

# Role Description

## Senior Bid Coordinator

Role Description Fields	Details
Cluster	Education
Department/Agency	TAFE NSW
Division/Branch/Unit	Student Experience Group
Position Description no	10159-01
Classification/Grade/Band	TAFE Worker Level 8
Senior executive work level standards	Not Applicable
ANZSCO Code	511112
PCAT Code	1329291
Date of Approval	May 2024
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 coordinating the development of high-quality bid and tender submissions in alignment with TAFE NSW standards through the development implementation of quality assurance processes, competency building and continuous improvement initiatives.

## Key accountabilities

1. Directly author or coordinate the development of bid/tender documents, including through the development and implementation of standardised quality assurance processes, to ensure that all submissions meet high standards of quality and compliance.
2. Guide and train Bid Coordinators and other employees involved in the bid/tender preparation process, to develop their skills and ensure high quality and compliant submissions.
3. Work collaboratively with the Manager to identify and delegate bid opportunities to the team to ensure optimal productivity and deadlines are met.
4. Actively engage with subject matter experts and key stakeholders across the organisation, including within education delivery, to gather and communicate essential information and inputs, ensuring each bid/tender benefits from comprehensive, high-quality contributions.
5. Maintain an active opportunity pipeline and prepare analysis and reports for management with meaningful interpretation of data to be used as the basis for future decision making.
6. Oversee the documentation lifecycle, including establishing a robust administration and document management system in support of initiatives relating to quality assurance, governance and efficiency.
7. Manage projects and bid/tender submissions with competing deadlines, whilst ensuring delivery dates and quality standards are met.
8. Place the customer at the centre of all decision making.
9. Work with the Line Manager to develop meaningful performance development and review plans.

## Key challenges

- Obtaining and consolidating subject knowledge, including keeping abreast of innovative developments and new approaches whilst concurrently ensuring adherence to existing practices.
- Driving an agile and responsive culture by analysing and prioritising workload within set timeframes to ensure the needs of the team are consistently met.
- Working collaboratively with subject matter experts in a complex environment with strict deadlines to ensure that all tender proposals are processed appropriately.

## Key relationships

### Internal

Who	Why
Line Manager	<ul style="list-style-type: none"><li>• Receive leadership, direction, and advice.</li><li>• Provide updates and reports as required.</li><li>• Alert to issues, such as timeframes and quality related, and provide options for resolution.</li></ul>
Work Team	<ul style="list-style-type: none"><li>• Share knowledge, consult and collaborate on initiatives and operational management.</li></ul>
Corporate Business Partners	<ul style="list-style-type: none"><li>• Liaise on operational and customer services matters.</li><li>• Provide leads for Commercial &amp; University Partnerships and feedback from stakeholders.</li><li>• Seek and provide advice on operations and services matters.</li></ul>

## Role dimensions

### Decision making

- Make decisions, using good judgment, expertise and knowledge, under limited guidance from more senior staff, on tasks/assignments with considerable complexity and sensitivity.
- Matters requiring a higher level of approval are referred to the Reporting Line Manager.

### Reporting line

Manager Bids and Tenders

### Direct reports

Nil

### Budget/Expenditure

TBA

## Essential requirements

1. A valid Working with Children Check (required prior to commencement).
2. Degree in relevant discipline or equivalent skills, knowledge and experience.
3. Demonstrated experience in collaborating with multiple stakeholders in the development of bids, tenders and proposals of medium to high commercial value.

## 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.

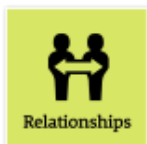
### Focus capabilities

*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>Act with Integrity</b> Be ethical and professional, and uphold and promote the public sector values	<ul style="list-style-type: none"> <li>• Represent the organisation in an honest, ethical and professional way</li> <li>• Support a culture of integrity and professionalism</li> <li>• Understand and help others to recognise their obligations to comply with legislation, policies, guidelines and codes of conduct</li> <li>• Recognise and report misconduct and illegal and inappropriate behaviour</li> <li>• Report and manage apparent conflicts of interest and encourage others to do so</li> </ul>	Intermediate
 Relationships	<b>Communicate Effectively</b> Communicate clearly, actively listen to others, and respond with understanding and respect	<ul style="list-style-type: none"> <li>• Tailor communication to diverse audiences</li> <li>• Clearly explain complex concepts and arguments to individuals and groups</li> <li>• Create opportunities for others to be heard, listen attentively and encourage them to express their views</li> <li>• Share information across teams and units to enable informed decision making</li> <li>• Write fluently in plain English and in a range of styles and formats</li> <li>• Use contemporary communication channels to share information, engage and interact with diverse audiences</li> </ul>	Adept
 Relationships	<b>Work Collaboratively</b> Collaborate with others and value their contribution	<ul style="list-style-type: none"> <li>• Build a supportive and cooperative team environment</li> <li>• Share information and learning across teams</li> <li>• Acknowledge outcomes that were achieved by effective collaboration</li> <li>• Engage other teams and units to share information and jointly solve issues and problems</li> <li>• Support others in challenging situations</li> <li>• Use collaboration tools, including digital technologies, to work with others</li> </ul>	Intermediate

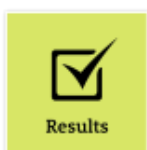


### **Influence and Negotiate**

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



### **Deliver Results**

Achieve results through the efficient use of resources and a commitment to quality outcomes

- Seek and apply specialist advice when required
- Complete work tasks within set budgets, timeframes and standards
- Take the initiative to progress and deliver own work and that of the team or unit
- Contribute to allocating responsibilities and resources to ensure the team or unit achieves goals
- Identify any barriers to achieving results and resolve these where possible
- Proactively change or adjust plans when needed

Intermediate





### **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

	<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>• Understand and comply with legal, policy and organisational guidelines and procedures relating to purchasing</li> <li>• Conduct delegated purchasing activities in line with procedures</li> <li>• Work with providers, suppliers and contractors to ensure that outcomes are delivered in line with time and quality requirements</li> </ul>	Intermediate
	<b>Project Management</b> Understand and apply effective planning, coordination and control methods	<ul style="list-style-type: none"> <li>• Perform basic research and analysis to inform and support the achievement of project deliverables</li> <li>• Contribute to developing project documentation and resource estimates</li> <li>• Contribute to reviews of progress, outcomes and future improvements</li> <li>• Identify and escalate possible variances from project plans</li> </ul>	Intermediate

## 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	Adept
	Manage Self	Show drive and motivation, an ability to self-reflect and a commitment to learning	Adept
	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Foundational
	Commit to Customer Service	Provide customer-focused services in line with public sector and organisational objectives	Adept
	Plan and Prioritise	Plan to achieve priority outcomes and respond flexibly to changing circumstances	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	Intermediate