

# Role Description

## Policy Officer (SEO1), Teaching Standards and Accreditation



Cluster	Separate Agency
Agency	NSW Education Standards Authority
Division/Branch/Unit	Teaching Standards
Location	117 Clarence Street, Sydney
Classification/Grade/Band	Senior Education Officer Grade 1 (SEO1)
Kind of Employment	Temporary, Full time (up to 12 months)
ANZSCO Code	224412
PCAT Code	1119192
Date of Approval	September 2019
Agency website	<a href="https://educationstandards.nsw.edu.au">https://educationstandards.nsw.edu.au</a>

### Agency overview

The NSW Education Standards Authority ('NESA') is an independent statutory authority responsible for the curriculum, assessment, teacher accreditation and regulatory standards in NSW schools, and accreditation of early childhood teachers. NESA is responsible for developing policies and initiatives for evaluating and improving quality teaching and student learning across all schools and school sectors. NESA was formally established on 1 January 2017, in response to the need to adopt a more strategic and outward-looking focus, greater clarity of regulatory roles and responsibilities, and streamlined processes and systems.

### Primary purpose of the role

The Policy Officer (SEO1), Teaching Standards and Accreditation, works as part of a team to assist in the development, implementation and promotion of policy and processes for measuring good teaching and supporting the accreditation of teachers against professional standards with a focus on Early Childhood.

### Key accountabilities

- Participate in the development and implementation of policies and processes to ensure valid and reliable judgements of teaching quality against the standards
- Contribute to the development of materials that support consistent and equitable application of accreditation processes across all schools
- Provide appropriate, relevant and timely advice, both orally and in writing, to a wide range of stakeholders
- Analyse information (including teacher and stakeholder feedback) and undertake research to provide advice to support the work of the directorate
- Develop and deliver effective presentations to teachers and other key stakeholders to improve their knowledge, understanding and engagement with teacher accreditation processes



## Key challenges

- Delivering outcomes in line with established timeframes while ensuring appropriate and accurate responses to requests for information
- Balancing competing high priority demands
- Delivering high quality presentations, correspondence, submissions and briefings often within tight timeframes

## Key relationships

Who	Why
<b>Internal</b>	
Director, Teaching Standards	<ul style="list-style-type: none"><li>• Provide advice about emerging issues and priorities</li></ul>
Head, Teacher Standards and Accreditation	<ul style="list-style-type: none"><li>• Report on the progress of projects.</li><li>• Receive direction, identify emerging issues and escalate issues.</li></ul>
Senior Policy Officer, Teaching Standards	<ul style="list-style-type: none"><li>• Work collaboratively to achieve consistency in projects, processes, and communications.</li></ul>
Directorate staff	<ul style="list-style-type: none"><li>• Contribute to the development of a high performing team</li></ul>
<b>External</b>	
Teachers, principals, teacher accreditation authorities, employers	<ul style="list-style-type: none"><li>• Engage with teachers and representatives from key stakeholder organisations to lead structured and responsive information sessions to support the accreditation of teachers.</li><li>• Foster effective working relationships and represent BOSTES professionally and ethically</li><li>• Respond to enquiries and provide support for individual issues</li></ul>

## Role dimensions

### Decision making

Decisions are made in accordance with NESAs and/or directorate documented policies and procedures. This role exercises some autonomy within defined parameters of agreed scope of works and refers to the Senior Policy Officer (SEO2) any decisions requiring significant variations to agreed outcomes.

### Reporting line

The Policy Officer (SEO1), Teaching Standards and Accreditation reports to the Senior Policy Officer (SEO2), Teaching Standards and Accreditation.

## Essential requirements

Appropriate tertiary teaching qualifications with preference for Early Childhood (Birth – 5, Birth – 12) qualifications or demonstrated relevant skills, knowledge and experience

Knowledge of issues pertaining to the accreditation of teachers in NSW

Accreditation at Proficient Teacher or above





Current Working with Children Check Clearance number

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

### 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	Adept	<ul style="list-style-type: none"> <li>Look for and take advantage of opportunities to learn new skills and develop strengths</li> <li>Show commitment to achieving challenging goals</li> <li>Examine and reflect on own performance</li> </ul>

## NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
<b>Relationships</b> Communicate Effectively	Adept	<ul style="list-style-type: none"> <li>• Seek and respond positively to constructive feedback and guidance</li> <li>• Demonstrate a high level of personal motivation</li> <li>• Tailor communication to the audience</li> <li>• Clearly explain complex concepts and arguments to individuals and groups</li> <li>• Monitor own and others' non-verbal cues and adapt where necessary</li> <li>• Create opportunities for others to be heard</li> <li>• Actively listen to others and clarify own understanding</li> <li>• Write fluently in a range of styles and formats</li> </ul>
<b>Relationships</b> Commit to Customer Service	Advanced	<ul style="list-style-type: none"> <li>• Promote a culture of quality customer service in the organisation</li> <li>• Initiate and develop partnerships with customers to define and evaluate service performance outcomes</li> <li>• Promote and manage alliances within the organisation and across the public, private and community sectors</li> <li>• Liaise with senior stakeholders on key issues and provide expert and influential advice</li> <li>• Identify and incorporate the interests and needs of customers in business process design</li> <li>• Ensure that the organisation's systems, processes, policies and programs respond to customer needs</li> </ul>
<b>Results</b> Think and Solve Problems	Adept	<ul style="list-style-type: none"> <li>• Research and analyse information, identify interrelationships and make recommendations based on relevant evidence</li> <li>• Anticipate, identify and address issues and potential problems and select the most effective solutions from a range of option</li> <li>• Participate in and contribute to team/unit initiatives to resolve common issues or barriers to effectiveness</li> <li>• Identify and share business process improvements to enhance effectiveness</li> </ul>
<b>Business Enablers</b> Technology	Adept	<ul style="list-style-type: none"> <li>• Demonstrate a sound understanding of technology relevant to the work unit, and identify and select the most appropriate technology for assigned tasks</li> <li>• Identify opportunities to use a broad range of communications technologies to deliver effective messages</li> <li>• Understand, act on and monitor compliance with information and communications security and use policies</li> <li>• Identify ways to leverage the value of technology to achieve team/unit outcomes, using the existing technology of the business</li> <li>• Support compliance with the records, information and knowledge management requirements of the organisation</li> </ul>