

# Role Description

## Curriculum Program Deliverer



Cluster	NSW Premier & Cabinet
Agency	Sydney Living Museums
Division/Branch/Unit	Strategy & Engagement Division/Experience & Learning Team
Location	The Mint
Classification/Grade/Band	Guide
Role Number	SE022
ANZSCO Code	249299
PCAT Code	1119192
Date of Approval	19 November 2019
Agency Website	<a href="http://www.sydneylivingmuseums.com.au">www.sydneylivingmuseums.com.au</a>

### Agency overview

Sydney Living Museums (SLM) is a leading government agency in Australia with responsibility for conserving, managing, interpreting and activating places and sites of local, national and international significance. Established in 1980, our collection includes the UNESCO World Heritage listed Hyde Park Barracks, The Mint, Australia's oldest surviving government building through to the twentieth century Rose Seidler House, which marks the arrival of the modernist movement to Australia. The collection is unlike other museums in that the significance of each is in the whole, and not just in the parts. The awareness of place frames each narrative. Our audiences are local, regional, national and international. Sydney Living Museums is a state cultural institution, reporting to the Minister for the Arts.

The Strategy & Engagement Division is comprised of teams managing Strategic Projects, External Relations, Development & Fundraising, Experience & Learning, Digital, and the Hyde Park Barracks Bicentenary Project. The Division's functions include effective managing SLM's external relations, stakeholder engagement, donors and corporate partners; delivering strategic projects designed to renew our facilities, visitor and customer experience and interpretation at our current sites, develop business cases that consider new 'at risk' heritage sites that could form part of the SLM portfolio; create compelling innovative and engaging education and public programs to grow audiences, enhance perceptions of SLM and increase public appreciation for heritage.

The Experience & Learning Team supports SLM's work of interpreting and managing places of cultural significance in NSW and is responsible for developing new programs and sustaining recurrent programs that are innovative and of the highest quality. Programs include specific Foundation- Year 12 learning programs, food events, families programs, garden events, school holiday activities, lectures, art events, symposiums, festivals, performance projects and the Sydney Open program. Programs need to engage a wide range of audiences from early learners to adult learners in new, meaningful and interesting ways.

### Primary purpose of the role

Deliver high quality curriculum based programs to a range of audiences across all Sydney Living Museums' sites and through Connected Classrooms to enable formal learning audiences to learn about, engage with and enjoy the agency's sites and activities.

## Key accountabilities

- Deliver consistently high quality curriculum based programs for a range of audiences to provide engaging and interactive experiences that inform participants and meet agreed outcomes.
- Respond quickly and effectively to changes in program running, the museum environment and audience requirements.
- Undertake the setting up and packing down of all equipment used in programs to facilitate the efficient delivery of programs.
- Monitor and care for program equipment and communicate the need to replace, repair or source equipment.
- Process required documentation in relation to group tours and provide appropriate data as requested.
- Maintain and implement correct safety procedures and ensure familiarity with all alarm and security equipment at each of the Portfolio sites to be able to effectively assist with safe evacuation of visitors and staff in emergency situations.
- Monitor visitor behaviour and control visitor movement during Programs to prevent damage and ensure conditions of entry are observed.
- Maintain and provide high standards of customer service to deliver of quality visitor experiences.

## Key challenges

- Working across different sites and programs to ensure program-specific curriculum outcomes are met.
- Maintaining versatility in adapting programs in accordance with weather and on-site conditions and responding to the varied knowledge and ability of each audience.
- Coordinating the movement of multiple groups across a site to ensure the smooth delivery of multiple programs across more than one session.

## Key relationships

Who	Why
<b>Internal</b>	
Coordinator, Learning	<ul style="list-style-type: none"><li>• Receive guidance and training from and provide regular updates on programming as required.</li><li>• Provide feedback on any issues and equipment needs.</li><li>• Receive information from regarding organisational developments and guidelines.</li></ul>
Producer – Learning	<ul style="list-style-type: none"><li>• Receive guidance from and provide regular updates on programming as required.</li><li>• Provide training and information sessions.</li></ul>
Experience & Learning Team	<ul style="list-style-type: none"><li>• Maintain effective interaction and co-operation with other members of the Team</li></ul>
Portfolio staff	<ul style="list-style-type: none"><li>• Collaborate with the develop knowledge of the organisation's sites and programs.</li><li>• Develop and maintain productive working relationships.</li><li>• Maintain effective interaction and cooperation across the agency.</li></ul>
<b>External</b>	
Teaching groups and formal learning audiences	<ul style="list-style-type: none"><li>• Deliver curriculum based programs to ensure specific curriculum outcomes are met.</li><li>• Provide excellent customer services to encourage repeat visitation.</li><li>• Develop and maintain productive working relationships.</li></ul>

## Role dimensions

### Decision making

This role:

- Takes active ownership of own work.
- Determines appropriate responses to changes in program running, the museum environment and audience requirements.
- Delivers programs to achieve agreed objectives and outcomes.
- Works as part of a multidisciplinary team.
- Consults with supervisor on issues with the potential to escalate or create precedent.
- Seeks advice and clarification from their supervisor as required.

### Reporting line

This role reports to the Coordinator, Learning.

### Direct reports

Nil

### Budget/Expenditure

Nil

### Essential requirements

- Current NSW Working with Children check.
- Educations qualifications with teaching experience and/or experience in delivering high quality curriculum based programs in a cultural institution or relevant organisation.
- Current knowledge of a variety of curriculum areas, including Australian history.
- Ability to manage lifting, carrying, standing, kneeling and moving around large sites in external environments.
- The ability to work at various times and hours depending on the requirements of bookings.





### Capabilities for the role

The NSW Public Sector Capability Framework applies to all NSW public sector employees. The Capability Framework is available at [www.psc.nsw.gov.au/capabilityframework](http://www.psc.nsw.gov.au/capabilityframework)

### 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
 <b>Personal Attributes</b>	Display Resilience and Courage	Foundational
	Act with Integrity	Foundational
	<b>Manage Self</b>	<b>Foundational</b>
	Value Diversity	Foundational
 <b>Relationships</b>	<b>Communicate Effectively</b>	<b>Intermediate</b>
	<b>Commit to Customer Service</b>	<b>Intermediate</b>
	Work Collaboratively	Foundational
	Influence and Negotiate	Foundational
 <b>Results</b>	Deliver Results	Foundational
	Plan and Prioritise	Foundational
	Think and Solve Problems	Foundational
	<b>Demonstrate Accountability</b>	<b>Foundational</b>
 <b>Business Enablers</b>	Finance	Foundational
	Technology	Foundational
	Procurement and Contract Management	Foundational
	<b>Project Management</b>	<b>Foundational</b>

### Focus capabilities

The focus capabilities for the role are the capabilities in which occupants must demonstrate immediate competence. The behavioural indicators provide examples of the types of behaviours that would be expected at that level and should be reviewed in conjunction with the role's key accountabilities.

## NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
<b>Personal Attributes</b> Manage Self	Foundational	<ul style="list-style-type: none"> <li>Be willing to develop and apply new skills</li> <li>Show commitment to completing work activities effectively</li> <li>Look for opportunities to learn from the feedback of others</li> </ul>
<b>Relationships</b> Communicate Effectively	Intermediate	<ul style="list-style-type: none"> <li>Focus on key points and speak in 'Plain English'</li> <li>Clearly explain and present ideas and arguments</li> <li>Listen to others when they are speaking and ask appropriate, respectful questions</li> <li>Monitor own and others' non-verbal cues and adapt where necessary</li> <li>Prepare written material that is well structured and easy to follow by the intended audience</li> <li>Communicate routine technical information clearly</li> </ul>
<b>Relationships</b> Commit to Customer Service	Intermediate	<ul style="list-style-type: none"> <li>Support a culture of quality customer service in the organisation</li> <li>Demonstrate a thorough knowledge of the services provided</li> </ul>

## NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
		and relay to customers <ul style="list-style-type: none"> <li>• Identify and respond quickly to customer needs</li> <li>• Consider customer service requirements and develop solutions to meet needs</li> <li>• Resolve complex customer issues and needs</li> <li>• Co-operate across work areas to improve outcomes for customers</li> </ul>
<b>Results</b> Demonstrate Accountability	Foundational	<ul style="list-style-type: none"> <li>• Take responsibility for own actions</li> <li>• Be aware of delegations and act within authority levels</li> <li>• Be aware of team goals and their impact on work tasks</li> <li>• Follow safe work practices and take reasonable care of own and others health and safety</li> <li>• Escalate issues when these are identified</li> </ul>
<b>Business Enablers</b> Project Management	Foundational	<ul style="list-style-type: none"> <li>• Plan and deliver tasks in line with agreed schedules</li> <li>• Check progress against schedules, and seek help to overcome barriers</li> <li>• Participate in planning and provide feedback about improvements to schedules</li> </ul>