

Role Description

Manager, Strategic Partnerships Development

Cluster	Education
Agency	Department of Education
Division/Branch/Unit	Educational Services, Teaching Quality Unit
Location	105 Phillip Street, Parramatta
Classification/Grade/Band	Clerk level 11/12
Role Number	222047
ANZSCO Code	132411
PCAT Code	3 1 1 91 92
Date of Approval	March 2020
Agency Website	education.nsw.gov.au

Agency overview

The NSW Department of Education provides, funds and regulates education services for NSW students from early childhood to secondary school, delivering world-class education through its public schools and providing funding support to non-government schools. We employ, develop and support teachers, leaders and other staff to deliver the best outcomes for students and to advance the wellbeing of Aboriginal people.

Teaching Quality Unit Overview

The Teaching Quality Unit drives strategic projects that support key priorities within the Educational Services Division. The overarching goal of the Educational Services Division is the strategic, future-focused planning and quality assurance of service delivery to achieve equity of access and outcomes for every student regardless of where he or she lives or attends school.

We are building a multi-disciplinary team equipped to use diverse project methodologies – including human-centered design, prototyping, research, data analysis and responsive evaluation – to deliver continuously improving practices, processes and policies. Our current work includes a specific focus on: designing curriculum, pedagogy and assessment to strengthen implementation of the general capabilities; teaching quality in the HSC; and engaging community to enhance learning for students.

Primary purpose of the role

Co-lead a team of school-based teachers, non-school based teachers and project officers, in the design, delivery and evaluation of innovative and highly effective approaches to build learning ecosystems (mutually-beneficial partnerships with a wide variety of stakeholders) to enhance student learning.

This includes the provision of contextually relevant and responsive professional learning for K-12 schools across the system and the development and delivery of high quality support material and resources.

Key accountabilities

- Co-lead, motivate and manage a team in the development, coordination and delivery of an ongoing program of community engagement that actively engages stakeholders across government and the community to support and promote the development and delivery of high quality support material and resources for K-12 schools across the system
- Provide strategic leadership and advice for the design, delivery and evaluation of innovative projects focused on engaging parents and community to enhance learning for students.
- Facilitate the co-design and development of professional learning and support material, which strengthens parent and community partnerships with schools in response to contextual needs, to enhance learning for students.
- Promote the development of a participatory and responsive approach to evaluation, in collaboration with academic partners and Departmental personnel, which includes continuous monitoring, analysis of evidence and refinement of implementation for ongoing improvement.
- Lead project team to develop, and ensure compliance with, governance and quality requirements to successfully deliver all key projects, milestones and outcomes.
- Lead the delivery of high-quality oral, written and digital communications to ensure senior officers, project staff and schools are updated, as relevant, on project progress and outcomes.
- Foster dynamic and collaborative stakeholder relationships to ensure programs are informed by contemporary best practice, complex cultural issues, legislative development and funding initiatives

Key challenges

- Establishing and maintaining key relationships and strategic partnerships with academic partners, departmental personnel to enhance development of policies and practices.
- Managing complex and sensitive consultations and negotiations with diverse stakeholders, within agreed timelines, given their varied expectations, viewpoints and interests
- Adapting to changing priorities and simultaneously managing a wide range of programs in a fast-paced and high-volume environment

Key relationships

Who	Why
Internal	
Director, Teaching Quality	<ul style="list-style-type: none">• Receive guidance and provide regular updates on key projects, issues and priorities• Provide advice and contribute to decision making• Identify emerging issues/risks and their implications and propose solutions• Provides expert advice to the Director Teaching Quality on all aspects of stakeholder engagement strategy development and management
Direct Reports	<ul style="list-style-type: none">• Guide, support, coach and mentor team members• Lead discussions and decisions regarding key projects and deliverables• Manage a multi-disciplinary team to implement and deliver on various work streams

Who	Why
Teaching Quality Team Members	<ul style="list-style-type: none"> • Develop and deliver appropriate support material, briefing and communications related to key project deliverables • Develop strong ties with key staff to facilitate rapid flow and collaborative development of communications for identified audiences • Work collaboratively to contribute to achieving team outcomes
Other Department of Education Divisions and Units	<ul style="list-style-type: none"> • Collaborate with to drive the delivery of multi-disciplinary professional services to implement and deliver programs • Provide expert advice on a range of project related issues and strategies • Optimise engagement to achieve defined outcomes • Manage expectations and resolve issues
External	
NSW Government Agencies	<ul style="list-style-type: none"> • Reach agreement with executive to deliver government and Department of Education objectives • Engage with and negotiate the development, delivery and evaluation of projects • Consult to anticipate and respond to customer needs • Manage expectations and resolve issues
Vendors/Service Providers and Consultants	<ul style="list-style-type: none"> • Communicate needs, facilitate routine business transactions and resolve issues • Negotiate and approve contracts and service agreements • Manage contracts and monitor the provision of service to ensure compliance with contract and service agreements
All Other External Stakeholders	<ul style="list-style-type: none"> • Represent the Department's position when determining priorities and solutions to defined requirements • Ensuring all stakeholder requirements are considered when determining solutions

Role dimensions

Decision making

The role has autonomy and makes decisions that are under their direct control as directed by the Director, Teaching Quality. It refers to the Director for decisions that require significant change to program outcomes or timeframes or are likely to escalate. This role is fully accountable for the delivery of work assignments on time and to expectations in terms of quality, deliverables and outcomes. This role submits reports, business cases and other forms of written advice with minimal input from the Director. Decision making is based on sound evidence and analysis however, when necessary, the role is required to make effective judgements under pressure, without complete information being available.

Reporting line

The role reports to 215045 Director Teaching Quality SEB1

Direct reports

The role has the no direct reports.

Budget/Expenditure

The role has financial delegations in accordance with the Department's policy as prescribed for a CL11/12 level.

Essential requirements

- Tertiary qualifications in a relevant discipline, or demonstrated equivalent knowledge and/or proven advanced experience in Business Development, Strategic Partnerships or Account Management.
- Demonstrated ability to plan, organize and manage all phases of a project lifecycle to ensure successful delivery
- Hold a valid clearance to work with Children (Working with Children Check) for paid employment
- Knowledge of and commitment to the Department's Aboriginal Education policies

Capabilities for the role






The [NSW public sector capability framework](#) describes the capabilities (knowledge, skills and abilities) needed to perform a role. There are five groups of capabilities: personal attributes, relationships, results, business enablers, and people management. 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**.

Capability summary

Below is the full list of capabilities and the level required for this role. The capabilities in bold are the focus capabilities for this role. Refer to the next section for further information about the focus capabilities.

NSW Public Sector Capability Framework



Capability Group	Capability Name	Level
 Personal Attributes	Display Resilience and Courage	Adept
	Act with Integrity	Advanced
	Manage Self	Advanced
	Value Diversity	Intermediate
 Relationships	Communicate Effectively	Advanced
	Commit to Customer Service	Advanced
	Work Collaboratively	Adept
	Influence and Negotiate	Adept
 Results	Deliver Results	Adept
	Plan and Prioritise	Intermediate
	Think and Solve Problems	Advanced
	Demonstrate Accountability	Adept
 Business Enablers	Finance	Adept
	Technology	Adept
	Procurement and Contract Management	Adept
	Project Management	Advanced
 People Management	Manage and Develop People	Adept
	Inspire Direction and Purpose	Adept
	Optimise Business Outcomes	Intermediate
	Manage Reform and Change	Adept

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	Act with Integrity Be ethical and professional, and uphold and promote the public sector values	<ul style="list-style-type: none"> • Model the highest standards of ethical and professional behaviour and reinforce their use • Represent the organisation in an honest, ethical and professional way and set an example for others to follow • Promote a culture of integrity and professionalism within the organisation and in dealings external to government • Monitor ethical practices, standards and systems and reinforce their use • Act promptly on reported breaches of legislation, policies and guidelines 	Advanced
	Manage Self Show drive and motivation, an ability to self-reflect and a commitment to learning	<ul style="list-style-type: none"> • Act as a professional role model for colleagues, set high personal goals and take pride in their achievement • Actively seek, reflect and act on feedback on own performance • Translate negative feedback into an opportunity to improve • Take the initiative and act in a decisive way • Demonstrate a strong interest in new knowledge and emerging practices relevant to the organisation 	Advanced
 Relationships	Communicate Effectively Communicate clearly, actively listen to others, and respond with understanding and respect	<ul style="list-style-type: none"> • Present with credibility, engage diverse audiences and test levels of understanding • Translate technical and complex information clearly and concisely for diverse audiences • Create opportunities for others to contribute to discussion and debate • Contribute to and promote information sharing across the organisation • Manage complex communications that involve understanding and responding to multiple and divergent viewpoints • Explore creative ways to engage diverse audiences and communicate information • Adjust style and approach to optimise outcomes • Write fluently and persuasively in plain English and in a range of styles and formats 	Advanced

FOCUS CAPABILITIES

Capability group/sets	Capability name	Behavioural indicators	Level
	Commit to Customer Service Provide customer-focused services in line with public sector and organisational objectives	<ul style="list-style-type: none"> Promote a customer-focused culture in the organisation and consider new ways of working to improve customer experience Ensure systems are in place to capture customer service insights to improve services Initiate and develop partnerships with customers to define and evaluate service performance outcomes Promote and manage alliances within the organisation and across the public, private and community sectors Liaise with senior stakeholders on key issues and provide expert and influential advice Identify and incorporate the interests and needs of customers in business process design and encourage new ideas and innovative approaches Ensure that the organisation's systems, processes, policies and programs respond to customer needs 	Advanced
 Results	Think and Solve Problems Think, analyse and consider the broader context to develop practical solutions	<ul style="list-style-type: none"> 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

FOCUS CAPABILITIES

Capability group/sets	Capability name	Behavioural indicators	Level
	Demonstrate Accountability		Adept
	Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	<ul style="list-style-type: none"> Assess work outcomes and identify and share learnings to inform future actions Ensure that own actions and those of others are focused on achieving organisational outcomes Exercise delegations responsibly Understand and apply high standards of financial probity with public monies and other resources Identify and implement safe work practices, taking a systematic risk management approach to ensure own and others' health and safety Conduct and report on quality control audits Identify risks to successfully achieving goals, and take appropriate steps to mitigate those risks 	
	Project Management		Advanced
	Understand and apply effective planning, coordination and control methods	<ul style="list-style-type: none"> Prepare and review project scope and business cases for projects with multiple interdependencies Access key subject-matter experts' knowledge to inform project plans and directions Design and implement effective stakeholder engagement and communications strategies for all project stages Monitor project completion and implement effective and rigorous project evaluation methodologies to inform future planning Develop effective strategies to remedy variances from project plans and minimise impact Manage transitions between project stages and ensure that changes are consistent with organisational goals Participate in governance processes such as project steering groups 	
	Inspire Direction and Purpose		Adept
	Communicate goals, priorities and vision, and recognise achievements	<ul style="list-style-type: none"> Promote a sense of purpose, and help the team to understand the strategic direction of the organisation and the needs of customers and stakeholders Translate broad organisational strategy and goals into tangible team goals and explain the links for the team Ensure that team objectives and outcomes lead to the implementation of government priorities and create value for customers and stakeholders Work to remove barriers to achieving goals 	