Role Description

Junior Graphic Designer

Role Description Fields	Details
Cluster	Department of Education
Department/Agency	People Group/ School Workforce / Teacher Attraction Initiatives
Division/Branch/Unit	School Workforce
Role number	193274
Classification/Grade/Band	Clerk Grade 3/4
Senior executive work level standards	N/A
ANZSCO Code	599411
PCAT Code	193274
Date of Approval	July 2025
Agency Website	www.education.nsw.gov.au

Agency overview

At the NSW Department of Education, we educate and inspire lifelong learners – from early childhood, through schooling to vocational education and training.

We ensure young children get the best start in life by supporting and regulating the early childhood education and care sector. We unlock excellence and unleash the potential of two-thirds of school children in NSW. We're proudly public and the largest education system in Australia. We nurture opportunities for every learner to develop the skills needed for their chosen career path, helping shape the industries of tomorrow.

We respect and value Aboriginal and Torres Strait Islander peoples as First Peoples of Australia.

Primary purpose of the role

Junior Graphic Designer supports the work of the Teacher Attraction Initiatives team within the School Workforce Directorate.

The Teacher Attraction Initiatives team is responsible for promoting career opportunities for current and future teachers across NSW and communicating the teacher value proposition (TVP) of the NSW Department of Education.

Reporting to the Lead, this role primarily delivers graphic design services to facilitate the execution of campaigns in collaboration with the broader Teacher Attraction Initiatives team.

The team works collaboratively with key business stakeholders, developing innovative and engaging content to communicate the teacher value proposition (TVP), deliver effective recruitment campaigns, and promote the department as the employer of choice.

Key accountabilities

- Develop and deliver brand compliant digital content, assisting all tasks related to briefing, production, pre-production and post-production, with the ability to pivot and create content on the go whilst ensuring a high-level of accuracy, attention to detail and process adherence.

- Applying best-practice industry standards, develop digital and traditional design assets, ideating original concepts and interpreting design briefs to deliver creative through to finished art production for programs and campaigns across all promotional channels including print; social media and website.

- Stay atop of emerging trends, technologies, publications and channels, bringing big picture thinking to each project, considering creative direction and how best to drive engagement.

- Work collaboratively with key internal and external stakeholders to bring campaign and project plans to life with exciting content that resonates with our audience.

- Maintain compliant and thorough image and content library, following or establishing best practice archiving processes and systems.

- In consultation with the Lead, develop an annual work plan that articulates, clarifies and documents the roles key deliverables and indicators of success over a 12-month period.

- Understand and work within the NSW Department of Education's Code of Conduct and values, and model behaviour consistent within the framework.

Key challenges

- Maintaining momentum on long-term campaigns whilst balancing a range of competing and conflicting work priorities and/or workflows. This requires the ability to be responsive and resilient, effectively managing stakeholder expectations in a changing environment with competing demands and non-negotiable deadlines.
- Sensitively conducting campaign activities, including social media, photography shoots and other promotions within the constraints of departmental and school environments.
- Responding to the impacts of changing business requirements and priorities, understanding that this role requires the ability to work in high-pressure and time-sensitive environments.

Key relationships

Internal

Who	Why
Manager	- Ongoing communication, advice and feedback to ensure positive workflows and working relationships. - Deliverables are consistent with team and departmental priorities. - Receive ongoing performance feedback, coaching and development.

Lead	• Ongoing communication, advice and feedback to ensure positive workflows and working relationships.
	• Deliverables are consistent with team and departmental priorities.
	• Receive ongoing performance feedback, coaching and development.
	• Provide regular status reports.
	• Escalate issues, provide updates and clarify instructions.
	• Receive guidance in negotiating priorities and in handling non-routine, complex and sensitive matters.
Teacher Attraction Initiatives colleagues	• Develop and maintain effective working relationships to foster collaboration, consultation and engagement.
	• Support and share information with colleagues to achieve team goals and provide and seek assistance as required.
Stakeholders	• Deliver high-quality, customer focused services.
	• Provide guidance on technical or complex matters requiring specialist knowledge.
	• Contribute to a client-focused approach to service delivery.

External

Who	Why
Stakeholders	• Sensitive coordination and execution of promotional shoots in school environments with staff, students and the broader school community.
	• Work collaboratively, negotiate and guide effective outcomes.
	• Engage with, consult, provide and obtain information.
Industry Professionals/Consultants	• Actively participates in external/external learning opportunities, briefing sessions and workshops to keep up to date and maintain specialist/technical knowledge.
	• Seek advice and collaborate on the implementation of organisational strategies to keep abreast of best practice.

Role dimensions

Decision making

This role works with a level of autonomy when performing its core work functions and applies specialised knowledge, skills and professional judgement to achieve outcomes. In matters that are sensitive, high-risk business critical, or external to the Teacher Attraction Initiatives team, the role consults with the Lead to agree on a suitable course of action.

Reporting line

This role reports to the Lead

Direct reports

Nil

Budget/Expenditure

Nil

Key knowledge and experience

- Proficiency in using various software tools including, Adobe Creative Suite (InDesign, Photoshop, Illustrator and Lightroom), Microsoft Suite (including Publisher), Google Slides, Canva and equipment to create and manipulate rich media content.

- Experience editing photographic imagery for internal and external communication as well as marketing purposes. Showcasing a good balance of technical ability and artistic flair to understand the correct depth of field, proportion, and angles to capture the best aesthetic outcome of each individual product.

- A keen eye for graphic design, demonstrating an ability to discern and appreciate visual aesthetics. Skilled in crafting visually appealing content that aligns with brand guidelines.

- Knowledge of and commitment to implementing the Department's Aboriginal Education Policy and upholding the Department's Partnership Agreement with the NSW AECG and to ensure quality outcomes for Aboriginal people

Essential requirements

- Bachelor's degree in design or minimum 3 years' graphic design experience, with supporting creative portfolio.
- Hold or be willing to obtain a valid clearance to work with Children (Working with Children Check).
- Hold a valid driver's license (provisional or above).
- Willingness and ability to undertake interstate and intrastate travel to meet delivery requirements of campaigns.
- Demonstrated understanding of and commitment to the value of public education

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.
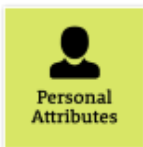
The capabilities are separated into focus capabilities and complementary capabilities

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 open to new ideas and approaches - Offer own opinion, ask questions and make suggestions - Adapt well to new situations - Do not give up easily when problems arise - Stay calm in challenging situations	Foundational

Manage Self Show drive and motivation, an ability to self-reflect and a commitment to learning	• Adapt existing skills to new situations • Show commitment to achieving work goals • Show awareness of own strengths and areas for growth, and develop and apply new skills • Seek feedback from colleagues and stakeholders • Stay motivated when tasks become difficult		Intermediate
Value Diversity and Inclusion Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	• Acknowledge and respect diverse cultures, backgrounds, experiences, perspectives, values and beliefs • Seek and understand the contributions and perspectives of others • Be aware of own personal values and biases that may affect others • Contribute to a supportive and safe working environment		Foundational
Communicate Effectively Communicate clearly, actively listen to others, and respond with understanding and respect	• Speak at the right pace and volume for diverse audiences • Allow others time to speak • Listen and ask questions to check understanding • Explain things clearly using inclusive language • Be aware of own body language and facial expressions • Write in a way that is logical and easy to follow • Use various communication channels to obtain and share information		Foundational
Deliver Results Achieve results through the efficient use of resources and a commitment to quality outcomes	• Seek and apply specialist advice when required • Complete work tasks within set budgets, timeframes and standards • Take the initiative to progress and deliver own work and that of the team or unit • Contribute to allocating responsibilities and resources to ensure the team or unit achieves goals • Identify any barriers to achieving results and resolve these where possible • Proactively change or adjust plans when needed		Intermediate
Plan and Prioritise Plan to achieve priority outcomes and respond flexibly to changing circumstances	• Plan and coordinate allocated activities • Re-prioritise own work activities on a regular basis to achieve set goals • Contribute to the development of team work plans and goal setting • Understand team objectives and how own work relates to achieving these		Foundational

	Technology Understand and use available technologies to maximise efficiencies and effectiveness	• Demonstrate a sound understanding of technology relevant to the work unit, and identify and select the most appropriate technology for assigned tasks • Use available technology to improve individual performance and effectiveness • Make effective use of records, information and knowledge management functions and systems • Support the implementation of systems improvement initiatives, and the introduction and roll-out of new technologies	Intermediate
	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

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	Foundational
Relationships	Commit to Customer Service	Provide customer-focused services in line with public sector and organisational objectives	Foundational
Relationships	Work Collaboratively	Collaborate with others and value their contribution	Foundational
Relationships	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Intermediate
Results	Think and Solve Problems	Think, analyse and consider the broader context to develop practical solutions	Intermediate

	Demonstrate Accountability	Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	Intermediate
	Finance	Understand and apply financial processes to achieve value for money and minimise financial risk	Foundational
	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Foundational