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| **Cluster** | Department of Premier and Cabinet |
| **Agency** | Museum of Applied Arts and Sciences |
| **Division/Branch/Unit** | Programs & Engagement |
| **Location** | All MAAS Sites |
| **Classification/Grade/Band** | Casual Guide Lecturer |
| **ANZSCO Code** | 249111 |
| **PCAT Code** | 1119192 |
| **Date of Approval** | September 2019 |
| **Agency Website** | maas.museum |

# Agency Overview

The Museum of Applied Arts and Sciences sits at the intersection of the arts, design, science and technology and plays a critical role in engaging communities with contemporary ideas and issues.  Established in 1879, the museum includes the Powerhouse Museum, Sydney Observatory and the Museums Discovery Centre. The Museum is custodian to over half a million objects of national and international significance and is considered one of the finest and most diverse collections in Australia.

**Programs & Engagement Department**

The MAAS Programs & Engagement Department works to deliver exceptional experiences across all customer touch points on all of our sites. An interdisciplinary and multidisciplinary approach is taken across all in-venue and online programs, projects and activities. The department’s work spans public programming, education, visitor services and venue support, regional, digital, ICT, online and digital studio services. The team also drives our commercial and business activity in support of the Museum's vision and strategic ambitions.

**Programs Team**

The **Programs** team delivers creative, cultural and educational experiences for all age ranges that encourage engagement with the applied arts and sciences and foster the development of future talent. The team also works to integrate and facilitate public and festival programming, exhibitions, online activity, and collections access to a wide range of interested community, industry, and educational players locally, regionally and globally.

The team structure comprises three units. There are two strands of activity: **Education & Digital Learning** and **Public Programs**. A shared **Program Production** unit provide flexible support across these two areas. The Program Production unit acts as a shared pool of producers working across the teams delivering both ongoing and event-based activity. The Programs team take a key role in ensuring programming activity is coordinated across all our physical sites, regional engagement and digital platforms. The team will also feature specialised roles that provide organisation wide focus for culturally diverse, regional, indigenous and education audiences. The team also supervise a team of volunteers who support the delivery of the program across our sites.

# Education & Digital Learning Unit

The Education & Digital Learning Unit provide onsite and online programs and products that support life-long learning. The unit develops and delivers programming across workshops, tours, events, talks and master classes, as well as hand-on making and digital programs. While a key focus is primary and secondary education audiences, the team also provides innovative and creative learning opportunities for school holidays, after school, tertiary and adult learning audiences.

# Primary purpose of the role

Deliver workshops, tours and other programs, products and services for students, teachers and a range of audiences meeting their cultural, social, vocational and academic curriculum goals whilst strengthening the Museum’s reputation as a provider of innovative, high quality learning experiences.

# Key accountabilities

1. Deliver innovative, industry leading, and continually evolving Education and Digital Learning programs that meet the changing needs of the Education community, general public and booked groups, school visit programs, exhibition related demonstrations and talks, demonstrations of working museum objects, workshops and other outreach services.
2. Undertake equipment and event set-up, pack-down and put away, oversee the smooth running of programs and special events especially during weekends and school holidays.
3. Use a variety of resources to book programs, conduct sales, and self-manage work records and leave; accurately register program participants and cash handling responsibilities and collect, collate qualitative and quantitative information regarding programs and activities.
4. Assist with the implementation of the Education Team annual Business Plan consistent with the Museum’s Strategic Plan and with the planning processes for delivery of programs including monitoring quality control of programs, customer satisfaction.
5. Assist with development, marketing, promotional and publicity strategies, ensuring the provision of a high standard of internal and external customer service.
6. Assist with induction, training and coaching for peers and volunteers, foster positive working relationships and a team spirit. Contribute to a creative environment conducive to innovative programming practice.

# General Requirements

* Work in an interdisciplinary manner across project teams and Museum initiatives.
* Adhere to all obligations, responsibilities and legislative requirements under current Work Health & Safety (WHS) Acts and Regulations, ensuring all areas under supervision are monitored for WHS risks and hazards and are reviewed regularly.

# Key challenges

* Working collaboratively with Museum staff who are physically distributed across sites.
* Balancing a range of competing deadlines whilst servicing the ongoing needs of visitors both physical and online.
* Working with culturally diverse audiences.

# Key relationships

| Who | Why |
| --- | --- |
| **Internal** |  |
| * Programs Team | Collaboratively working with this team to ensure programs and services are delivered |
| * Curatorial, Collection & Exhibitions Team | Collaboratively working with this team to ensure programs and services are delivered |
| * Communications Team | “Joined up” approaches to marketing the MAAS offers |
| * Volunteers Team | Assist with training and day-to-day operational support |
| * Volunteers | Key to providing positive Visitor Experiences |
| **External** |  |
| * Visitors and Program Participants | To ensure optimal learning and customer service outcomes |

# Role dimensions

## Decision making

This role:

* Has some autonomy, and is accountable for the delivery of Education programs across MAAS, working to develop and enhance programs that meet audience need.
* Refers to supervisor for decisions that require significant change to strategic approach; that are likely to escalate; cause undue risk; create substantial precedent; or are outside of delegation limits.
* Performs work as part of the team to achieve agreed business objectives and performance criteria.
* Submits data and collates reports.

## Reporting line

* Program Team Producers (as Projects and Programs require)

## Direct reports

* nil

## Budget/Expenditure

This role does not have a financial delegation.

# 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](file://fs03/depts/Cultural%20Development/Role%20Descriptions/www.psc.nsw.gov.au/capabilityframework)

## Capability summary

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** |
|  | Display Resilience and Courage | Foundational |
| Act with Integrity | Foundational |
| Manage Self | Foundational |
| **Value Diversity** | **Intermediate** |
|  | **Communicate Effectively** | **Intermediate** |
| **Commit to Customer Service** | **Intermediate** |
| Work Collaboratively | Intermediate |
| Influence and Negotiate | Intermediate |
|  | **Deliver Results** | **Intermediate** |
| Plan and Prioritise | Foundational |
| Think and Solve Problems | Foundational |
| Demonstrate Accountability | Foundational |
|  | Finance | Foundational |
| **Technology** | **Foundational** |
| Procurement and Contract Management | Foundational |
| Project Management | Foundational |

| Occupation / profession specific capabilities | | |
| --- | --- | --- |
| **Capability Set** |  |  |
|  | Higher Degree teaching qualification, or significant program delivery experience in an Education or cultural setting |  |
| Ability to speak a community language (including AUSLAN sign language) is desirable but not essential. |  |
| Use media, audio-visual and technology devices such as theatre equipment or other demonstration tools confidently |  |
| Working With Children security clearance |  |
| Sydney Observatory Educators: Setup and use of telescopes |  |

**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** |
| **Personal Attributes**  Value Diversity | Intermediate | * Be responsive to diverse experiences, perspectives, values and beliefs and listen to others' individual viewpoints * Seek input from others who may have different perspectives and needs * Adapt well in diverse environments |
| **Relationships**  Communicate Effectively | Intermediate | * Focus on key points and speak in 'Plain English' * Clearly explain and present ideas and arguments * Listen to others when they are speaking and ask appropriate, respectful questions * Monitor own and others' non-verbal cues and adapt where necessary * Prepare written material that is well structured and easy to follow by the intended audience * Communicate routine technical information clearly |
| **Relationships**  Commit to Customer Service | Intermediate | * Support a culture of quality customer service in the organisation * Demonstrate a thorough knowledge of the services provided and relay to customers * Identify and respond quickly to customer needs * Consider customer service requirements and develop solutions to meet needs * Resolve complex customer issues and needs * Co-operate across work areas to improve outcomes for customers |
| **Results**  Deliver Results | Intermediate | Complete work tasks to agreed budgets, timeframes and standards  Take the initiative to progress and deliver own and team/unit work  Contribute to allocation of responsibilities and resources to ensure achievement of team/unit goals  Seek and apply specialist advice when required |
| **Business Enablers**  Technology | Foundational | Display familiarity and confidence in the use of core office software applications or other technology used in role  Understand the use of computers, telecommunications, audio-visual equipment or other technologies used by the organisation  Understand information, communication and document control policies and systems, and security protocols  Comply with policies on acceptable use of technology |

