

Role Description

Senior Service Designer



Education

Cluster	Education
Agency	NSW Department of Education
Division/Branch/Unit	Learning Improvement Division/Learning & Wellbeing/System Design unit
Role number	220685
Classification/Grade/Band	Clerk Grade 9/10
ANZSCO Code	224999
PCAT Code	1122292
Date of Approval	August 2020
Agency Website	www.dec.nsw.gov.au

Agency overview

The NSW Department of Education provides, funds and regulates education services for NSW students from early childhood to secondary school, delivering world-class education through its public schools and providing funding support to non-government schools. We employ, develop and support teachers, leaders and other staff to deliver the best outcomes for students and to advance the wellbeing of Aboriginal people.

Learning Improvement Division

Learning Improvement Division commissions, develops and delivers programs that improve educational standards, the quality of teaching and learning in NSW schools, and provides support for children and students. We are responsible for:

- maximising access, inclusion and wellbeing of students in education P-12, through oversight of relevant school policies and by commissioning programs or strategic partnerships with other agencies and service providers.
- developing and monitoring policies and advice that require teachers to use evidence-based practice and achieve high professional standards in the delivery of curriculum, assessment and reporting.
- developing evidence-based programs, professional learning and instructional resources to build the capability of teachers and school leaders and delivering improvement at scale through local support to groups of teachers or tailored to schools and principal networks.
- monitoring, supporting and regulating early childhood education services in NSW, working to ensure the delivery of quality early education for children from birth up to and including school age.

System Design unit

The System Design unit drives innovation that makes a difference in students' learning and wellbeing outcomes, with a particular focus on school communities and students experiencing challenges from disadvantage. The System Design team works in partnership using a human centred design, agile delivery and a strengths based approach to support an adaptive education system. Children and young people are at the

centre of our work.

Primary purpose of the role

The primary objective of this role is to support the Learning Improvement Division in designing innovative supports for schools and students. The role involves undertaking high-quality, rigorous research-driven projects, including planning, design, implementation and evaluation, applying the principles of Human Centred Design.

Key accountabilities

- Work with Learning Improvement Division, schools and key stakeholders to develop and define school and system improvement needs.
- Scope, plan and manage innovation initiatives to inform systemic design, using a human-centred design and agile delivery approach.
- Plan, coordinate and undertake research activities including data analysis, field observation, interviews, problem definition, solution ideation workshops, prototyping, testing, analysis of feasibility and viability.
- Engage with and coordinate the participation of internal and external stakeholders in the design of new systems, services and policies.
- Lead processes to develop deep insights into complex contexts, problems and systems in order to develop creative solutions that will meet the needs of multiple stakeholders and drive improved student outcomes.
- Lead the development of innovative solutions and support their full implementation, including evaluation
- Manage the identification, mitigation and reporting of risks throughout the term of the project.

Key challenges

- Managing complex collaborations and engagement with diverse stakeholders supporting them to develop student-centred solutions
- Developing a range of multi-channel strategies that meet customer expectations and that will achieve a significant improvement to the student outcomes.
- Maintaining up to date knowledge of current and emerging trends in the fields of evaluation, research and human-centred design to ensure that the discovery and design work supporting the development of the directorate's insights and projects is based on up to date contemporary national and international practice

Key relationships

Who	Why
Internal	
Supervisor	<ul style="list-style-type: none">• Provides regular updates on key projects, issues and priorities.• Provide advice and contribute to decision making.• Identify emerging issues/risks and their implications and propose solutions.
Team members	<ul style="list-style-type: none">• Supports, encourages and mentors team members and colleagues to achieve team goals.• Work collaboratively to contribute to achieving project deliverables.
Key stakeholders	<ul style="list-style-type: none">• Provide advice on project related issues.

Who	Why
	<ul style="list-style-type: none"> • Report and provide updates on project progress. • Consult and collaborate to resolve project related issues, define mutual interests and determine strategies to achieve outcome.
External	
Key stakeholders	<ul style="list-style-type: none"> • Provide advice on project related matters. • Consult, provide and obtain information. • Resolve and provide solutions to issues.

Role dimensions

Decision making

This role acts independently in performing its core work functions in accordance with relevant policies, procedures and guidelines. In matters that are sensitive or complex the role consults with the supervisor or manager as required.

Reporting line

The role reports to the Principal Project Coordinator PEO

Direct reports

Nil

Budget/Expenditure

Nil

Essential requirements

- Demonstrated experience in System Design, Design Thinking/Human Centred Design or an equivalent discipline
- Demonstrated ability to make sense of complex information (quantitative and qualitative) and turn it into actionable insights
- Tertiary Qualification in a relevant discipline, or equivalent experience
- Working with Children Check for paid employment
- Knowledge of and commitment to the Department's [Aboriginal education policies](#)

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	<ul style="list-style-type: none"> Represent the organisation in an honest, ethical and professional way Support a culture of integrity and professionalism Understand and help others to recognise their obligations to comply with legislation, policies, guidelines and codes of conduct Recognise and report misconduct and illegal and inappropriate behaviour Report and manage apparent conflicts of interest and encourage others to do so 	Intermediate
	 Relationships	Commit to Customer Service Provide customer-focused services in line with public sector and organisational objectives <ul style="list-style-type: none"> Take responsibility for delivering high-quality customer-focused services Design processes and policies based on the customer's point of view and needs Understand and measure what is important to customers Use data and information to monitor and improve customer service delivery Find opportunities to cooperate with internal and external stakeholders to improve outcomes for customers Maintain relationships with key customers in area of expertise Connect and collaborate with relevant customers within the community 	Adept
	Work Collaboratively Collaborate with others and value their contribution	<ul style="list-style-type: none"> Encourage a culture that recognises the value of collaboration Build cooperation and overcome barriers to information sharing and communication across teams and units Share lessons learned across teams and units Identify opportunities to leverage the strengths of others to solve issues and develop better processes and approaches to work Actively use collaboration tools, including digital technologies, to engage diverse audiences in solving problems and improving services 	Adept

	Deliver Results Achieve results through the efficient use of resources and a commitment to quality outcomes	<ul style="list-style-type: none"> • 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
	Think and Solve Problems Think, analyse and consider the broader context to develop practical solutions	<ul style="list-style-type: none"> • Research and apply critical-thinking techniques in analysing information, identify interrelationships and make recommendations based on relevant evidence • Anticipate, identify and address issues and potential problems that may have an impact on organisational objectives and the user experience • Apply creative-thinking techniques to generate new ideas and options to address issues and improve the user experience • Seek contributions and ideas from people with diverse backgrounds and experience • Participate in and contribute to team or unit initiatives to resolve common issues or barriers to effectiveness • Identify and share business process improvements to enhance effectiveness 	Adept
	Project Management Understand and apply effective planning, coordination and control methods	<ul style="list-style-type: none"> • Understand all components of the project management process, including the need to consider change management to realise business benefits • Prepare clear project proposals and accurate estimates of required costs and resources • Establish performance outcomes and measures for key project goals, and define monitoring, reporting and communication requirements • Identify and evaluate risks associated with the project and develop mitigation strategies • Identify and consult stakeholders to inform the project strategy • Communicate the project's objectives and its expected benefits • Monitor the completion of project milestones against goals and take necessary action • Evaluate progress and identify improvements to inform future projects 	Adept

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
	Manage Self	Show drive and motivation, an ability to self-reflect and a commitment to learning	Intermediate
	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Intermediate
 Relationships	Communicate Effectively	Communicate clearly, actively listen to others, and respond with understanding and respect	Adept
	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Intermediate
 Results	Plan and Prioritise	Plan to achieve priority outcomes and respond flexibly to changing circumstances	Intermediate
	Demonstrate Accountability	Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	Intermediate
 Business Enablers	Finance	Understand and apply financial processes to achieve value for money and minimise financial risk	Intermediate
	Technology	Understand and use available technologies to maximise efficiencies and effectiveness	Intermediate
	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Intermediate