Role Description
Technology Support Officer

Cluster	Education
Agency	Department of Education
Role number	Various
Classification/Grade/Band	Clerk Grade 3/4
ANZSCO Code	313199
PCAT Code	1116392
Date of Approval	November 2021
Agency Website	https://education.nsw.gov.au/

Agency overview

The NSW Department of Education serves the community by providing world-class education for students of all ages.

We ensure young children get the best start in life by supporting and regulating the early childhood education sector. We are the largest provider of public education in Australia with responsibility for delivering high-quality public education to two-thirds of the NSW student population. We are committed to fostering vibrant, sustainable and high-performing vocational and higher education sectors.

We are responsible for enacting NSW Government policy, driving improvement in education, and overseeing policy, funding and compliance issues relating to non-government schools. We respect and value Aboriginal and Torres Strait Islander people as First Peoples of Australia.

Primary purpose of the role

Providing school wide support for Information and Communication Technology systems to ensure smooth day to day operation.

Key accountabilities

- Ensure that technology systems within the school are functioning to the expected level
- Support teachers and students with technology related issues as needed
- Ensure that foundational ICT services at school are operating at agreed levels
- Maintain accurate records of ICT equipment and manage issues relating to non-functioning equipment
- Work with other ICT Support staff to ensure seamless delivery of new services and technology to schools

Key challenges

- Supporting technology in a changing environment
- Maintaining technology systems essential to the business of the school
- Supporting a wide range of departmental technologies

Key relationships

Who	Why
Internal	
School Principal or appointed delegate	• Receive guidance and instructions; escalate significant issues • Receive feedback regarding performance
Teachers	• Receive instructions • Discuss and resolve issues that may impact on safety, scheduling or task completion
Students / staff / visitors	• To assist all students, staff in the use of desktop computer hardware and corporate applications and to provide technical support services and advice to users to resolve problems or refer calls for resolution. • Observe the department's Code of Conduct requirements.
External	
Visitors	• Provide assistance in the use of desktop computer hardware and corporate applications and to provide technical support services and advice to users to resolve problems or refer calls for resolution
Contractors	• Support the supply of computer equipment • Support the confirmation of manufacturer's instructions regarding the operation and maintenance of equipment

Role dimensions

Decision making

The role acts independently in performing the core work activities of the business unit. In consultation with the supervisor the role establishes daily work routines in relation to core work functions of the role, exercises independent judgment in responding to customer enquiries and makes recommendations to the supervisor regarding improving customer service and business practice.

Reporting line

The role reports to the principal or nominated delegate.

Direct reports

Nil

Budget/Expenditure

As per the departmental financial delegations.

Key knowledge and experience

- 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

- Valid Working With Children Check clearance (paid employment)

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.
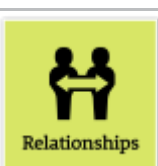
FOCUS CAPABILITIES			
Capability group/sets	**Capability name**	**Behavioural indicators**	**Level**
Personal Attributes	**Manage Self** Show drive and motivation, an ability to self-reflect and a commitment to learning	• Adapt existing skills to new situations • Show commitment to achieving work goals • 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
Relationships	**Commit to Customer Service** Provide customer-focused services in line with public sector and organisational objectives	• Focus on providing a positive customer experience • Support a customer-focused culture in the organisation • Demonstrate a thorough knowledge of the services provided and relay this knowledge to customers • Identify and respond quickly to customer needs • Consider customer service requirements and develop solutions to meet needs • Resolve complex customer issues and needs • Cooperate across work areas to improve outcomes for customers	Intermediate

	Deliver Results	• Seek and apply specialist advice when required	Intermediate
	Achieve results through the efficient use of resources and a commitment to quality outcomes	• 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	
	Technology	• Demonstrate a sound understanding of technology relevant to the work unit, and identify and select the most appropriate technology for assigned tasks	Intermediate
	Understand and use available technologies to maximise efficiencies and effectiveness	• 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	

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	Intermediate
	Act with Integrity	Be ethical and professional, and uphold and promote the public sector values	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	Intermediate
	Work Collaboratively	Collaborate with others and value their contribution	Intermediate
	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Foundational
Results	Plan and Prioritise	Plan to achieve priority outcomes and respond flexibly to changing circumstances	Intermediate
	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	Foundational

	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
	Project Management	Understand and apply effective planning, coordination and control methods	Foundational