

Role Description

Senior Analyst, Planning Analytics



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| Cluster | Education |
| Agency | NSW Department of Education |
| Division/Branch/Unit | SINSW/Service Planning/Data Insights and Planning Analytics |
| Classification/Grade/Band | Clerk Grade 9/10 |
| Role Number | 221567, 269638 |
| ANZSCO Code | 224999 |
| PCAT Code | 1221192 |
| Date of Approval | 15 April 2024 |
| Agency Website | education.nsw.gov.au schoolinfrastructure.nsw.gov.au |

Agency overview

At the NSW Department of Education, we educate and inspire lifelong learners – from early childhood, through schooling to vocational education and training.

We ensure young children get the best start in life by supporting and regulating the early childhood education and care sector. We unlock excellence and unleash the potential of two-thirds of school children in NSW. We're proudly public and the largest education system in Australia. We nurture opportunities for every learner to develop the skills needed for their chosen career path, helping shape the industries of tomorrow.

We respect and value Aboriginal and Torres Strait Islander peoples as First Peoples of Australia.

School Infrastructure NSW (SINSW) is delivering new school buildings, major upgrades and maintenance strategies to ensure every school-aged child has access to high quality education facilities at their local public school. This encompasses the largest investment in public education infrastructure in the history of NSW.

Primary purpose of the role

Provide sound advice, expertise and recommendations on the use and application of planning analytics systems, tools and processes to support and enhance evidence-based planning and decision making.

Develop and implement digital planning analytics solutions, utilising a range of modern tools, methods and database systems, to support high quality, robust planning analysis for current and future school infrastructure.

Key accountabilities

- Undertake research and analysis on the design, development and application of complex digital analytical tools, systems and processes, to meet agreed team priorities, service standards and objectives and to support high quality strategic analysis and decision making.

- Provide specialist advice and best practice digital solutions for the design and development of efficient and robust data transformation and integration workflows, processes and frameworks that meet specialised stakeholder needs and support strategic planning objectives.
- Contribute to the back-end development of digital planning models and analytical tools, processes and systems to ensure strategic planning decisions are based on a strong and rigorous evidence base.
- Provide sound advice, recommendations and digital solutions for interrogating, transforming, and presenting complex information and data, such as statistics, geospatial information and analysis, to enable the accessibility and availability of information for internal and external customers.
- Perform analysis and undertake research for the development and coordination of digital projects, involving interactive maps, data visualisation, and self-service analytical tools, to support stakeholder access and availability to timely and reliable data analytics and to enable the successful delivery of strategic planning information and digital projects.
- Collaborate with internal and external stakeholders to develop innovative approaches to view, interact with, and visualise data and analytics, to enable customers to derive meaningful insights from a range of information sources.
- Develop and maintain relevant systems and databases to support and enhance the collection, analysis and retrieval of planning data for current and future infrastructure.
- Prepare briefings, submissions and other correspondence to support the provision of timely, professional communications and reporting.

Key challenges

- Enhancing the value and quality of digital analysis for planning purposes using a variety of methods, techniques and software solutions.
- Building and maintaining collaborative and effective working relationships with a range of stakeholders, often with diverse needs and interests, to effectively capture their analysis and reporting requirements.
- Maintaining currency and knowledge of best practice data analysis tools, techniques and methods in a specialised, complex educational setting.

Key relationships

| Who | Why |
|-----------------|---|
| Internal | |
| Director | <ul style="list-style-type: none"> • Receive direction, advice, guidance and performance feedback. • Report on progress towards meeting priorities and objectives and discuss future directions. • Provide research, analysis and evidence-based advice, best practice solutions and expertise. • Identify analytical issues and risks and develop and propose recommendations and solutions. |
| SINSW managers | <ul style="list-style-type: none"> • Provide recommendations, analysis and reports to underpin strategic and operational decision making. • Liaise and consult with, and receive guidance and direction, on complex issues and priorities. |
| Work team | <ul style="list-style-type: none"> • Work collaboratively and cooperatively within the team, exchange information and assist other team members to achieve objectives and work outcomes. |

| Who | Why |
|--------------------------------|--|
| External | |
| Other NSW government agencies | <ul style="list-style-type: none"> Maintain specialist knowledge and seek information on best practice. |
| Consultants/services providers | <ul style="list-style-type: none"> Liaise with contractors on planning technologies and solutions and obtain best practice ideas and solutions. |

Role dimensions

Decision making

The role acts independently in regard to undertaking research and analysis to deliver high quality work on time and within budget. Makes decisions on problem analysis and resolution and is accountable for the integrity and reliability of advice and solutions. Consults with the Director in relation to decisions that have resource implications or are likely to have an impact upon stakeholders.

Reporting line

Director, Data Insights and Planning Analytics

Direct reports

Nil

Budget/Expenditure

Nil

Financial delegation – in accordance with the Department’s policy as prescribed for a Clerk Grade 9/10.

Key knowledge and experience

- Experience in web technologies such as HTML 5/CSS, /JavaScript, AngularJS, React, web-based data visualisation frameworks, databases (SQL Server, PostgreSQL, Oracle), PHP, and Geographic Information Systems (GIS) solutions e.g. Esri and CARTO.
- Knowledge of and commitment to implementing the Department’s [Aboriginal Education Policy](#) and upholding the [Department’s Partnership Agreement with the NSW AECG](#) and to ensure quality outcomes for Aboriginal people.

Essential requirements

- Relevant tertiary qualifications and/or equivalent professional experience designing efficient and robust data transformation and integration workflows and implementing digital solutions for effective customer engagement and communication.
- Demonstrated understanding of, and commitment to, the value of public education.

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

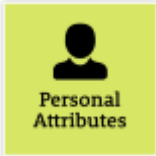


responsibilities. These groups, combined with capabilities drawn from occupation-specific capability sets where relevant, work together to provide an understanding of the capabilities needed for the role.

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 | Act with Integrity Be ethical and professional, and uphold and promote the public sector values | <ul style="list-style-type: none"> • Represent the organisation in an honest, ethical and professional way and encourage others to do so • Act professionally and support a culture of integrity • Identify and explain ethical issues and set an example for others to follow • Ensure that others are aware of and understand the legislation and policy framework within which they operate • Act to prevent and report misconduct and illegal and inappropriate behaviour | Adept |
|  Relationships | Communicate Effectively Communicate clearly, actively listen to others, and respond with understanding and respect | <ul style="list-style-type: none"> • Tailor communication to diverse audiences • Clearly explain complex concepts and arguments to individuals and groups • Create opportunities for others to be heard, listen attentively and encourage them to express their views • Share information across teams and units to enable informed decision making • Write fluently in plain English and in a range of styles and formats • Use contemporary communication channels to share information, engage and interact with diverse audiences | Adept |
|  Results | Deliver Results Achieve results through the efficient use of resources and a commitment to quality outcomes | <ul style="list-style-type: none"> • Use own and others' expertise to achieve outcomes, and take responsibility for delivering intended outcomes • Make sure staff understand expected goals and acknowledge staff success in achieving these • Identify resource needs and ensure goals are achieved within set budgets and deadlines • Use business data to evaluate outcomes and inform continuous improvement | Adept |

FOCUS CAPABILITIES

| Capability group/sets | Capability name | Behavioural indicators | Level |
|--|--|--|--------------|
| | | <ul style="list-style-type: none"> Identify priorities that need to change and ensure the allocation of resources meets new business needs Ensure that the financial implications of changed priorities are explicit and budgeted for | |
| | <p>Think and Solve Problems</p> <p>Think, analyse and consider the broader context to develop practical solutions</p> | <ul style="list-style-type: none"> Research and apply critical-thinking techniques in analysing information, identify interrelationships and make recommendations based on relevant evidence Anticipate, identify and address issues and potential problems that may have an impact on organisational objectives and the user experience Apply creative-thinking techniques to generate new ideas and options to address issues and improve the user experience Seek contributions and ideas from people with diverse backgrounds and experience Participate in and contribute to team or unit initiatives to resolve common issues or barriers to effectiveness Identify and share business process improvements to enhance effectiveness | Adept |
| | <p>Demonstrate Accountability</p> <p>Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines</p> | <ul style="list-style-type: none"> Be proactive in taking responsibility and being accountable for own actions Understand delegations and act within authority levels Identify and follow safe work practices, and be vigilant about own and others' application of these practices Be aware of risks and act on or escalate risks, as appropriate Use financial and other resources responsibly | Intermediate |
|  <p>Technology</p> <p>Understand and use available technologies to maximise efficiencies and effectiveness</p> | <ul style="list-style-type: none"> Champion the use of innovative technologies in the workplace Actively manage risk to ensure compliance with cyber security and acceptable use of technology policies Keep up to date with emerging technologies and technology trends to understand how their application can support business outcomes Seek advice from appropriate subject-matter experts on using technologies to achieve business strategies and outcomes | Advanced | |

FOCUS CAPABILITIES


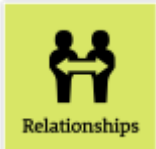


| Capability group/sets | Capability name | Behavioural indicators | Level |
|-----------------------|-----------------|---|-------|
| | | <ul style="list-style-type: none"> Actively manage risk of breaches to appropriate records, information and knowledge management systems, protocols and policies | |

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.

COMPLEMENTARY CAPABILITIES

| Capability group/sets | Capability name | Description | Level |
|---|-------------------------------------|--|--------------|
|  Personal Attributes | Display Resilience and Courage | Be open and honest, prepared to express your views, and willing to accept and commit to change | Adept |
| | Manage Self | Show drive and motivation, an ability to self-reflect and a commitment to learning | Intermediate |
| | Value Diversity and Inclusion | Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives | Intermediate |
|  Relationships | Commit to Customer Service | Provide customer-focused services in line with public sector and organisational objectives | Adept |
| | Work Collaboratively | Collaborate with others and value their contribution | Adept |
| | Influence and Negotiate | Gain consensus and commitment from others, and resolve issues and conflicts | Intermediate |
|  Results | Plan and Prioritise | Plan to achieve priority outcomes and respond flexibly to changing circumstances | Adept |
|  Business Enablers | Finance | Understand and apply financial processes to achieve value for money and minimise financial risk | Intermediate |
| | Procurement and Contract Management | Understand and apply procurement processes to ensure effective purchasing and contract performance | Intermediate |
| | Project Management | Understand and apply effective planning, coordination and control methods | Adept |