

## TAFE SERVICES COORDINATOR

BRANCH/UNIT	Regional Business Group		
TEAM	Customer and Stakeholder Relations		
LOCATION	Various		
CLASSIFICATION/GRADE/BAND	TWL4		
POSITION NO.	TBA		
ANZSCO CODE	511112	PCAT CODE	TBA
TAFE Website	<a href="http://www.tafensw.edu.au">www.tafensw.edu.au</a>		

### 1. ORGANISATIONAL ENVIRONMENT

TAFE NSW's purpose is to skill the workforce of the future. It is Australia's leading provider of vocational education and training with over 500,000 annual enrolments and a proud history for setting the benchmark for quality service. As the NSW public provider, it supports the NSW Government's priority to grow skills for the economy and jobs of tomorrow. Critically, TAFE NSW plays a vital role in providing vocational education in rural and regional NSW, and job training pathways for the most vulnerable in the community.

TAFE NSW offers the best of campus-based delivery as well as flexible, online and work-based learning. The TAFE NSW values of Customer First, Collaboration, Integrity and Excellence guide our team in strengthening communities, delivering world-class training for our students and producing job ready graduates for employers. The operating environment for TAFE NSW is dynamic as we leverage our scale, expertise, passion and reputation to meet the rapidly changing VET landscape.

TAFE NSW is committed to its students and customers and the role it plays in changing lives and opening up opportunities through learning.

### 2. POSITION PURPOSE

The TAFE Services Coordinator is responsible for the Regional Business Group, Student Services and Property Logistics duties on site, working collaboratively with Corporate partners to ensure excellence in service experience at the relevant learning location optimising community engagement .

### 3. KEY ACCOUNTABILITIES

1. Proactively monitor site access, operations and services at the designated learning location and work collaboratively with Business Partners and delivery teams to ensure issue identification, prevention, management and resolution of facilities site and issues.
2. In collaboration with stakeholders, prioritise safety and continuous improvement, lead and coordinate incident management and emergency plans, liaising with corporate specialist functional areas and appropriately escalating.
3. Provide a range of daily operational administrative and student support services including updating and maintaining records, routine financial transactions and procurement to facilitate efficient operations in line with TAFE NSW standards, policies and procedures.
4. Act in the capacity of first point of call to support information technology component of education delivery and as a key liaison and information point for guests, visitors, staff and students by providing accurate and timely information or ensure connection with appropriate service, TAFE business area or relevant internal personnel to meet stakeholder expectations and optimise outcomes and opportunities.
5. Promote TAFE NSW services and products to stakeholders and communities, ensure business leads identified during stakeholder engagement are provided to Business Development staff and demands for educational services and products are provided to the Region skills teams in a timely and efficient manner.
6. Actively contribute to the success of local events, collaborating with delivery teams and corporate services in particular marketing and communications, to raise TAFE's profile in the community.
7. Collaborate with a range of diverse stakeholders to ensure local TAFE NSW initiatives, programs, products and services meet the needs of communities including Aboriginal and Multicultural stakeholders to improve participation and learning outcomes.
8. Collaborate with operational corporate services to locally co-ordinate key Customer Experience improvement initiatives to ensure enterprise intervention strategies are achieved.
9. Feed insights back to relevant local TAFE business areas, follow through to influence, and maximise reputation and continual improvement of customer centric services. Contribute towards process and procedural enhancements to ensure services provided within the learning location are managed in a timely and effective way to meet customer needs and increase customer satisfaction.
10. Reflect TAFE NSW's values in the way you work and abide by policies and procedures to ensure a safe, healthy and inclusive work environment.
11. Place the customer at the centre of all decision making.
12. Work with the Line Manager to develop and review meaningful performance management and development plans.

### 4. KEY CHALLENGES

- Coordinating others providing on the ground services depended upon by others to facilitate business delivery and that often require immediate responsive action to meet internal client requirements.
- Engaging and working collaboratively with other business support and delivery teams to address immediate issues impacting on customer experience and longer term improvements.



## 5. KEY RELATIONSHIPS

WHO	WHY
<b>Internal</b>	
Manager TAFE Services	<ul style="list-style-type: none"> <li>Receive leadership, direction and advice.</li> </ul>
Customer and Stakeholder Relations team	<ul style="list-style-type: none"> <li>Consult and collaborate on team planning, programs and strategies.</li> </ul>
Separate or Integrated Connected Learning Centre (CLC)	<ul style="list-style-type: none"> <li>Provide a first level of support for resourcing teachers and students.</li> </ul>
Regional Skills Delivery Teams	<ul style="list-style-type: none"> <li>Liaise on operational and customer service matters.</li> <li>Provide leads for business development and feedback from stakeholders.</li> <li>Facilitate incident administration, response and reporting.</li> </ul>
Regional/Corporate Business Partners	<ul style="list-style-type: none"> <li>Liaise and coordinate on operational matters including administration, maintenance and repairs, building issues, customer services.</li> <li>Seek and provide advice on regional operations and services matters.</li> <li>Provide feedback on business development and service delivery matters.</li> </ul>
Peers across the region and in other Regions	<ul style="list-style-type: none"> <li>Share knowledge, consult and collaborate on initiatives and issues management.</li> </ul>
<b>External</b>	
Community and business networks, and forums	<ul style="list-style-type: none"> <li>Promote TAFE businesses and services.</li> <li>Build and support strong productive relationships.</li> <li>Respond to enquiries and business requests.</li> </ul>

## 6. POSITION DIMENSIONS

**Reporting Line:** Manager TAFE Services

**Direct Reports:** Nil

**Indirect Reports:** Nil

**Financial delegation:** TBA

**Budget/Expenditure:** TBA

The role will be located in a learning location designated as 'very small or small' in size and that typically has:

**Grading Band:** < 100 unique courses OR < 2,500 enrolments OR < 500K ASH OR a total overall grading band of 6 or less (taking into account unique courses, enrolments and ASH).

**Decision Making:**

- Makes decisions that may have a minor impact externally within defined parameters and based on sound subject matter knowledge and professional judgment.
- Matters requiring a higher level of approval are referred to the Reporting Line Manager.

**7. ESSENTIAL REQUIREMENTS**


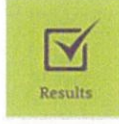

1. Certificate IV in relevant discipline or equivalent skills, knowledge and experience.
2. Demonstrated success in building rapport with a wide range of people and in monitoring and delivering services which meet customer requirements.
3. Ability to work flexible shifts including evening to align with TAFE operating hours.
4. Ability to address and meet focus capabilities as stated in the Position Description.

**8. CAPABILITIES****NSW Public Sector Capability Framework**

Below is the full list of capabilities and the level required for this role as per the [NSW Public Sector Capability Framework](#). The capabilities in **bold** are the focus capabilities for this role. Refer to the next section for further information about the focus capabilities.

Capability levels are as follows and reflect a progressive increase in complexity and skill:

Foundational > Intermediate > Adept > Advanced > Highly Advanced

CAPABILITY GROUP	NAME	LEVEL
 Personal Attributes	Display Resilience & Courage	Foundational
	Act with Integrity	Intermediate
	<b>Manage Self</b>	<b>Foundational</b>
	<b>Value Diversity</b>	<b>Intermediate</b>
 Relationships	Communicate Effectively	Foundational
	<b>Commit to Customer Service</b>	<b>Intermediate</b>
	<b>Work Collaboratively</b>	<b>Intermediate</b>
	Influence and Negotiate	Foundational
 Results	Deliver Results	Foundational
	<b>Plan And Prioritise</b>	<b>Intermediate</b>
	<b>Think and Solve Problems</b>	<b>Foundational</b>
	Demonstrate Accountability	Foundational
 Business Enablers	Finance	Foundational
	Technology	Foundational
	Procurement and Contract Management	Foundational
	<b>Project Management</b>	<b>Foundational</b>



**FOCUS CAPABILITIES**

The focus capabilities for the TAFE Services Coordinator are the capabilities in which occupants must demonstrate immediate competence. The behavioural indicators provide examples of the types of behaviours that would be expected at that level and should be reviewed in conjunction with the position's key accountabilities.

**NSW Public Sector Focus Capabilities**

NSW Public Sector Capability Framework		
Group and Capability	Level	Behavioural Indicators
<b>Personal Attributes</b>		
Value Diversity	Intermediate	<ul style="list-style-type: none"> <li>Be responsive to diverse experiences, perspectives, values and beliefs and listen to others' individual viewpoints.</li> <li>Seek input from others who may have different perspectives and needs.</li> <li>Adapt well in diverse environments.</li> </ul>
<b>Relationships</b>		
Commit to Customer Service	Intermediate	<ul style="list-style-type: none"> <li>Support a culture of quality customer service in the organisation.</li> <li>Demonstrate a thorough knowledge of the services provided and relay to customers.</li> <li>Identify and respond quickly to customer needs.</li> <li>Consider customer service requirements and develop solutions to meet needs.</li> <li>Resolve complex customer issues and needs.</li> <li>Co-operate across work areas to improve outcomes for customers.</li> </ul>
<b>Relationships</b>		
Work Collaboratively	Intermediate	<ul style="list-style-type: none"> <li>Build a supportive and co-operative team environment.</li> <li>Share information and learning across teams.</li> <li>Acknowledge outcomes which were achieved by effective collaboration.</li> <li>Engage other teams/units to share information and solve issues and problems jointly.</li> <li>Support others in challenging situations.</li> </ul>
<b>Results</b>		
Plan and Prioritise	Intermediate	<ul style="list-style-type: none"> <li>Understand the team/unit objectives and align operational activities accordingly.</li> <li>Initiate, and develop team goals and plans and use feedback to inform future planning.</li> <li>Respond proactively to changing circumstances and adjust plans and schedules when necessary.</li> <li>Consider the implications of immediate and longer term organisational issues and how these might impact on the achievement of team/unit goals.</li> <li>Accommodate and respond with initiative to changing priorities and operating environments.</li> </ul>
<b>Results</b>		
Think and Solve Problems	Foundational	<ul style="list-style-type: none"> <li>Find and check information needed to complete own work tasks.</li> <li>Identify and inform supervisor of issues that may impact on completion of tasks.</li> <li>Escalate more complex issues and problems when these are identified.</li> <li>Share ideas about ways to improve work tasks and solve problems.</li> <li>Suggest improvements to work tasks for the team.</li> </ul>

## NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
<b>Business Enablers</b>		
Project Management	Foundational	<ul style="list-style-type: none"> <li>• Plan and deliver tasks in line with agreed schedules.</li> <li>• Check progress against schedules, and seek help to overcome barriers.</li> <li>• Participate in planning and provide feedback about improvements to schedules.</li> </ul>