

# Role Description

## Senior Policy Officer (Aboriginal and Torres Strait Islander identified)

|                           |                                   |
|---------------------------|-----------------------------------|
| Cluster                   | Education                         |
| Agency                    | NSW Education Standards Authority |
| Division/Branch/Unit      | Curriculum & Assessment Policy    |
| Location                  | 117 Clarence St Sydney NSW 2000   |
| Classification/Grade/Band | Clerk Grade 9/10                  |
| Role number               | T1841                             |
| ANZSCO Code               | 224412                            |
| PCAT Code                 | 1119192                           |
| Date of Approval          | 15 November 2023                  |

### Agency overview

The NSW Education Standards Authority (NESA) works with the NSW community to drive improvements in student achievement.

We are an independent statutory authority reporting to an independent Board and the NSW Minister for Education and Early Childhood Learning.

Making sure all children and young people in NSW leave school ready to take advantage of life's opportunities, as well as to rise to its inevitable challenges, is at the heart of what we do.

We achieve this by supporting all school sectors (public, catholic and independent) to deliver the best possible outcomes for students through:

- high-quality syllabuses.
- assessment, including managing the HSC and NAPLAN.
- teaching standards, such as the accreditation of teachers to work in NSW schools.
- school environments, including setting and monitoring school standards.

To find out more about the important work we do for NSW visit our [website](#).

### Primary purpose of the role

The Senior Policy Officer manages and coordinates the development and implementation of a range of policy initiatives to contribute to the delivery of policy initiatives that support Agency and/or Government commitments. These include NESA's commitment to Aboriginal Education and its Reconciliation Action Plan.

## Key accountabilities

- Research, analyse and review complex policy issues, identifying emerging issues, developing evidence-based options, and recommended solutions to resolve problems and mitigate risks
- Provide expert policy advice and information to relevant stakeholders to facilitate the appropriate interpretation and implementation of policies and support Agency and/or Government policy initiatives
- Build and maintain relationships with key stakeholders, facilitating their engagement in, and contribution to, the identification and development of policy solutions and to inform policy decision making
- Work with Aboriginal and Torres Strait islander communities on the development of policies
- Monitor, evaluate and report on the development and/or implementation of policies to identify issues and ensure the achievement of desired outcomes
- Mentor and guide policy officers and support staff, ensuring compliance with governance and quality requirements, to successfully deliver policy priorities and initiatives
- Prepare correspondence, written reports, publications, and briefs, that are informative and aligned with agency requirements, to respond to Agency and/or Government requests

## Key challenges

- Delivering policy initiatives and projects to the required standards and timeframes, given the need to rapidly understand and integrate information and adapt in an often changing and unpredictable environment

## Key relationships

| Who                           | Why  |
|-------------------------------|--|
| <b>Internal</b>               |  |
| Manager                       | <ul style="list-style-type: none"> <li>• Provide advice and contribute to decision making</li> <li>• Identify emerging issues/risks and their implications, and propose solutions</li> <li>• Receive guidance and provide regular updates on key projects issues and priorities</li> </ul> |
| Direct Reports                | <ul style="list-style-type: none"> <li>• Guide and manage performance and development</li> </ul>   |
| Stakeholders                  | <ul style="list-style-type: none"> <li>• Provide expert advice on policy issues</li> <li>• Report and provide updates on policy proposals</li> <li>• Consult and collaborate to define mutual interests and determine strategies to achieve their realisation</li> </ul>                   |
| <b>External</b>               |  |
| Stakeholders                  | <ul style="list-style-type: none"> <li>• Provide expert advice on policy issues</li> <li>• Report and provide updates on policy proposals</li> <li>• Consult and collaborate to define mutual interests and determine strategies to achieve their realisation</li> </ul>                   |
| Other NSW Government Agencies | <ul style="list-style-type: none"> <li>• Represent agency interests and negotiate to achieve optimal outcomes</li> </ul>   |

## Role dimensions

### Decision making

Decisions are made in accordance with the NESA and/or Directorate documented policies and procedures including the Code of Ethics and Conduct. This role exercises some autonomy within defined parameters of agreed scope of works and refers to the Principal Policy Officer any decisions requiring significant variations to agreed outcomes.

### Reporting line

The Senior Policy Officer reports to the Principal Policy Officer.

### Direct reports

1-2 direct reports

### Budget/Expenditure

NA

## Essential requirements

- Understanding of issues that affect Aboriginal peoples.
- experience working with Aboriginal and/or Torres Strait Islander communities to develop policies.
- demonstrated experience in policy development and managing projects.
- knowledge and understanding of current and emerging education trends and issues.

## 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 on the next page 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        |
|---|---|---|--------------|
| <br><b>Personal Attributes</b> | <b>Display Resilience and Courage</b><br>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        |
|   | <b>Act with Integrity</b><br>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 and encourage others to do so</li> <li>• Act professionally and support a culture of integrity</li> <li>• Identify and explain ethical issues and set an example for others to follow</li> <li>• Ensure that others are aware of and understand the legislation and policy framework within which they operate</li> <li>• Act to prevent and report misconduct and illegal and inappropriate behaviour</li> </ul>  | Adept        |
| <br><b>Relationships</b>     | <b>Communicate Effectively</b><br>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>Influence and Negotiate</b><br>Gain consensus and commitment from others, and resolve issues and conflicts                           | <ul style="list-style-type: none"> <li>• Use facts, knowledge and experience to support recommendations</li> <li>• Work towards positive and mutually satisfactory outcomes</li> <li>• Identify and resolve issues in discussion with other staff and stakeholders</li> <li>• Identify others' concerns and expectations</li> <li>• Respond constructively to conflict and disagreements and be open to compromise</li> <li>• Keep discussions focused on the key issues</li> </ul>   | Intermediate |

## FOCUS CAPABILITIES

| Capability group/sets  | Capability name   | Behavioural indicators   | Level |
|--|---|--|-------|
| <br>Results | <b>Deliver Results</b><br>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>Think and Solve Problems</b><br>Think, analyse and consider the broader context to develop practical solutions     | <ul style="list-style-type: none"> <li>• Research and apply critical-thinking techniques in analysing information, identify interrelationships and make recommendations based on relevant evidence</li> <li>• Anticipate, identify and address issues and potential problems that may have an impact on organisational objectives and the user experience</li> <li>• Apply creative-thinking techniques to generate new ideas and options to address issues and improve the user experience</li> <li>• Seek contributions and ideas from people with diverse backgrounds and experience</li> <li>• Participate in and contribute to team or unit initiatives to resolve common issues or barriers to effectiveness</li> <li>• Identify and share business process improvements to enhance effectiveness</li> </ul> | Adept |

## FOCUS CAPABILITIES






| Capability group/sets   | Capability name  | Behavioural indicators  | Level        |
|---|--|---|--------------|
| <div><p>Business Enablers</p></div>  | <p><b>Project Management</b></p> <p>Understand and apply effective planning, coordination and control methods</p>        | <ul style="list-style-type: none"><li>• Understand all components of the project management process, including the need to consider change management to realise business benefits</li><li>• Prepare clear project proposals and accurate estimates of required costs and resources</li><li>• Establish performance outcomes and measures for key project goals, and define monitoring, reporting and communication requirements</li><li>• Identify and evaluate risks associated with the project and develop mitigation strategies</li><li>• Identify and consult stakeholders to inform the project strategy</li><li>• Communicate the project’s objectives and its expected benefits</li><li>• Monitor the completion of project milestones against goals and take necessary action</li><li>• Evaluate progress and identify improvements to inform future projects</li></ul>   | Adept        |
| <div><p>People Management</p></div> | <p><b>Manage and Develop People</b></p> <p>Engage and motivate staff, and develop capability and potential in others</p> | <ul style="list-style-type: none"><li>• Collaborate to set clear performance standards and deadlines in line with established performance development frameworks</li><li>• Look for ways to develop team capability and recognise and develop individual potential</li><li>• Be constructive and build on strengths by giving timely and actionable feedback</li><li>• Identify and act on opportunities to provide coaching and mentoring</li><li>• Recognise performance issues that need to be addressed and work towards resolving issues</li><li>• Effectively support and manage team members who are working flexibly and in various locations</li><li>• Create a safe environment where team members’ diverse backgrounds and cultures are considered and respected</li><li>• Consider feedback on own management style and reflect on potential areas to improve</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.

## COMPLEMENTARY CAPABILITIES

| Capability group/sets   | Capability name                     | Description  | Level        |
|---|-------------------------------------|--|--------------|
| <br><b>Personal Attributes</b> | Manage Self                         | Show drive and motivation, an ability to self-reflect and a commitment to learning                     | Intermediate |
|   | Value Diversity and Inclusion       | Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives | Intermediate |
| <br><b>Relationships</b>       | Commit to Customer Service          | Provide customer-focused services in line with public sector and organisational objectives             | Adept        |
|   | Work Collaboratively                | Collaborate with others and value their contribution   | Adept        |
| <br><b>Results</b>             | Plan and Prioritise                 | Plan to achieve priority outcomes and respond flexibly to changing circumstances                       | Adept        |
|   | Demonstrate Accountability          | Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines         | Intermediate |
| <br><b>Business Enablers</b>   | 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 |
|   | Procurement and Contract Management | Understand and apply procurement processes to ensure effective purchasing and contract performance     | Intermediate |
| <br><b>People Management</b> | Inspire Direction and Purpose       | Communicate goals, priorities and vision, and recognise achievements                                   | Intermediate |
|   | Optimise Business Outcomes          | Manage people and resources effectively to achieve public value  | Intermediate |
|   | Manage Reform and Change            | Support, promote and champion change, and assist others to engage with change                          | Intermediate |