Role Description
Fisheries Technician School Based Traineeship (Research)

Cluster	Regional NSW
Agency	Department of Regional NSW
Division/Branch/Unit	DPI / Fisheries
Location	Regional NSW, Grafton, Narrandera, Port Stephens
Classification/Grade/Band	Public Service Trainee (Rural Skills) Skill Level C School Based Trainee Yr 11 (Hourly)
ANZSCO Code	311499
PCAT Code	1119192
Date of Approval	October 2023
Agency Website	www.dpi.nsw.gov.au

Agency overview

The Department of Regional NSW was formed in 2020 as a central agency for regional issues. The Department is responsible for building resilient regional economies and communities, strengthening primary industries, managing the use of regional land, overseeing the state's mineral and mining resources and ensuring government investment in regional NSW is fair and delivers positive outcomes for local communities and businesses.

The NSW Department of Primary Industries (NSW DPI) supports the development of profitable primary industries that create a more prosperous NSW and contributes to a better environment through the sustainable use of natural resources.

DPI Fisheries, a Branch of NSW DPI, is responsible for administration of the *Fisheries Management Act 1994* and the *Marine Estate Management Act 2014*. The primary objective of the Fisheries branch is to deliver on expectations relating to both economic growth and careful stewardship of our aquatic resources. The Branch leads NSW fisheries and aquaculture industry management, development and conservation through research, policy and regulatory compliance to foster sustainable and economically viable commercial, recreational and aboriginal fishing and aquaculture sectors. The Branch manages the protection of key fish habitats and marine biodiversity, threatened species, oversees fish stock conservation.

Primary purpose of the role

The Fisheries Technician - School Based Trainee (Research) provides technical support for approved research projects within the Fisheries Research Unit on commercial, recreational, ecosystem and aquaculture activities and undertakes equipment management. The Fisheries Technician – School Based Trainee (Research) works as part of a team supervised by the Supervising Technician or Supervising Scientist.

Key accountabilities

- Undertake data collection, laboratory procedures and/or hatchery procedures as directed by the supervising scientist/technician, ensuring adherence to experimental protocols and compliance with QA/QC practices.
- Undertake purchasing, construction and repair of equipment and aid in ensuring all scientific equipment is maintained in correct working order.
- Ensure that all data is recorded accurately and in full. This includes the timely transfer of data from data sheets into departmental databases/spreadsheets and retrieving information required for data analysis as directed by the supervising scientist/technician.
- Under supervision, assist in the preparation of scientific outputs such as graphs, figures and data summaries when requested.
- Under supervision, ensure that all activities undertaken comply with departmental policies, such as Animal Care and Ethics approvals, sampling notifications, Work Health and Safety, biosecurity protocols, and media policies.

Key challenges

- Field sampling in remote locations under a variety of hydrological and climatic conditions and interacting with private land/leaseholders.
- Maintaining an intensive but variable fieldwork and/or hatchery schedule.
- Maintaining a skill set in monitoring freshwater or marine ecosystems or undertaking fisheries resource assessment activities or aquaculture research.

Key relationships

Who	Why
Internal	
Supervising Scientist/ Supervising Technician	- Reports to Supervising Scientist/Technician - Discuss work plan and liaise with role where resource needs may conflict. - Escalate issues as appropriate.
Senior Fisheries Technician/Fisheries Technician	- Receive guidance from, discuss priorities and provide regular updates on key issues and progress - Provide input, advice and information to contribute to the team's work - Escalate issues as appropriate.
Research Leader	- The Research Leader is the leader of the unit - Receive guidance and support, provide advice and exchange information.
Fisheries Compliance Officers	Fisheries compliance officers need to be informed of the fieldwork being undertaken by the technicians.
IT staff	All computer requirements and difficulties to be undertaken through the IT section of the Department.

Who	Why
External	
Commercial/Recreational Fishers, Landowners, lease holders and the general public	• Technicians regularly liaise with commercial/recreational fishers, landowners and the general public when undertaking field work.
Suppliers and tradespeople	• Liaise with suppliers and tradespeople where required.

Role dimensions

Decision making

Take direction from the Senior Fisheries Technician to undertake the day-to-day tasks and priorities of the site.

Reporting line

Scientist, Technician or Manager

Direct reports

Nil

Budget/Expenditure

Nil

Essential requirements

- School Certificate (year 10) or equivalent.
- Willingness to complete a Certificate II in Conservation and Ecosystems Management or Aquaculture or Fisheries Compliance (or equivalent by negotiation).
- Willingness or ability to obtain Senior First Aid Certificate.
- Willingness or ability to obtain a C NSW Driver License for Manual vehicles.
- Willingness or ability to obtain NSW Boat License, if monitoring marine ecosystems or undertaking fisheries resource assessment activities willingness or ability to obtain appropriate SCUBA qualification.
- Willingness and ability to work in remote locations under a variety of hydrological and climatic conditions.

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	**Act with Integrity** Be ethical and professional, and uphold and promote the public sector values	• Behave in an honest, ethical and professional way • Build understanding of ethical behaviour • Follow legislation, policies, guidelines and codes of conduct that apply to your role and organisation • Speak out against misconduct and illegal and inappropriate behaviour • Report apparent conflicts of interest	Foundational
Relationships	**Commit to Customer Service** Provide customer-focused services in line with public sector and organisational objectives	• Recognise the importance of customer service and understanding customer needs • Help customers understand the services that are available • Take responsibility for delivering services that meet customer requirements • Keep customers informed of progress and seek feedback to ensure their needs are met • Show respect, courtesy and fairness when interacting with customers • Recognise that customer service involves both external and internal customers	Foundational
Results	**Demonstrate Accountability** Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	• Take responsibility for own actions • Be aware of delegations and act within authority levels • Be aware of team goals and their impact on work tasks • Follow safe work practices and take reasonable care of own and others' health and safety • Escalate issues when these are identified • Follow government and organisational record-keeping requirements	Foundational
Business Enablers	**Project Management** Understand and apply effective planning, coordination and control methods	• Understand project goals, steps to be undertaken and expected outcomes • Plan and deliver tasks in line with agreed project milestones and timeframes • Check progress against agreed milestones and timeframes, and seek help to overcome barriers • Participate in planning and provide feedback on progress and potential improvements to project processes	Foundational

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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.

COMPLEMENTARY CAPABILITIES			
Capability group/sets	Capability name	Description	Level
Personal Attributes	Display Resilience and Courage	Be open and honest, prepared to express your views, and willing to accept and commit to change	Foundational
	Manage Self	Show drive and motivation, an ability to self-reflect and a commitment to learning	Foundational
	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Foundational
Relationships	Communicate Effectively	Communicate clearly, actively listen to others, and respond with understanding and respect	Foundational
	Work Collaboratively	Collaborate with others and value their contribution	Foundational
	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Foundational
Results	Deliver Results	Achieve results through the efficient use of resources and a commitment to quality outcomes	Foundational
	Plan and Prioritise	Plan to achieve priority outcomes and respond flexibly to changing circumstances	Foundational
	Think and Solve Problems	Think, analyse and consider the broader context to develop practical solutions	Foundational
Business Enablers	Finance	Understand and apply financial processes to achieve value for money and minimise financial risk	Foundational
	Technology	Understand and use available technologies to maximise efficiencies and effectiveness	Foundational
	Procurement	Understand and apply procurement processes to ensure effective purchasing and contract performance	Foundational

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