Role Description
Business Systems Support Specialist

Role Description Fields	Details
Cluster	Education
Department/Agency	TAFE NSW
Division/Branch/Unit	Student Experience Group
Position Description no	10245-01
Classification/Grade/Band	TAFE Worker Level 8
Senior executive work level standards	Not Applicable
ANZSCO Code	261111
PCAT Code	1229192
Date of Approval	June 2021
Agency Website	www.tafensw.edu.au

Agency overview

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.

Primary purpose of the role

This position is responsible for the development and execution of plans and strategies to optimise the role of key business systems in supporting the delivery of the Student Services Branch service catalogue. The role builds and maintains an effective and integrated partnership with Systems Group in defining business requirements, monitoring system performance, system use, system accessibility and systems improvements.

Key accountabilities

1. Design projects and initiatives that enable compliant, efficient and customer-focused use of business systems, and advocate for these systems in process and solution design, including supporting training activities.
2. On behalf of the Student Services branch, develop, submit and manage creation and change requests for systems and reference data to ensure consistency, compliance and governance standards are met.
3. Establish and maintain stakeholder relationships through effective communication, negotiation and issues management to engage and ensure project deliverables are met.
4. Liaise with Student Services Leadership and Systems Group to develop business requirements for systems related activities to ensure an integrated approach is maintained and efficiencies/improvements are built upon.
5. Coordinate the Student Services activities for systems reviews, audits, user acceptance testing, and other associated initiatives to ensure efficiencies and optimisation of system performance.
6. Work with various Student Services teams to design data remediation and quality processes, projects and initiatives to support the continuous improvement culture and ensure data quality enables TAFE NSW's strategic objectives.
7. Analyse and assess how proposed operational changes to systems and processes could impact the Student Services branch, and manage these changes to ensure high quality service delivery.
8. Provide advice, information and reports to stakeholders on emerging systems issues and to support systems development and delivery in line with established plans, budgets, timeframes, policy objectives, and other projects and priorities.
9. As a product owner for key TAFE NSW systems utilise the agile methodology to support the prioritisation of backlogs, identification of business risks and collaborate with Systems Group to provide solutions that support clear alignment to Student Services Branch requirements in delivering key business outcomes.
10. As a member of the broader Student Services leadership team, build and nurture an engaging and inclusive Student Services community within the campus/cluster you are based. This includes providing information, guidance and support across teams, where appropriate, and supporting onboarding within the Branch.
11. 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.
12. Place the customer at the centre of all decision making.
13. Work with the Line Manager to develop meaningful performance development and review plans.

Key challenges

- Managing consultations and negotiations with diverse stakeholders, within agreed timelines, given their varying expectations, viewpoints and interests.
- Achieving project deadlines and milestones to the required standards and within budget, given the need to simultaneously coordinate and deliver multiple projects which are often complex and interconnected.

Key relationships

Internal

Who	Why
Line Manager	• Receive leadership, advice and support.
Broader Student Services Operations and Student Administration Services Leadership	• Engage and liaise on technical project deliverables, timeframes and issues management. • Liaise on business system initiatives and change strategies. • Coordinate systems reviews, audits, user acceptance testing, and other associated initiatives. • Collaborate on data remediation and improvement initiatives.
Broader Student Experience Group	• Liaise and collaborate on shared outcomes in supporting services and delivery.
Relevant corporate services and business specialists	• Seek information and guidance on corporate policies, standards and procedures.
Systems Group	• Build partnership and liaise on business requirements, system performance, use, and accessibility and systems improvements.

External

Who	Why
Relevant industry regulatory and professional bodies	• Liaise on industry standards applicable for Student Services functions and services. • Keep abreast of innovative developments and new approaches.

Role dimensions

Decision making

- Makes decisions on complex and sensitive issues that have a high level of impact on the immediate work area and the potential to impact more broadly on agency operations and externally.
- Matters requiring a higher level of approval are referred to the Reporting Line Manager.

Reporting line

Manager, Service Improvement

Direct reports

Nil

Budget/Expenditure

TBA

Essential requirements

1. A valid Working with Children Check (required prior to commencement).
2. Degree in relevant discipline or equivalent skills, knowledge and experience.
3. Experience developing and executing business systems implementation plans and strategies whilst maintaining business continuity.
4. Experience building and maintaining an integrated partnership with key stakeholders in defining business requirements, monitoring system performance, use, accessibility and optimising systems improvements.
5. Experience assessing and reviewing organisational change impacts on business systems and processes and designing mitigation strategies and data remediation processes.
6. Willingness and ability to travel as per business requirements.

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

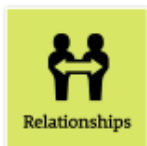| Capability group/sets	Capability name	Behavioural indicators	Level
Personal Attributes	**Display Resilience and Courage** Be open and honest, prepared to express your views, and willing to accept and commit to change	• Be flexible, show initiative and respond quickly when situations change • Give frank and honest feedback and advice • Listen when ideas are challenged, seek to understand the nature of the comment and respond appropriately • Raise and work through challenging issues and seek alternatives • Remain composed and calm under pressure and in challenging situations	Adept
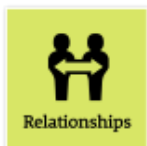
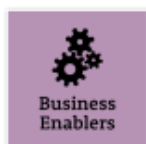|			
Communicate Effectively Communicate clearly, actively listen to others, and respond with understanding and respect	• Tailor communication to diverse audiences • Clearly explain complex concepts and arguments to individuals and groups • Create opportunities for others to be heard, listen attentively and encourage them to express their views • Share information across teams and units to enable informed decision making • Write fluently in plain English and in a range of styles and formats • Use contemporary communication channels to share information, engage and interact with diverse audiences	Adept	
Work Collaboratively Collaborate with others and value their contribution	• Build a supportive and cooperative team environment • Share information and learning across teams • Acknowledge outcomes that were achieved by effective collaboration • Engage other teams and units to share information and jointly solve issues and problems • Support others in challenging situations • Use collaboration tools, including digital technologies, to work with others	Intermediate	
Think and Solve Problems Think, analyse and consider the broader context to develop practical solutions	• Research and apply critical-thinking techniques in analysing information, identify interrelationships and make recommendations based on relevant evidence • Anticipate, identify and address issues and potential problems that may have an impact on organisational objectives and the user experience • Apply creative-thinking techniques to generate new ideas and options to address issues and improve the user experience • Seek contributions and ideas from people with diverse backgrounds and experience • Participate in and contribute to team or unit initiatives to resolve common issues or barriers to effectiveness • Identify and share business process improvements to enhance effectiveness	Adept	
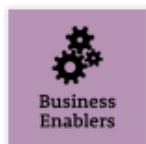
	Technology	• Identify opportunities to use a broad range of technologies to collaborate	Adept
	Understand and use available technologies to maximise efficiencies and effectiveness	• Monitor compliance with cyber security and the use of technology policies	
		• Identify ways to maximise the value of available technology to achieve business strategies and outcomes	
		• Monitor compliance with the organisation's records, information and knowledge management requirements	
	Project Management	• Understand all components of the project management process, including the need to consider change management to realise business benefits	Adept
	Understand and apply effective planning, coordination and control methods	• Prepare clear project proposals and accurate estimates of required costs and resources	
		• Establish performance outcomes and measures for key project goals, and define monitoring, reporting and communication requirements	
		• Identify and evaluate risks associated with the project and develop mitigation strategies	
		• Identify and consult stakeholders to inform the project strategy	
		• Communicate the project's objectives and its expected benefits	
		• Monitor the completion of project milestones against goals and take necessary action	
		• Evaluate progress and identify improvements to inform future projects	

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
Personal Attributes	Act with Integrity	Be ethical and professional, and uphold and promote the public sector values	Intermediate
Personal Attributes	Manage Self	Show drive and motivation, an ability to self-reflect and a commitment to learning	Intermediate

Personal Attributes	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Intermediate
Relationships	Commit to Customer Service	Provide customer-focused services in line with public sector and organisational objectives	Intermediate
Relationships	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Intermediate
Results	Deliver Results	Achieve results through the efficient use of resources and a commitment to quality outcomes	Intermediate
Results	Plan and Prioritise	Plan to achieve priority outcomes and respond flexibly to changing circumstances	Intermediate
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	Foundational
Business Enablers	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Foundational