# Role Description
# Library Officer

| | |
|---|---|
| **Cluster** | Education |
| **Agency** | Department of Education |
| **Division/Branch/Unit** | Learning Improvement / Inclusion and Wellbeing / Inclusive Education / Braille Large Print Services |
| **Role number** | 254749 |
| **Classification/Grade/Band** | CL 3/4 |
| **Senior executive work level standards** | Not Applicable |
| **ANZSCO Code** | 272499 |
| **PCAT Code** | 1119192 |
| **Date of Approval** | 29 May2023 |
| **Agency Website** | www.edu.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

The Library  Officer assists with the management of state-wide library, consisting of alternate format curriculum materials and equipment for blind and low vision students.

## Key accountabilities

- Provide administrative and clerical library support including handling or redirecting enquiries, actioning library requests, and responding to correspondence to support the effective operation of Braille & Large Print Services.
- Using experience and confidence in a range of MS Office software packages to assist with library administration and contributing to internal processes/systems to meet changing client needs.

- Coordinate and lead processes and online delivery functions for the Oliver Library Management System in accessioning, including customisation of the program, ordering, reproduction, and delivery of essential resources within tight timelines to meet the needs of vision impaired students.
- Understanding client needs and providing advice on available resources and suitable material from the library to assist teachers and students with vision impairment.
- Identify opportunities for improvements to work practices and business processes to improve the efficiency of Braille & Large Print Services.
- Assisting with physical compilation of books, including shelving, mail dispatch and stock monitoring.

## Key challenges

- Delivering multiple administrative support services concurrently in line with agreed standards, timeframes, and milestones, given tight timeframes and the need to maintain accuracy and attention to detail.
- Organisation and effective communication to support the work of Braille & Large Print Services.
- Maintaining up-to-date knowledge to use a range of systems to support the effective operation of Braille & Large Print Services.

## Key relationships

| Who | Why |
|---|---|
| **Internal** | |
| Team Leader | • Receives guidance in managing complex and /or sensitive matters. |
| Braille and Large Print directorate staff | • Shares information, provides and seeks assistance on matters relating to Braille services. |
| Other departmental officers | • Establish effective relationships and networks to facilitate the provision of high quality and timely Braille services.<br>• Shares and seeks information relating to Braille services. |
| **External** | |
| Staff in public schools, non-government education providers, students, parents and caregivers and external stakeholders | • Staff in public schools, non-government education providers, students, parents and caregivers and external stakeholders. |

## Role dimensions

### Decision making

This role:
- establishes daily work routines in relation to the core functions of the role.
- exercises independent judgment in the core functions of the role and refers complex or contentious issues to the supervisor.

### Reporting line

The role reports to the Coordinator Large Print and Library Service

**Direct reports**

The role has no direct reports.

**Budget/Expenditure**

The role has no financial delegation.

# Key knowledge and experience

- Prior experience working in a library environment with student resources, experience using the Oliver Library Management system.
- 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

- Diploma or Certificate IV in Library and Information Services
- Hold a valid clearance to work with Children (Working with Children Check) for paid employment.
- 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 | **Value Diversity and Inclusion**<br>Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives | • Be responsive to diverse cultures, backgrounds, experiences, perspectives, values and beliefs<br>• Seek participation from others who may have different backgrounds, perspectives and needs<br>• Be open to different perspectives and experiences in generating ideas and solving problems | Intermediate |

| Capability group/sets | Capability name | Behavioural indicators | Level |
|---|---|---|---|
| | | • Adapt well in diverse environments<br>• Respond constructively to feedback regarding observations of bias in language or behaviour | |
| | **Manage self** | • Adapt existing skills to new situations<br>• Show commitment to achieving work goals<br>• Show awareness of own strengths and areas for growth, and develop and apply new skills<br>• Seek feedback from colleagues and stakeholders<br>• Stay motivated when tasks become difficult | Intermediate |
| Relationships | **Communicate Effectively**<br>Communicate clearly, actively listen to others, and respond with understanding and respect | • Focus on key points and speak in plain English<br>• Clearly explain and present ideas and arguments<br>• Listen to others to gain an understanding and ask appropriate, respectful questions<br>• Promote the use of inclusive language and assist others to adjust where necessary<br>• Monitor own and others' non-verbal cues and adapt where necessary<br>• Write and prepare material that is well structured and easy to follow<br>• Communicate routine technical information clearly | Intermediate |
| | **Commit to Customer Service**<br>Provide customer-focused services in line with public sector and organisational objectives | • Focus on providing a positive customer experience<br>• Support a customer-focused culture in the organisation<br>• Demonstrate a thorough knowledge of the services provided and relay this knowledge to customers<br>• Identify and respond quickly to customer needs<br>• Consider customer service requirements and develop solutions to meet needs<br>• Resolve complex customer issues and needs<br>• Cooperate across work areas to improve outcomes for customers | Intermediate |
| Results | **Think and Solve Problems**<br>Think, analyse and consider the broader context to develop practical solutions | • Identify the facts and type of data needed to understand a problem or explore an opportunity<br>• Research and analyse information to make recommendations based on relevant evidence<br>• Identify issues that may hinder the completion of tasks and find appropriate solutions<br>• Be willing to seek input from others and share own ideas to achieve best outcomes<br>• Generate ideas and identify ways to improve systems and processes to meet user needs | Intermediate |

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## FOCUS CAPABILITIES

| Capability group/sets | Capability name | Behavioural indicators | Level |
|---|---|---|---|
| **Business Enablers** | **Technology**<br>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<br>• Use available technology to improve individual performance and effectiveness<br>• Make effective use of records, information and knowledge management functions and systems<br>• Support the implementation of systems improvement initiatives, and the introduction and roll-out of new technologies | Intermediate |

## 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 | Foundational |
| | Act with Integrity | Be ethical and professional, and uphold and promote the public sector values | Intermediate |
| **Relationships** | 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** | Deliver Results | Achieve results through the efficient use of resources and a commitment to quality outcomes | Foundational |
| | 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 | Foundational |
| **Business Enablers** | 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 |
| | Project Management | Understand and apply effective planning, coordination and control methods | Foundational |