

# Role Description

## Senior Content Producer



Cluster	Education
Agency	NSW Department of Education
Division/Branch/Unit	School Workforce / New Teachers and Programs
Location	Parramatta
Role number	234185
Classification/Grade/Band	Clerk Grade 7/8
Senior executive work level standards	Not Applicable
ANZSCO Code	511112
PCAT Code	1114292
Date of Approval	21 October 2021
Agency Website	<a href="https://education.nsw.gov.au">https://education.nsw.gov.au</a>

### 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 Senior Content Producer supports the work of the Branding and Promotions team within the School Workforce Directorate.

The Branding and Promotions team is responsible for promoting career opportunities for current and future teachers across NSW and communicating the teacher value proposition (TVP) of the NSW Department of Education.

Reporting to the Lead, Strategic Content, this role will support the development, scheduling, production and publication of effective video and multimedia content to a high standard in collaboration with the broader Branding and Promotions team.

The Strategic Content team works collaboratively with key business stakeholders, developing innovative and

engaging content to communicate the teacher value proposition (TVP), deliver effective recruitment campaigns, and promote the department as the employer of choice.

## **Key accountabilities**

- Develop and deliver brand compliant video and multimedia content, managing all technical tasks related to the production, pre-production and post-production of content, with consideration to various social media channel formats.
- Develop contemporary video and multimedia briefings, standards and guidelines, in collaboration with key internal and external stakeholders to ensure consistency in content delivery.
- Provide advice and guidance on video and multimedia production best practice to optimise outcomes across web and social media channels and for live video technologies.
- Capture and investigate analytics to evaluate the effectiveness of video and multimedia outputs and inform future campaigns.
- Establish and maintain internal and external stakeholder relationships; liaising, negotiating, interpreting creative language and concepts, influencing and collaborating in order to achieve campaign objectives.
- Maintain compliant and thorough project records, following established archiving processes and systems.
- In consultation with the Lead, Strategic Content, develop an annual work plan that articulates, clarifies and documents the role's key deliverables and indicators of success over a 12-month period.
- Understand and work within the NSW Department of Education's Code of Conduct and values, and model behaviour consistent within the framework.

## **Key challenges**

- Maintaining momentum on long-term campaigns whilst balancing a range of competing and conflicting work priorities and/or workflows. This requires the ability to be responsive and resilient, effectively managing stakeholder expectations in a changing environment with competing demands and non-negotiable deadlines.
- Sensitively conducting campaign activities, including social media, film shoots and other promotions within the constraints of departmental and school environments.
- Responding to the impacts of changing business requirements and priorities, understanding that this role requires the ability to work in high-pressure and time-sensitive environments.

## Key relationships

Who	Why
<b>Internal</b>	
Manager, Branding and Promotions	<ul style="list-style-type: none"> <li>• Ongoing communication, advice and feedback to ensure positive workflows and working relationships.</li> <li>• Deliverables are consistent with team and departmental priorities.</li> <li>• Receive ongoing performance feedback, coaching and development.</li> </ul>
Lead, Strategic Content	<ul style="list-style-type: none"> <li>• Ongoing communication, advice and feedback to ensure positive workflows and working relationships.</li> <li>• Deliverables are consistent with team and departmental priorities.</li> <li>• Receive ongoing performance feedback, coaching and development.</li> <li>• Provide regular status reports.</li> <li>• Escalate issues, provide updates and clarify instructions.</li> <li>• Receive guidance in negotiating priorities and in handling non-routine, complex and sensitive matters.</li> </ul>
Branding and Promotions colleagues	<ul style="list-style-type: none"> <li>• Develop and maintain effective working relationships to foster collaboration, consultation and engagement.</li> <li>• Support and share information with colleagues to achieve team goals and provide and seek assistance as required.</li> </ul>
Stakeholders	<ul style="list-style-type: none"> <li>• Deliver high-quality, customer focused services.</li> <li>• Provide guidance on technical or complex matters requiring specialist knowledge.</li> <li>• Contribute to a client-focused approach to service delivery.</li> </ul>
<b>External</b>	
Stakeholders	<ul style="list-style-type: none"> <li>• Sensitive coordination and execution of promotional shoots in school environments with staff, students and the broader school community.</li> <li>• Work collaboratively, negotiate and guide effective outcomes.</li> <li>• Engage with, consult, provide and obtain information.</li> </ul>
Industry Professionals/Consultants	<ul style="list-style-type: none"> <li>• Actively participates in external/external learning opportunities, briefing sessions and workshops to keep up to date and maintain specialist/technical knowledge.</li> <li>• Seek advice and collaborate on the implementation of organisational strategies to keep abreast of best practice.</li> </ul>
Vendors/Service Providers	<ul style="list-style-type: none"> <li>• Monitor contracts and provision of service to ensure compliance with contracts and service arrangements.</li> </ul>

## Role dimensions

### Decision making

This role works with a level of autonomy when performing its core work functions and applies specialised knowledge, skills and professional judgement to achieve outcomes. In matters that are sensitive, high-risk business critical, or external to the Branding and Promotions team, the role consults with the Lead, Strategic Content to agree on a suitable course of action.

## Reporting line

This role reports to the Lead, Strategic Content.

## Direct reports

N/A

## Budget/Expenditure

N/A

## Key knowledge and experience

- Proficiency in using various software tools including, Adobe Premiere Pro (13.1.1 onwards), Adobe Creative Suite (InDesign, After Effects, Photoshop, Rush, Audition) and equipment to create and manipulate rich media content, including still images, videos and audio files.
- Experience filming and editing captured video for internal and external communication as well as marketing purposes.
- Extensive knowledge of video and audio recording equipment, including cameras (Canon C300, Canon C70 and Canon 5D Mark IV), managing storage devices, microphones, tripods, lights, podcast equipment and other related devices. Ability to use DJI Mavic preferred but not required.

## Essential requirements

- Highly motivated camera operator with a minimum 3 years' production camera experience, autonomously managing video production and content creation, including pitching story content, script writing, filming, directing and editing.
- Hold or be willing to obtain a valid clearance to work with Children (Working with Children Check).
- Hold a valid driver's licence (provisional or above).
- Willingness and ability to undertake interstate and intrastate travel to meet delivery requirements of campaigns.
- From 8 November 2021 all Department of Education employees undertaking relevant work, including any work conducted on a NSW school site, will be required to be fully vaccinated against COVID-19. The successful candidate for this position will be required to confirm full vaccination status prior to the Department of Education finalising the appointment of the candidate and entry on duty. Further information on the Department's COVID-19 response is available at <https://education.nsw.gov.au/covid-19>.
- 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.

## Capabilities for the role

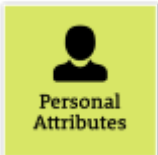
The [NSW public sector capability framework](#) describes the capabilities (knowledge, skills and abilities) needed to perform a role. There are four main groups of capabilities: personal attributes, relationships, results and business enablers, with a fifth people management group of capabilities for 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>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>• Be flexible and adaptable and respond quickly when situations change</li> <li>• Offer own opinion and raise challenging issues</li> <li>• Listen when ideas are challenged and respond appropriately</li> <li>• Work through challenges</li> <li>• Remain calm and focused in challenging situations</li> </ul>	Intermediate
	<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>• Keep up to date with relevant contemporary knowledge and practices</li> <li>• Look for and take advantage of opportunities to learn new skills and develop strengths</li> <li>• Show commitment to achieving challenging goals</li> <li>• Examine and reflect on own performance</li> <li>• Seek and respond positively to constructive feedback and guidance</li> <li>• Demonstrate and maintain a high level of personal motivation</li> </ul>	Adept
	<b>Value Diversity and Inclusion</b> Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	<ul style="list-style-type: none"> <li>• Promote the value of diversity and inclusive practices for the organisation, customers and stakeholders</li> <li>• Demonstrate cultural sensitivity, and engage with and integrate the views of others</li> <li>• Look for practical ways to resolve any barriers to including people from diverse cultures, backgrounds and experiences</li> </ul>	Adept

		<ul style="list-style-type: none"> <li>• Recognise and adapt to individual abilities, differences and working styles</li> <li>• Support initiatives that create a safe and equitable workplace and culture in which differences are valued</li> <li>• Recognise and manage bias in interactions and decision making</li> </ul>	
	<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
	<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>• Use own and others' expertise to achieve outcomes, and take responsibility for delivering intended outcomes</li> <li>• Make sure staff understand expected goals and acknowledge staff success in achieving these</li> <li>• Identify resource needs and ensure goals are achieved within set budgets and deadlines</li> <li>• Use business data to evaluate outcomes and inform continuous improvement</li> <li>• Identify priorities that need to change and ensure the allocation of resources meets new business needs</li> <li>• Ensure that the financial implications of changed priorities are explicit and budgeted for</li> </ul>	Adept
	<b>Plan and Prioritise</b> Plan to achieve priority outcomes and respond flexibly to changing circumstances	<ul style="list-style-type: none"> <li>• Consider the future aims and goals of the team, unit and organisation when prioritising own and others' work</li> <li>• Initiate, prioritise, consult on and develop team and unit goals, strategies and plans</li> <li>• Anticipate and assess the impact of changes, including government policy and economic conditions, on team and unit objectives and initiate appropriate responses</li> <li>• Ensure current work plans and activities support and are consistent with organisational change initiatives</li> <li>• Evaluate outcomes and adjust future plans accordingly</li> </ul>	Adept
	<b>Technology</b>	<ul style="list-style-type: none"> <li>• Demonstrate a sound understanding of technology relevant to the work unit, and identify</li> </ul>	Intermediate



Understand and use available technologies to maximise efficiencies and effectiveness

- and select the most appropriate technology for assigned tasks
- Use available technology to improve individual performance and effectiveness
- Make effective use of records, information and knowledge management functions and systems
- Support the implementation of systems improvement initiatives, and the introduction and roll-out of new technologies

### Project Management

Understand and apply effective planning, coordination and control methods

- Understand all components of the project management process, including the need to consider change management to realise business benefits
- Prepare clear project proposals and accurate estimates of required costs and resources
- Establish performance outcomes and measures for key project goals, and define monitoring, reporting and communication requirements
- Identify and evaluate risks associated with the project and develop mitigation strategies
- Identify and consult stakeholders to inform the project strategy
- Communicate the project's objectives and its expected benefits
- Monitor the completion of project milestones against goals and take necessary action
- Evaluate progress and identify improvements to inform future projects

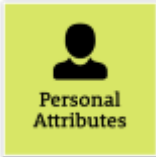
Adept




## 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
	Act with Integrity	Be ethical and professional, and uphold and promote the public sector values	Intermediate
	Commit to Customer Service	Provide customer-focused services in line with public sector and organisational objectives	Intermediate
	Work Collaboratively	Collaborate with others and value their contribution	Intermediate

 Relationships	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Intermediate
	Think and Solve Problems	Think, analyse and consider the broader context to develop practical solutions	Intermediate
 Results	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	Foundational
 Business Enablers	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Foundational