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| --- | --- |
| **Cluster** | Planning & Environment |
| **Agency** | Office of Environment & Heritage |
| **Division/Branch/Unit** | Botanic Gardens & Centennial Parklands / Visitor Experience / Education & Community Programs |
| **Location** | Sydney |
| **Classification/Grade/Band** | Clerk Grade 3/4 |
| **Role Number** | Generic |
| **ANZSCO Code** | 249111 |
| **PCAT Code** | 1119192 |
| **Date of Approval** | Feb 2019 |
| **Agency Website** | [www.rbgsyd.nsw.gov.au](http://www.rbgsyd.nsw.gov.au) [www.centennialparklands.com.au](http://www.centennialparklands.com.au) |

Agency overview

Botanic Gardens & Centennial Parklands (‘BGCP’) is the operating name used following the operational integration of the Royal Botanic Gardens and Domain Trust and the Centennial Park and Moore Park Trust.

The Royal Botanic Gardens and Domain Trust is responsible for the management and stewardship of the Royal Botanic Garden Sydney, the Domain, the Australian Botanic Garden, Mount Annan and the Blue Mountains Botanic Garden, Mount Tomah.

The Centennial Park and Moore Park Trust is responsible for the long-term strategic planning of the Parklands, as well as the operational day-to-day management of the three parks - Centennial Park, Moore Park and Queens Park.

*BGCP aims to minimise our environmental footprint through pollution prevention practices, and be a role model for others to follow. All staff, volunteers, consultants and contractors are required to adhere to our Environmental Policy, Environmental Management System, and comply with relevant environmental legislation, government regulations, policies and agreements.*

Primary purpose of the role

Deliver curriculum-related educational activities for students covering science, geography and other key learning areas, and conduct other educational tours and activities.

# Key accountabilities

* Deliver education programs for students (Kindergarten to Year 12 and tertiary students) covering science, geography and other key learning areas in an innovative, interesting, flexible and contemporary manner to ensure the needs of the target audience are met.
* Deliver community programs for children, families and adults around topics including nature, the environment and other themes in an engaging and flexible manner to ensure high customer satisfaction.
* Deliver educational programs in accordance with the standards and guidelines set by BGCP.
* Identify and report risks and adjust activities to facilitate the safety and wellbeing of children and other participants on programs in accordance with the BGCP’s Work Health and Safety policies, guidelines and practices (particularly with respect to working in wilderness and/or isolated locations), and implement strategies/assessments identified for the work.
* Recommends changes and improvements to the content of education programs and resources.

Key challenges

* Delivering a wide range of educational and interpretive programs and activities to people of all ages and from various cultural and demographic backgrounds.
* Using high quality presentation and communication techniques to engage audiences and deliver quality content.

Key relationships

| Who | Why |
| --- | --- |
| **Internal** |  |
| Manager/Supervisor | * Escalate issues, keep informed and receive instructions. |
| Key BGCP staff | * Provide and receive advice and information within set deadlines. |
| Education and community program staff | * Share information and resources related to educational programs |
| **External** |  |
| Key stakeholders | * Understand stakeholder needs and provide quality customer service. |

# Role dimensions

## Decision making

The role is expected to operate with some level of independence within the established frameworks and is accountable for the delivery of work assignments as directed by supervisors to prescribed time and quality parameters.

## Reporting line

Role reports to the Manager or allocated Supervisor.

## Direct reports

Nil.

## Budget/Expenditure

Nil.

Essential requirements

Experience in delivering high quality and innovative education programs to a wide range of audiences including people of all ages and cultural backgrounds.

Experience in the delivery of educational activities in an outdoor setting, scientific or cultural institution.

Current Working with Children check.

Current, or ability to obtain a First Aid qualification or equivalent.

Current NSW driver’s license.

# Capabilities for the role

The NSW Public Sector Capability Framework applies to all NSW public sector employees. The Capability Framework is available at [www.psc.nsw.gov.au/capabilityframework](http://www.psc.nsw.gov.au/capabilityframework)

## Capability summary

Below is the full list of capabilities and the level required for this role. The capabilities in bold are the focus capabilities for this role. Refer to the next section for further information about the focus capabilities.

| NSW Public Sector Capability Framework | | |
| --- | --- | --- |
| **Capability Group** | **Capability Name** | **Level** |
|  | Display Resilience and Courage | Intermediate |
| **Act with Integrity** | **Intermediate** |
| Manage Self | Intermediate |
| Value Diversity | Intermediate |
|  | **Communicate Effectively** | **Intermediate** |
| **Commit to Customer Service** | **Intermediate** |
| Work Collaboratively | Intermediate |
| Influence and Negotiate | Foundational |
|  | **Deliver Results** | **Foundational** |
| Plan and Prioritise | Foundational |
| Think and Solve Problems | Foundational |
| Demonstrate Accountability | Intermediate |
|  | Finance | Foundational |
| **Technology** | **Foundational** |
| Procurement and Contract Management | Foundational |
| Project Management | Foundational |

## Focus capabilities

The focus capabilities for the role are the capabilities in which occupants must demonstrate immediate competence. The behavioral indicators provide examples of the types of behaviors that would be expected at that level and should be reviewed in conjunction with the role’s key accountabilities.

| NSW Public Sector Capability Framework | | |
| --- | --- | --- |
| **Group and Capability** | **Level** | **Behavioural Indicators** |
| **Personal Attributes**  Act with Integrity | Intermediate | Represent the organisation in an honest, ethical and professional way  Support a culture of integrity and professionalism  Understand and follow legislation, rules, policies, guidelines and codes of conduct  Help others to understand their obligations to comply with legislation, rules, policies, guidelines and codes of conduct  Recognise and report misconduct, illegal or inappropriate behaviour  Report and manage apparent conflicts of interest |
| **Relationships**  Communicate Effectively | Intermediate | Focus on key points and speak in ‘Plain English’  Clearly explain and present ideas and arguments  Listen to others when they are speaking and ask appropriate, respectful questions  Monitor own and others’ non-verbal cues and adapt where necessary  Prepare written material that is well structured and easy to follow by the intended audience  Communicate routine technical information clearly |
| **Relationships**  Commit to Customer Service | Intermediate | Support a culture of quality customer service in the organisation  Demonstrate a thorough knowledge of the services provided and relay to customers  Identify and respond quickly to customer needs  Consider customer service requirements and develop solutions to meet needs  Resolve complex customer issues and needs  Co-operate across work areas to improve outcomes for customers |
| **Results**  Deliver Results | Foundational | Complete own work tasks under guidance, within set budgets, timeframes and standards  Take the initiative to progress own work  Identify resources needed to complete allocated work tasks  Seek clarification when unsure of work tasks |
| **Business Enablers**  Technology | Foundational | Display familiarity and confidence in the use of core office software applications or other technology used in role  Understand the use of computers, telecommunications, audio-visual equipment or other technologies used by the organisation  Understand information, communication and document control policies and systems, and security protocols  Comply with policies on acceptable use of technology |