

EDUCATION ADMINISTRATION SUPPORT

BRANCH/UNIT	Regional Business Group		
TEAM	Skills Team		
LOCATION	Various		
CLASSIFICATION/GRADE/BAND	TWL3		
POSITION NO.	TBA		
ANZSCO CODE	531111	PCAT CODE	TBA
TAFE Website	www.tafensw.edu.au		

1. ORGANISATIONAL ENVIRONMENT

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.

2. POSITION PURPOSE

The Education Administration Support role is responsible for supporting a Head Teacher and their delivery team with all administrative activities essential to the effective delivery of teaching and learning on a day to day basis.

3. KEY ACCOUNTABILITIES

1. Provide efficient and effective administrative support services to support the management of daily teaching and learning operations and smooth running of activities.
2. Support the Head Teacher and teachers to maintain the accuracy of educational data within corporate systems including educational systems, finance system and CRM to improve administrative efficiencies, accessibility and integrity of data.
3. Under the guidance of the Head Teacher, collaborate with TAFE Services Co-ordinators and local corporate services, especially student services and facilities management, to support the Skills Team with day to day teaching and learning operations.
4. Support the Head Teacher to collaborate with the planning and implementation co-ordinators to ensure that day to day operational activities meet overall Skills Team plans, expectations and deadlines.
5. Under the guidance of the Head Teacher, collaborate with stakeholder teams to manage incidents that affect the delivery team, co-ordinate responses to information requests and support the teaching team’s involvement in local events.
6. Respond to and resolve enquiries and issues to ensure the provision of accurate information, timely and effective customer support and problem resolution.
7. Build and maintain relationships with stakeholders to ensure service delivery and customer support meets customer expectations.
8. 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.
9. Place the customer at the centre of all decision making.
10. Work with the Line Manager to develop and review meaningful performance management and development plans.

4. KEY CHALLENGES

- Assisting in planning and prioritising workload for the Skills Team and managing competing demands and expectations to ensure quality customer experience.
- Demonstrating initiative and problem resolution activities to resolve complex issues.
- Working flexibly and maintaining a collaborative approach with stakeholders and team members.
- Managing priorities and competing deadlines in a fast-paced constantly changing environment.

5. KEY RELATIONSHIPS

WHO	WHY
Internal	
Head Teacher	<ul style="list-style-type: none"> • Receive leadership, direction and support. • Provide advice and expertise as required, gain relevant approvals, report on programs status and outcomes.

Skills Teams, Education Training Group, Training Operations	<ul style="list-style-type: none"> Provide advice and expertise as required, gather information to inform and report as required.
External	
Customers	<ul style="list-style-type: none"> Liaise to provide information on courses, products and services offered at all colleges across the Region.
Members of the public, suppliers and visitors	<ul style="list-style-type: none"> Provide quality customer services to meet the varied needs of individual customers.

6. POSITION DIMENSIONS

Reporting Line: Head Teacher

Direct Reports: Nil

Indirect Reports: Nil

Financial delegation: TBA

Budget/Expenditure: TBA

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.

7. ESSENTIAL REQUIREMENTS

- Certificate III in relevant field or equivalent skills, knowledge and experience.
- Demonstrated experience in the provision of high quality administrative support and ability to work with a range of complex administrative and corporate systems.
- Demonstrated experience in developing systems and processes to support efficient operations.
- Ability to address and meet focus capabilities as stated in the Position Description.





8. CAPABILITIES

NSW Public Sector Capability Framework

Below is the full list of capabilities and the level required for this role as per the [NSW Public Sector Capability Framework](#). The capabilities in **bold** are the focus capabilities for this role. Refer to the next section for further information about the focus capabilities.

Capability levels are as follows and reflect a progressive increase in complexity and skill:

Foundational > Intermediate > Adept > Advanced > Highly Advanced

CAPABILITY GROUP	NAME	LEVEL
 Personal Attributes	Display Resilience & Courage	Intermediate
	Act with Integrity	Foundational
	Manage Self	Foundational
	Value Diversity	Foundational
 Relationships	Communicate Effectively	Foundational
	Commit to Customer Service	Intermediate
	Work Collaboratively	Foundational
	Influence and Negotiate	Foundational
 Results	Deliver Results	Intermediate
	Plan And Prioritise	Foundational
	Think and Solve Problems	Intermediate
	Demonstrate Accountability	Foundational
 Business Enablers	Finance	Foundational
	Technology	Intermediate
	Procurement and Contract Management	Foundational
	Project Management	Foundational

FOCUS CAPABILITIES

The focus capabilities for the Education Administration Support are the capabilities in which occupants must demonstrate immediate competence. The behavioural indicators provide examples of the types of behaviours that would be expected at that level and should be reviewed in conjunction with the position's key accountabilities.

NSW Public Sector Focus Capabilities

NSW Public Sector Capability Framework		
Group and Capability	Level	Behavioural Indicators
Personal Attributes Display Resilience and Courage	Intermediate	<ul style="list-style-type: none"> Be flexible and adaptable and respond quickly when situations change. Offer own opinion and raise challenging issues. Listen when ideas are challenged and respond in a reasonable way. Work through challenges. Stay calm and focused in the face of challenging situations.
Relationships Commit to Customer Service	Intermediate	<ul style="list-style-type: none"> Support a culture of quality customer service in the organisation. Demonstrate a thorough knowledge of the services provided and relay to customers. Identify and respond quickly to customer needs. Consider customer service requirements and develop solutions to meet needs. Resolve complex customer issues and needs. Co-operate across work areas to improve outcomes for customers.

NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
Results Deliver Results	Intermediate	<ul style="list-style-type: none"> • Complete work tasks to agreed budgets, timeframes and standards. • Take the initiative to progress and deliver own and team/unit work. • Contribute to allocation of responsibilities and resources to ensure achievement of team/unit goals. • Seek and apply specialist advice when required.
Results Think and Solve Problems	Intermediate	<ul style="list-style-type: none"> • Research and analyse information and make recommendations based on relevant evidence. • Identify issues that may hinder completion of tasks and find appropriate solutions. • Be willing to seek out input from others and share own ideas to achieve best outcomes. • Identify ways to improve systems or processes which are used by the team/unit.
Business Enablers Technology	Intermediate	<ul style="list-style-type: none"> • Apply computer applications that enable performance of more complex tasks. • Apply practical skills in the use of relevant technology. • Make effective use of records, information and knowledge management functions and systems. • Understand and comply with information and communications security and acceptable use policies. • Support the implementation of systems improvement initiatives and the introduction and roll-out of new technologies.