

# Role Description

## General Assistant/Toolstoreperson



Role Description Fields	Details
Cluster	Education
Department/Agency	TAFE NSW
Division/Branch/Unit	Student Experience Group
Position Description no	10022-01
Classification/Grade/Band	TAFE Worker Level 2
Senior executive work level standards	Not Applicable
ANZSCO Code	899311
PCAT Code	1229192
Date of Approval	March 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

This position is responsible for providing high level customer service to support the effective and efficient delivery of educational programs. This position may be required to work to a roster and to carry out manual handling activities. This position contributes to the daily operational needs of the section/s.

## Key accountabilities

1. Provide support to ensure the effective program delivery through maintenance of facilities (where this work is not carried out by contract cleaning staff), machinery, small machinery in stores and equipment as directed by the Head Teacher.
2. Undertake end-to-end coordination and administration of inventory including all steps from ordering of goods and services through to final reclamation for recycling/reuse, including ensuring that adequate inventory of stores and equipment are on hand, maintaining stores in a clean and tidy condition, and ensuring security of tools, equipment and materials as directed.
3. Preparation and issue of tools, equipment and materials required by students and staff to facilitate effective supply of learning materials.
4. Assist in loading and unloading delivery trucks, removal and transport of furniture, equipment and other materials.
5. 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.
6. Place the customer at the centre of all decision making.
7. Work with the Line Manager to develop and review meaningful performance management and development plans.

## Key challenges

- Managing competing priorities within stringent timeframes and deadlines
- Interpreting instructions and requirements of various teaching and learning teams.
- Responding to diverse and often unpredictable events or incidents.

## Key relationships

### Internal

Who	Why
Line Manager	<ul style="list-style-type: none"><li>• Receive leadership, guidance and support.</li><li>• Seek guidance on priorities and more complex issues arising.</li></ul>
Work team	<ul style="list-style-type: none"><li>• Participate in meetings, share information, and provide input to continual improvement activities.</li></ul>
Head Teachers and Teachers	<ul style="list-style-type: none"><li>• Respond to queries, provide information and assist with general assistant matters.</li><li>• Support with administrative and logistics matters involved with working in correctional centres.</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. Demonstrated experience working within a trade environment or related work areas.
3. Demonstrated experience in all aspects of purchasing within a trade environment.
4. Demonstrated experience in use of hand & power tools, small machinery and tool maintenance in a trade environment.
5. Demonstrated ability to work as a team member or with limited supervision.

## 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.

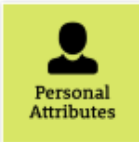
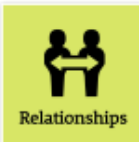
The capabilities are separated into focus capabilities and complementary capabilities


## 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
	<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
	<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
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 Business Enablers	<b>Procurement and Contract Management</b> Understand and apply procurement processes to ensure effective purchasing and contract performance	<ul style="list-style-type: none"> <li>• Comply with basic ordering, receipting and payment processes</li> <li>• Apply basic checking and quality-control processes to activities that support procurement and contract management</li> <li>• Understand probity principles relating to purchasing</li> </ul>	Foundational
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## 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
	Technology	Understand and use available technologies to maximise efficiencies and effectiveness	Foundational
	Project Management	Understand and apply effective planning, coordination and control methods	Foundational