

# Role Description

## Technical Assistant - Trades Based

Role Description Fields	Details
Cluster	Education
Department/Agency	TAFE NSW
Division/Branch/Unit	Student Experience Group
Position Description no	10185-01
Classification/Grade/Band	TAFE Worker Level 3
Senior executive work level standards	Not Applicable
ANZSCO Code	399000
PCAT Code	1337231
Date of Approval	February 2023
Agency Website	<a href="http://www.tafensw.edu.au">www.tafensw.edu.au</a>

### Agency overview

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.

### Primary purpose of the role

The Technical Assistant – Trade Based is responsible for providing timely, efficient support to teaching and learning. This position actively contributes to the successful operations of the trades section by providing high levels of customer service to both internal and external clients.

## Key accountabilities

1. Assist in the design, development and production of teaching aids, practical assessment tasks, demonstrations and theory classes to support direct educational delivery, including manufacture of class aids from drawings and/ or instructions.
2. Perform a range of tasks to directly support teachers in practical sessions, class preparation and administration including preparing, maintaining, constructing and dismantling teaching aids and demonstration equipment to comply with operating and safety standards.
3. Provide quality customer service to all internal and external customers, actively participate in staff meetings, contribute towards quality systems, continuous process improvement and consistency in best practice and assist generally with campus activities during peak periods as required.
4. Ensure tools and equipment are available for practical and theory lessons and monitor access and return to support students learning outcomes.
5. Maintain, monitor and perform stocktaking of materials, equipment, tools and consumables including maintenance of stock register and assisting teachers in the preparation of section requisitions.
6. Perform servicing, cleaning and routine repair of tools, machinery and equipment to ensure safe and serviceable resources for the section's students and staff, maintain section plant and asset register and maintenance logs' and assist with broader campus equipment safety activities such as electrical testing as required.
7. Perform a range of routine cleaning and servicing of equipment and site areas to maintain a healthy learning and working environment for students and staff as required, including dust extraction equipment and filters, workshops and stores areas.
8. Assist in the loading and unloading of delivery trucks and removal and transport of furniture and equipment as required.
9. Comply with Workplace Health and Safety requirements applying to activities, including the storage or disposal of hazardous materials and liquids, assist in risk assessments and the development/maintenance of Safety Data Sheets (SDS), Standard Operating Procedures (SOP's), and Work Method Statements.
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 meaningful performance development and review plans.

## Key challenges

- Applying initiative in line with procedures to resolve practical issues arising with equipment and resources preparation, care and use during class sessions.
- Working with minimal supervision and intrusion in class activities to support the teacher and students with class and administrative activities.
- Keeping up to date and applying workplace, equipment and resources safety and operations standards to support health and safety of users

## Key relationships

### Internal

Who	Why
Staffing Pool Coordinator	<ul style="list-style-type: none"><li>• Receive leadership, advice, direction and support.</li></ul>
Head Teacher	<ul style="list-style-type: none"><li>• Receive guidance from and provide regular updates on activities.</li></ul>
Teaching Staff	<ul style="list-style-type: none"><li>• Provide practical support in preparation and during class sessions with equipment and resources.</li><li>• Assist with practical tasks to support smooth running of classes.</li><li>• Assist with operation, maintenance and guidance on equipment and resources use.</li></ul>

Students	<ul style="list-style-type: none"> <li>• Assist with enquiries</li> </ul>
Facilities and Stores	<ul style="list-style-type: none"> <li>• Liaise if required on site facilities, equipment, security, stores, ordering and related matters</li> </ul>

## Role dimensions

### 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.

### Reporting line

Staffing Pool Coordinator

### Direct reports

Nil

### Budget/Expenditure

TBA

## Essential requirements

1. A valid Working with Children Check (required prior to commencement).
2. Trade qualifications appropriate to the role and trades area and/or relevant industry experience.
3. Demonstrated ability to service, clean, repair and safely operate workshop machinery.
4. Demonstrated application of practical, administration and computer skills to support supply, stores, maintenance, warehouse related duties and record keeping or similar activities.
5. Demonstrated customer service, organisational skills and ability to work as a member of a team with minimal supervision.
6. As required, possession of or willingness to obtain prior to commencement of employment the following:
  - a) Drivers Licence
  - b) First Aid Certificate
  - c) Forklift Licence
  - d) Electrical Tag and Test Certificate

## Capabilities for the role

The [NSW public sector capability framework](#) describes the capabilities (knowledge, skills and abilities) needed to perform a role. There are four main groups of capabilities: personal attributes, relationships, results and business enablers, with a fifth people management group of capabilities for roles with managerial responsibilities. These groups, combined with capabilities drawn from occupation-specific capability sets where relevant, work together to provide an understanding of the capabilities needed for the role.



The capabilities are separated into focus capabilities and complementary capabilities

### Focus capabilities

*Focus capabilities* are the capabilities considered the most important for effective performance of the role. These capabilities will be assessed at recruitment.

The focus capabilities for this role are shown below with a brief explanation of what each capability covers and the indicators describing the types of behaviours expected at each level.

## Focus capabilities

Capability group/sets	Capability name	Behavioural indicators	Level
 Personal Attributes	<b>Manage Self</b> Show drive and motivation, an ability to self-reflect and a commitment to learning	<ul style="list-style-type: none"> <li>• Be willing to develop and apply new skills</li> <li>• Show commitment to completing assigned work activities</li> <li>• Look for opportunities to learn and develop</li> <li>• Reflect on feedback from colleagues and stakeholders</li> </ul>	Foundational
 Relationships	<b>Commit to Customer Service</b> Provide customer-focused services in line with public sector and organisational objectives	<ul style="list-style-type: none"> <li>• Recognise the importance of customer service and understanding customer needs</li> <li>• Help customers understand the services that are available</li> <li>• Take responsibility for delivering services that meet customer requirements</li> <li>• Keep customers informed of progress and seek feedback to ensure their needs are met</li> <li>• Show respect, courtesy and fairness when interacting with customers</li> <li>• Recognise that customer service involves both external and internal customers</li> </ul>	Foundational
 Results	<b>Deliver Results</b> Achieve results through the efficient use of resources and a commitment to quality outcomes	<ul style="list-style-type: none"> <li>• Seek clarification when unsure of work tasks</li> <li>• Complete own work tasks under guidance within set budgets, timeframes and standards</li> <li>• Take the initiative to progress own work</li> <li>• Identify resources needed to complete allocated work tasks</li> </ul>	Foundational
 Business Enablers	<b>Technology</b> Understand and use available technologies to maximise efficiencies and effectiveness	<ul style="list-style-type: none"> <li>• Display familiarity and confidence when applying technology used in role</li> <li>• Comply with records, communication and document control policies</li> <li>• Comply with policies on the acceptable use of technology, including cyber security</li> </ul>	Foundational

## Complementary capabilities

*Complementary capabilities* are also identified from the Capability Framework and relevant occupation-specific capability sets. They are important to identifying performance required for the role and development opportunities.

Note: capabilities listed as 'not essential' for this role are not relevant for recruitment purposes however may be relevant for future career development.

Capability group/sets	Capability name	Description	Level
	Display Resilience and Courage	Be open and honest, prepared to express your views, and willing to accept and commit to change	Foundational
	Act with Integrity	Be ethical and professional, and uphold and promote the public sector values	Foundational
	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Foundational
	Communicate Effectively	Communicate clearly, actively listen to others, and respond with understanding and respect	Foundational
	Work Collaboratively	Collaborate with others and value their contribution	Foundational
	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Foundational
	Plan and Prioritise	Plan to achieve priority outcomes and respond flexibly to changing circumstances	Foundational
	Think and Solve Problems	Think, analyse and consider the broader context to develop practical solutions	Foundational
	Demonstrate Accountability	Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	Foundational
	Finance	Understand and apply financial processes to achieve value for money and minimise financial risk	Foundational
	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Foundational
	Project Management	Understand and apply effective planning, coordination and control methods	Foundational