opportunities in the health sector. You will need to choose the relevant training for the job once you have decided what path to take. You may even decide to study an undergraduate degree course like **Nursing**, **Social Work** or even medicine to become a **Doctor**.

**Education**: Jobs Caring for Family and Community members in the education sector include **Assistant Teachers, Family as First Teachers Liaison Officers, Home Liaison Officers, Aboriginal and Islander Education Workers, Student Well Being Officers**, and **Tutors**. To be successful in these jobs you must enjoy working with children and families. People who believe in the importance of education and want to be involved with assisting young people to learn will be suited to these jobs.

You could even go on to study at university to be a **Teacher** or **Welfare Worker** if you want to make a career in this sector. Your VET training may count towards your university degree.

**Safety**: This area includes all the jobs relating to law enforcement and making the community a safe place for its members. Jobs Caring for Family and Community members in this area include **Aboriginal Community Police Officers, NT Police Officers, Probation and Parole Officers, Night Patrol Officers** and **Safe Place Workers**.

Working in the safety area involves dealing with people who may be violent or aggressive, so being prepared and knowing how to deal with such situations is important in these jobs. You need to be able to think and act quickly as well as be good at communicating with people.

 

# Are you ready for a Job Caring for Family and Community?

You should complete a Work Ready program or have participated in training such as **Certificate II Skills for Work and Vocational Pathways** or **Certificate I in Work Preparation (Community Services)**. These programs will help you find out whether you are interested in a Job Caring for Family and Community members, and to understand the skills that are required or may need to be developed.

You should also study **Certificate II in Community Services**, as it will provide a good starting point for ongoing training in a career in any of the Jobs Caring for Family and Community.

If interested in any of these entry level Jobs Caring for Family and Community members listed here, you can find out what work-ready skills you might need to be successful, as well as the formal qualifications you should obtain.

If you need further information, you should speak to the career adviser at school or the local RJCP.

| **Jobs Caring for Family and Community** | **Industry qualification** |
| --- | --- |
| **Example:** Transport Driver / Bus Driver – Provide transport services for community members | NT Light Rigid (LR) Licence |
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# Jobs Building the Community

Jobs Building the Community include all qualified trades such as **Builders, Carpenters, Plumbers, Electricians, Mechanics** and skilled labourers such as **Machinery Operators**, including **Truck, Grader, Front-End Loader, and Dozer drivers**.

**Works Assistants, Trades Assistants** and **Builders Labourers** are roles that support the different tradespeople. Training through a VET course such as **Certificate I in Building and Construction** will prepare you for work in this area. Having a NT Drivers Licence is a requirement for many of these jobs. A White Card is required for all people who work in the construction industry, so it will be helpful to obtain one of these.

Some Jobs Building the Community may require you to have specialised licences such as a grader driver, front-end loader driver, truck driver or operator of other types of heavy machinery.

To qualify as a tradesperson you need to complete an apprenticeship in the relevant industry area. An apprenticeship is where you train on the job, and you are paid for your work while you train. Most apprenticeships are four years long and include going to ‘trade school’ to complete the theory component of the qualification. You can complete an apprenticeship in almost any trade as long as you have an employer willing to take you on as an apprentice. Qualified tradespeople are needed in all areas as new buildings, roads and houses are planned for the community and local region and once built, they need to be maintained.

Jobs Building the Community are nearly all outdoors and involve some physical labour, which means you need to be prepared to work in all weather conditions.

Safety is of high importance in all Jobs Building the Community and high standards about safety equipment including boots, goggles, gloves, clothes, ear protection and other occupational health and safety requirements must be followed at all times.

You may be interested in a Job Building the Community if you:

* Enjoy working with tools and machines
* Like fixing things and working out how things work
* Enjoy working outdoors and don’t mind physical work
* Have an interest in building and making things
* Are patient and enjoy solving puzzles.



# Are you ready for a Job Building the Community?

You should complete a Work Ready program or participate in training such as **Certificate II Skills for Work and Vocational Pathways**. This program will help you find out whether you are interested in a Job Building the Community, and understand the skills required or that may need to be developed.

You should consider completing the **Certificate I Building and Construction** or **Certificate I in Resources and Infrastructure** and your **White Card** as these will provide a good starting point for ongoing training in a career in Jobs Building the Community.

If interested in any of the Jobs Building the Community listed here, you can find out what work ready skills are needed to be successful, as well as the formal qualifications that should be obtained.

If you require further information, you should speak to a career adviser at school or the local RJCP.

| **Jobs Building the Community** | **Industry qualification** |
| --- | --- |
| **Example:** Assistant Plant Operator – Assist with the operation and maintenance of heavy equipment and machinery. | Certificate I in Resource and Infrastructure NT Driver’s Licence |
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# Jobs Servicing the Community

There is a wide range of Jobs Servicing the Community. Most of the jobs involve working to support the delivery of goods or services in the community and can be either working directly with the public, or working behind the scenes to keep things running smoothly.

Jobs in administration and business management are key roles in nearly every organisation. Paying bills, making appointments, filing, faxing, answering phones and taking messages are all tasks an **Administration Officer** or **Office Assistant** is expected to do. Once you’ve gained experience as an **Administration Assistant** you might choose to train to be an **Administration Team Leader or Office Manager.**

You can complete a **Certificate I in Business** to prepare for an administration role and train to use different computer packages.

Retail and hospitality are also industries where there are many jobs providing a service to the community and for visitors to the community. You may find work as a **Retail Worker** or **Store Manager**.

With a focus on tourism in the region, tourist accommodation, meals, souvenirs and services such as tour bookings and travel will be in demand in the future. Training in Hospitality and Retail will prepare you for a number of jobs in this area.

Jobs include:

* Kitchen hands
* Wait staff
* Reception (front-of-house) Workers
* Room Attendants
* Retail Assistants (Shop Workers)
* Travel/Tourism Officers

Providing quality customer service involves good communication skills. Training in **Certificate I in Spoken and Written English**will assist you with developing these skills and preparing for a career in Jobs Servicing the Community.

 

# Are you ready for a Job Servicing the Community?

You should complete a Work Ready program or have participated in training such as **Certificate II Skills for Work and Vocational Pathways** or **Certificate II in Retail Services** to help you to find out whether you are interested in a Job that Services the Community, and to understand the skills that are required or may need to be developed.

You should study **Certificate I in Business** training, as it will provide a good starting point for ongoing training in a career in Jobs Servicing the Community.

If you are interested in any of the Jobs Servicing the Community listed here, you can find out what work ready skills are needed to be successful, as well as the formal qualifications required and list them here.

If further information is required, you should speak to a school career adviser or the local RJCP.

| **Jobs Servicing the Community** | **Industry qualification** |
| --- | --- |
| **Example:** Cleaning Staff – Carry out cleaning duties sweeping, mopping, dusting, emptying bins, polishing floors, cleaning toilets. | Certificate I in Asset Maintenance (Cleaning) |
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