

Role Description

Administration Officer

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| Agency | NSW Department of Education |
| Division/Branch/Unit | School Performance North |
| | Regional North and West School Performance Directorate |
| Location | Gateshead |
| Classification/Grade/Band | Clerk Grade 5/6 |
| Child Related Role | Yes |
| Role Number | 205067 |
| ANZSCO Code | 521111 |
| PCAT Code | 1121573 |
| Date of Approval | April 2022 |
| Agency Website | www.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

This role provides high level and administrative support to senior officers within the Regional North and West School Performance Directorate, to ensure that the policies and initiatives are supported in a targeted, timely and effective manner. In the delivery of this support, the role plays a leading role in teams/units in handling internal and/or external customer enquiries to ensure a high level of customer service. In the implementation of programs and projects within the assigned business unit, the role works as a team member and would not normally supervise staff.

Key accountabilities

- Provide high quality clerical and administrative support, including the word processing and production of multi-faceted reports and audio-visual presentations to ensure enhanced quality service delivery.
- Establish and maintain effective records management systems as required for the Executive Director, School Performance and adhere to deadlines.
- Build excellent customer relationships and work collaboratively with team members and other teams across the Department and School Performance Division, to increase efficiencies and implement systemic procedures in the delivery of services to schools.
- Provide data entry, word processing, spreadsheet and other technological services to facilitate

accurate, timely and effective records and correspondence.

- Effectively apply new and/or updated technology applications, systems, procedures and organisational methods to deliver efficient and effective service in accordance with Department policy and School Performance business practices and protocols.
- Provide prompt and accurate reports and feedback to the supervisor regarding progress and achievements towards goals and emerging issues that could adversely affect the team/unit's delivery of agreed business targets.
- Contribute to the development of an organisational culture which encourages and supports innovation, customer responsiveness, flexibility and empowerment of staff, to enable the Department to meet its current and future strategic objectives.
- In consultation with the supervisor, develop an annual work plan that articulates, clarifies and documents the role's specific responsibilities, key deliverables, expected outcomes and indicators of success over a twelve-month period.

Key challenges

- Balancing a range of competing and conflicting work priorities and/or workflows. The challenge comes when competing and conflicting demands are impacted by non-negotiable deadlines. This necessitates the role to engage with and effectively manage customer expectations.
- The capacity to effectively communicate with people is critical to success. It is an expectation that a professional "can do" approach to customer service is achieved.
- Keeping abreast of current and emerging trends, policy and legislative reform is critical as the role deals with internal and external customer requests across a broad range of issues in the provision of educational services. The capacity to effectively communicate with people is critical to success. It is an expectation that a professional "can do" approach to customer service is achieved.
- The role is multi skilled. There is an expectation that the incumbent be flexible in the scope and range of activities performed to ensure School Performance achieves its objectives.

Key relationships

| Who | Why |
|--|---|
| Internal | |
| Executive Director, School Performance Professional Support Officer Executive Support Officer Directors, Educational Leadership | <ul style="list-style-type: none"> • Receives guidance in managing complex and/or sensitive matters relating to team and/or customers. • Assists and supports colleagues in a variety of different administrative tasks. • Shares information with School Performance and other Department portfolio officers, as appropriate. |
| Team members/internal colleagues | <ul style="list-style-type: none"> • Where appropriate to the role, delivers advice and information to a variety of internal staff to resolve issues or provide information. |
| External | |
| Clients/customers/stakeholders | <ul style="list-style-type: none"> • Where appropriate to the role, delivers advice and information to a variety of external customers to resolve issues or provide information. |

Role dimensions

Decision making

This role acts independently in performing its core work functions and applies specialised knowledge, skills and professional judgement to achieve outcomes. In matters that are sensitive, high-risk or business-critical, the role consults with the supervisor or manager to agree on a suitable course of action. In the implementation of programs and projects within the assigned business unit, the role works as a team member and would not normally supervise staff.

Reporting line

The role reports to the Executive Director, School Performance.

Direct reports

NIL

Budget/Expenditure

The role has a financial delegation of up to \$15,000.

Essential requirements




Working with Children Check for paid employment

Capabilities for the role

The NSW Public Sector Capability Framework applies to all NSW public sector employees. The Capability Framework is available at <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 | Intermediate |
| | Act with Integrity | Intermediate |
| | Manage Self | Adept |
| | Value Diversity | Foundational |
|  Relationships | Communicate Effectively | Intermediate |
| | Commit to Customer Service | Adept |
| | Work Collaboratively | Foundational |
| | Influence and Negotiate | Foundational |
|  Results | Deliver Results | Intermediate |
| | Plan and Prioritise | Intermediate |
| | Think and Solve Problems | Intermediate |
| | Demonstrate Accountability | Intermediate |



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|-------------------------------------|---------------------|
| Finance | Foundational |
| Technology | Intermediate |
| Procurement and Contract Management | Foundational |
| Project Management | Intermediate |

Focus capabilities for the role

It is expected that an employee new to the role will demonstrate immediate competence in each of the Focus Capabilities. The level indicated is a minimum requirement for immediate competence in the role.

In addition, behavioural indicators need to be specified for each of the focus capabilities (sourced directly from the [Capability Framework](#)).

| Focus capabilities | | |
|--|--------------|---|
| Capability Group: <i>Personal attributes</i> | | |
| Capability Set | Level | Behavioural indicators |
| Manage Self | Adept | <ul style="list-style-type: none"> Keep up to date with relevant contemporary knowledge and practices Look for and take advantage of opportunities to learn new skills and develop strengths Show commitment to achieving challenging goals Examine and reflect on own performance Seek and respond positively to constructive feedback and guidance Demonstrate a high level of personal motivation |
| Capability Group: <i>Relationships</i> | | |
| Capability Set | Level | Behavioural indicators |
| Communicate Effectively | Intermediate | <ul style="list-style-type: none"> Focus on key points and speak in plain English Clearly explain and present ideas and arguments Listen to others to gain an understanding and ask appropriate, respectful questions Promote the use of inclusive language and assist others to adjust where necessary Monitor own and others' non-verbal cues and adapt where necessary Write and prepare material that is well structured and easy to follow Communicate routine technical information clearly |
| Commit to Customer Service | Adept | <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 |

| Capability Group: <i>Results</i> | | |
|--|--------------|--|
| Capability Set | Level | Behavioural indicators |
| Deliver Results | Intermediate | <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 |
| Think and Solve Problems | Intermediate | <ul style="list-style-type: none"> • Identify the facts and type of data needed to understand a problem or explore an opportunity • Research and analyse information to make recommendations based on relevant evidence • Identify issues that may hinder the completion of tasks and find appropriate solutions • Be willing to seek input from others and share own ideas to achieve best outcomes • Generate ideas and identify ways to improve systems and processes to meet user needs |
| Capability Group: <i>Business Enablers</i> | | |
| Capability Set | Level | Behavioural indicators |
| Technology | Intermediate | <ul style="list-style-type: none"> • Demonstrate a sound understanding of technology relevant to the work unit, and identify and select the most appropriate technology for assigned tasks • 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 |
| Project Management | Intermediate | <ul style="list-style-type: none"> • Perform basic research and analysis to inform and support the achievement of project deliverables • Contribute to developing project documentation and resource estimates • Contribute to reviews of progress, outcomes and future improvements • Identify and escalate possible variances from project plans |