

# Role Description

## Senior Business Reporting Officer

Role Description Fields	Details
Cluster	Education
Department/Agency	Centre of Education Statistics and Evaluation
Division/Branch/Unit	Skills Performance and Insights
Role number	215206
Classification/Grade/Band	Clerk Grade 9/10
Senior executive work level standards	Not Applicable
ANZSCO Code	TBA
PCAT Code	TBA
Date of Approval	06 September 2024
Agency Website	

### Agency overview

The NSW Department of Education serves the community by providing world-class education for students of all ages. We ensure young children get the best start in life by supporting and regulating the early childhood education sector.

We are the largest provider of public education in Australia with responsibility for delivering high-quality public education to two-thirds of the NSW student population. We are committed to fostering vibrant, sustainable and high-performing vocational and higher education sectors. We are responsible for enacting NSW Government policy, driving improvement in education, and overseeing policy, funding and compliance issues relating to non-government schools. We respect and value Aboriginal and Torres Strait Islander people as First Peoples of Australia.

### Primary purpose of the role

The role provides accurate business metrics and high quality business performance analysis and advice on the operation of Training Services NSW and the wider Education and Skills Reform Division.

### Key accountabilities

- Extract, analyse and document data from multiple systems and information from other sources to identify trends and issues and to meet regular and ad hoc reporting requirements.
- Design and develop data visualisation products and reports in consultation with business owners to achieve timely and accurate data information
- Undertake sophisticated analysis to benchmark the department's performance with national trends in order to identify and pursue opportunities to improve performance.
- Prepare trend analysis reports for the department's managers to support continuous business improvement.
- Develop procedures for the documentation and mapping of business processes and business requirements to ensure best practice and consistency with policy frameworks.
- Prepare quality evidence based submissions, reports, briefings and correspondence in a timely fashion to support the effective operations of the department.

## Key challenges

- Developing frameworks and undertaking complex data analysis from multiple sources in tight timelines.
- Developing and maintaining a detailed understanding of the department's business operations.
- Maintaining an up to date knowledge of vocational education and training in a constantly changing environment.

## Key relationships

### Internal

Who	Why
Senior staff in Centre of Statistics and Evaluation and senior managers across the Department of Education	<ul style="list-style-type: none"><li>• Develop and maintain effective working relationships to foster collaboration, consultation and engagement to deliver quality business information and business analysis</li></ul>

### External

Who	Why
Other Government agencies, the Commonwealth and state training authorities in other states	<ul style="list-style-type: none"><li>• Secure data and identify best practice in data analysis and the use of metrics to support business operations</li></ul>

## Role dimensions

### Decision making

- acts independently with regards to securing and analysing data and solving problems to deliver high quality work on time and within budget
- acts independently and uses initiative in performing the role's core work functions
- consults with senior officers and the Director in relation to decisions that have resource implications, far reaching implications, are contentious and/or are likely to have an impact on stakeholders.

### Reporting line

This role reports to the Manager Business Reporting.

### Direct reports

The role has no direct reports.

### Budget/Expenditure

TBA

## Key knowledge and experience

- 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

- Experience in using analytical or visualisation softwares such as SQL and Power BI.
- A valid Working with Children Check for paid employment.

- 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.

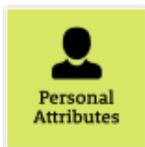
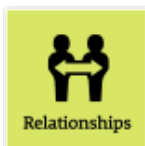
The capabilities are separated into focus capabilities and complementary capabilities

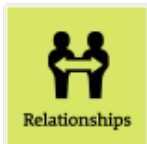
## Focus capabilities

*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	<b>Display Resilience and Courage</b> Be open and honest, prepared to express your views, and willing to accept and commit to change	<ul style="list-style-type: none"><li>• Remain composed and calm and act constructively in highly pressured and unpredictable environments</li><li>• Give frank, honest advice in response to strong contrary views</li><li>• Accept criticism of own ideas and respond in a thoughtful and considered way</li><li>• Welcome new challenges and persist in raising and working through novel and difficult issues</li><li>• Develop effective strategies and show decisiveness in dealing with emotionally charged situations and difficult or controversial issues</li></ul>	Advanced
 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>• Take responsibility for delivering high-quality customer-focused services</li><li>• Design processes and policies based on the customer's point of view and needs</li><li>• Understand and measure what is important to customers</li><li>• Use data and information to monitor and improve customer service delivery</li><li>• Find opportunities to cooperate with internal and external stakeholders to improve outcomes for customers</li><li>• Maintain relationships with key customers in area of expertise</li><li>• Connect and collaborate with relevant customers within the community</li></ul>	Adept

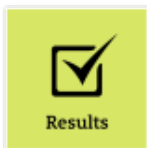


### **Influence and Negotiate**

Gain consensus and commitment from others, and resolve issues and conflicts

- Negotiate from an informed and credible position
- Lead and facilitate productive discussions with staff and stakeholders
- Encourage others to talk, share and debate ideas to achieve a consensus
- Recognise diverse perspectives and the need for compromise in negotiating mutually agreed outcomes
- Influence others with a fair and considered approach and sound arguments
- Show sensitivity and understanding in resolving conflicts and differences
- Manage challenging relationships with internal and external stakeholders
- Anticipate and minimise conflict

Adept

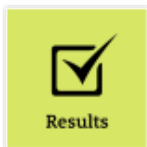


### **Plan and Prioritise**

Plan to achieve priority outcomes and respond flexibly to changing circumstances

- Consider the future aims and goals of the team, unit and organisation when prioritising own and others' work
- Initiate, prioritise, consult on and develop team and unit goals, strategies and plans
- Anticipate and assess the impact of changes, including government policy and economic conditions, on team and unit objectives and initiate appropriate responses
- Ensure current work plans and activities support and are consistent with organisational change initiatives
- Evaluate outcomes and adjust future plans accordingly

Adept

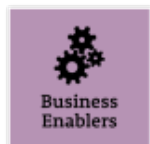


### **Think and Solve Problems**

Think, analyse and consider the broader context to develop practical solutions

- 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



## Project Management







Understand and apply effective planning, coordination and control methods





- Prepare and review project scope and business cases for projects with multiple interdependencies
- Access key subject-matter experts' knowledge to inform project plans and directions
- Design and implement effective stakeholder engagement and communications strategies for all project stages
- Monitor project completion and implement effective and rigorous project evaluation methodologies to inform future planning
- Develop effective strategies to remedy variances from project plans and minimise impact
- Manage transitions between project stages and ensure that changes are consistent with organisational goals
- Participate in governance processes such as project steering groups

## 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
	Act with Integrity	Be ethical and professional, and uphold and promote the public sector values	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
	Communicate Effectively	Communicate clearly, actively listen to others, and respond with understanding and respect	Adept
	Work Collaboratively	Collaborate with others and value their contribution	Intermediate
	Deliver Results	Achieve results through the efficient use of resources and a commitment to quality outcomes	Intermediate

	Demonstrate Accountability	Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	Intermediate
	Finance	Understand and apply financial processes to achieve value for money and minimise financial risk	Intermediate
	Technology	Understand and use available technologies to maximise efficiencies and effectiveness	Adept
	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Intermediate