

# Role Description

## Technical Support Officer



Education

Role Description Fields	Details
Cluster	Education
Department/Agency	Department of Education
Division/Branch/Unit	School Improvement and Education
Role number	Various
Classification/Grade/Band	Clerk Grade 5/6
ANZSCO Code	313199
PCAT Code	1116392
Date of Approval	February 2022
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

Assists in providing efficient information technology support services along with performing maintenance and upgrades on departmental IT equipment to ensure effective operations at optimal speed and capacity.

### Key accountabilities

- Assist with installations, testing and the upgrade of systems and software including LAN's in accordance with standards, policies and operating procedures
- Provide support services on servers, e-mail, corporate systems, applications, hardware and software to ensure the availability of IT services to all stakeholders
- Assist users and provide instruction to staff in the use of desktop computer hardware and corporate applications to improve staff productivity
- Utilise the Helpdesk system to ensure work priorities and time tabling of work can be undertaken so that support can be coordinated effectively

### Key challenges

- Maintaining effective technology support services in a large multidisciplinary program environment

- Liaising and efficiently interacting with a wide range of departmental, transformation service provider (TSP) and contractually engaged staff to provide timely information technology support services

## Key relationships

### Internal

Who	Why
School Principal or appointed delegate	<ul style="list-style-type: none"> <li>• Receive guidance and instructions; escalate significant issues</li> <li>• Receive feedback regarding performance</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Listen to and manage requests in consultation with the principal and/or nominated delegate</li> <li>• Discuss and resolve issues that may impact on safety, scheduling or task completion</li> </ul>
Students / staff / visitors	<ul style="list-style-type: none"> <li>• To assist all users and provide guidance to students, staff in the use of desktop computer hardware and corporate applications and to provide technical support services and advice to users to resolve problems or refer calls for resolution</li> <li>• Observe the department's Code of Conduct requirements.</li> </ul>

### External

Who	Why
Visitors	<ul style="list-style-type: none"> <li>• Provide guidance to in the use of desktop computer hardware and corporate applications and to provide technical support services and advice to users to resolve problems or refer calls for resolution</li> </ul>
Contractors	<ul style="list-style-type: none"> <li>• Coordinate the supply of computer equipment</li> <li>• Confirm manufacturer's instructions regarding the operation and maintenance of equipment</li> </ul>

## Role dimensions

### Decision making

The position holder will make decisions relating to the technical support service on a variety of ICT components including installation and management of local area networks, servers, e-mail, corporate systems, applications, hardware and software. The type of assistance to users who experience ICT issues is also self- evaluated and may include on the job instruction to staff in the use of desktop computer hardware and corporate applications or escalation to the Helpdesk system.

### Reporting line

The role reports to the Principal or delegate.

### Direct reports

Nil

### Budget/Expenditure

As per the departmental financial delegations.

## 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

- Valid Working With Children Check clearance (paid employment)

## 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.

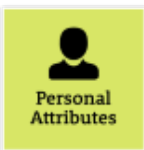
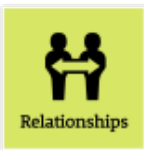
The capabilities are separated into focus capabilities and complementary capabilities

## 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>• Adapt existing skills to new situations</li><li>• Show commitment to achieving work goals</li><li>• Show awareness of own strengths and areas for growth, and develop and apply new skills</li><li>• Seek feedback from colleagues and stakeholders</li><li>• Stay motivated when tasks become difficult</li></ul>	Intermediate
	<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



### Think and Solve Problems

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

- Identify the facts and type of data needed to understand a problem or explore an opportunity
- Research and analyse information to make recommendations based on relevant evidence
- Identify issues that may hinder the completion of tasks and find appropriate solutions
- Be willing to seek input from others and share own ideas to achieve best outcomes
- Generate ideas and identify ways to improve systems and processes to meet user needs

Intermediate



### 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








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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	Intermediate
	Commit to Customer Service	Provide customer-focused services in line with public sector and organisational objectives	Foundational

	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Foundational
	Deliver Results	Achieve results through the efficient use of resources and a commitment to quality outcomes	Intermediate
	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	Foundational
	Finance	Understand and apply financial processes to achieve value for money and minimise financial risk	Foundational
	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Foundational
	Project Management	Understand and apply effective planning, coordination and control methods	Foundational