

# Role Description

## Senior Service Designer

Role Description Fields	Details
Cluster	Education
Department/Agency	Department of Education
Division/Branch/Unit	Early Childhood Outcomes
Role number	Various
Classification/Grade/Band	Clerk Grade 9/10
Child-related Role	Yes
Kind of Employment	Ongoing
ANZSCO Code	139999
PCAT Code	3332492
Date of Approval	August 2022
Agency Website	<a href="http://www.education.nsw.gov.au">www.education.nsw.gov.au</a>

### 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.

### Early Childhood Outcomes division

The Early Childhood Outcomes (ECO) division is responsible for ensuring all children make a strong start in life and learning and make a successful transition to school. The division will transform early childhood education and care, child development and contribute to women's economic participation in NSW through improved access, affordability and quality of care and services.

### Primary purpose of the role

The Senior Service Designer is responsible for supporting the design and delivery of complex service and system design work in a collaborative and agile way to support the government's 100 Public Preschools commitment and wider early childcare education reforms. The role support projects and colleagues to collaboratively progress system and service design, project delivery and improvement in tight timeframes. The role has an active role to support the development of team and colleagues' design capabilities.

### Key accountabilities

- Support projects to have a human-centred approach to solving problems and influencing and supporting partners to develop the working practices and culture to support this

- Support project teams to plan, coordinate, carry out, commission and communicate culturally appropriate, trauma informed and ethical user research; compiling research into actionable insights; and understanding and mapping user journeys and pathways
- Using research evidence, insights and data to support the design of service and system solutions which respond to challenges and opportunities, often in collaboration with service users, communities, frontline staff and other key stakeholders
- Work in partnership with colleagues to identify new ways of working, service models and hypothesis for testing in their work
- Translate future service and system designs into concepts, sketches, scenarios and different fidelity prototypes that can be tested, iterated and delivered. Deliver artefacts such as design principles, family and child journeys, current and future state maps and service and system blueprints
- Support piloting, implementation, evaluation and continuous improvement of service and system models
- Contribute to the ongoing development of operational procedures, research and project documentation and materials in a changing environment
- Support with general design administration and support including arranging meetings, research interviews scheduling, workshops and stakeholder engagement events, evaluation analysis, project documentation and other relevant support to contribute to the effectiveness of the team when team workloads require it

## Key challenges

- Working in multi-disciplinary teams to develop workable solutions to complex and sensitive issues and dealing with uncertainty and imperfect information
- Developing compelling narratives and visual representations that gain stakeholder buy-in and support business case development and stakeholder communication and eventually implementation and delivery.
- Achieving a balance between immediate actions and deliverables and the equally critical long-term outcomes

## Key relationships

### Internal

Who	Why
Manager	<ul style="list-style-type: none"> <li>• Receive advice and report on service design progress towards business and system objectives and discuss future directions</li> <li>• Provide advice, input and recommendations and influence planning and decision making</li> <li>• Identify emerging issues/risks and their implications and propose solutions.</li> </ul>
Team members	<ul style="list-style-type: none"> <li>• Support team members and work collaboratively to contribute to achieving the team's business outcomes</li> <li>• Guide, support, coach and mentor team members</li> <li>• Review the work and proposals of team members</li> <li>• Participate in meetings to share information and provide input on issues.</li> </ul>
Wider Department colleagues	<ul style="list-style-type: none"> <li>• Develop and maintain effective working relationships ensuring open channels of communication to liaise, consult, engage and/or participate in projects.</li> <li>• Ensure supported initiatives are consistent and cohesive and align with processes and systems.</li> </ul>

Stakeholders and partners	<ul style="list-style-type: none"> <li>• Build collaborative relationships and provide specialist advice and support to enable capacity building</li> <li>• Provide advice on best practice service design, human-centred design and innovation to influence program design and continuous improvement initiatives</li> <li>• Collaborate to understand challenges, risks and opportunities</li> <li>• Resolve and provide solutions to issues.</li> </ul>
<b>External</b>	
Other NSW Government Agencies	<ul style="list-style-type: none"> <li>• Establish effective networks to enable performance benchmarking, monitor industry trends, maintain currency, and collaborate on common responses to emerging and future issues</li> <li>• Leverage continuous improvements in planning approaches, tools or processes</li> </ul>

## Role dimensions

### Decision making

This role acts independently in performing its core work functions in accordance with relevant policies, procedures and guidelines. In matters that are sensitive or complex the role consults with their manager and the Director, Service Innovation as required.

### Reporting line

Manager, Design

### Direct reports

Nil

### Budget/Expenditure

Has financial delegation in accordance with Department policy.

## 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
- An understanding and proven record in facilitating and supporting human-centred design and innovation practices across a large organisation
- Strong, demonstrated design experience including design research, concept development, experimentation, prototyping, facilitation and change management

## Essential requirements

- Degree qualification in related field or equivalent significant experience
- A valid Working With Children Check
- 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.

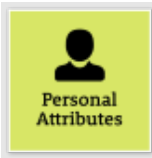


The capabilities are separated into focus capabilities and complementary capabilities


## Focus capabilities

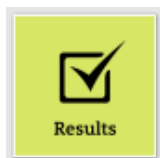
*Focus capabilities* are the capabilities considered the most important for effective performance of the role. These capabilities will be assessed at recruitment.

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>Be flexible, show initiative and respond quickly when situations change</li> <li>Give frank and honest feedback and advice</li> <li>Listen when ideas are challenged, seek to understand the nature of the comment and respond appropriately</li> <li>Raise and work through challenging issues and seek alternatives</li> <li>Remain composed and calm under pressure and in challenging situations</li> </ul>	Adept
 Personal Attributes	<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
 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>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
 Relationships	<b>Work Collaboratively</b> Collaborate with others and value their contribution	<ul style="list-style-type: none"> <li>• Recognise outcomes achieved through effective collaboration between teams</li> <li>• Build cooperation and overcome barriers to information sharing, communication and collaboration across the organisation and across government</li> <li>• Facilitate opportunities to engage and collaborate with stakeholders to develop joint solutions</li> <li>• Network extensively across government and organisations to increase collaboration</li> <li>• Encourage others to use appropriate collaboration approaches and tools, including digital technologies</li> </ul>	Advanced
 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>• 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

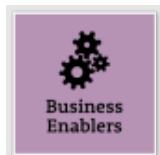


### Think and Solve Problems

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

- Undertake objective, critical analysis to draw accurate conclusions that recognise and manage contextual issues
- Work through issues, weigh up alternatives and identify the most effective solutions in collaboration with others
- Take account of the wider business context when considering options to resolve issues
- Explore a range of possibilities and creative alternatives to contribute to system, process and business improvements
- Implement systems and processes that are underpinned by high-quality research and analysis
- Look for opportunities to design innovative solutions to meet user needs and service demands
- Evaluate the performance and effectiveness of services, policies and programs against clear criteria

Advanced



### Technology

Understand and use available technologies to maximise efficiencies and effectiveness



- Identify opportunities to use a broad range of technologies to collaborate
- Monitor compliance with cyber security and the use of technology policies
- Identify ways to maximise the value of available technology to achieve business strategies and outcomes
- Monitor compliance with the organisation's records, information and knowledge management requirements







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.

Capability group/sets	Capability name	Description	Level
	Act with Integrity	Be ethical and professional, and uphold and promote the public sector values	Adept
	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Intermediate

 Relationships	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
 Results	Demonstrate Accountability	Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	Intermediate
 Business Enablers	Finance	Understand and apply financial processes to achieve value for money and minimise financial risk	Intermediate
 Business Enablers	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Intermediate
 Business Enablers	Project Management	Understand and apply effective planning, coordination and control methods	Adept