

# Role Description

## Lead Software Tester

Cluster	Education
Agency	NSW Department of Education
Division/Branch/Unit	School Infrastructure NSW/Business Enablement/Business Systems
Role number	221430
Classification/Grade/Band	Clerk Grade 9/10
ANZSCO Code	261311
PCAT Code	1326492
Date of Approval	15 April 2024
Agency Website	<a href="https://education.nsw.gov.au">education.nsw.gov.au</a> <a href="https://schoolinfrastructure.nsw.gov.au">schoolinfrastructure.nsw.gov.au</a>

### Agency overview

At the NSW Department of Education, we educate and inspire lifelong learners – from early childhood, through schooling to vocational education and training.

We ensure young children get the best start in life by supporting and regulating the early childhood education and care sector. We unlock excellence and unleash the potential of two-thirds of school children in NSW. We're proudly public and the largest education system in Australia. We nurture opportunities for every learner to develop the skills needed for their chosen career path, helping shape the industries of tomorrow.

We respect and value Aboriginal and Torres Strait Islander peoples as First Peoples of Australia.

School Infrastructure NSW (SINSW) is delivering new school buildings, major upgrades and maintenance strategies to ensure every school-aged child has access to high quality education facilities at their local public school. This encompasses the largest investment in public education infrastructure in the history of NSW.

### Primary purpose of the role

Lead the design, development and implementation of software testing plans and processes, working collaboratively as part of an agile team, to meet business requirements and ensure the functional readiness, performance and quality of multiple SINSW business applications.

### Key accountabilities

- Lead and coordinate testing activities, including functional and regression testing on new and updated applications, to ensure software conformance to defined acceptance criteria.
- Manage, develop and implement processes and tools for test-driven development, applying appropriate test measurements and metrics, to ensure their optimal use and application and compliance with relevant standards.
- Lead and supervise a small team to build their capabilities, foster teamwork and collaboration, monitor work performance and deliver agreed priorities.

- Collaborate and engage with a range of stakeholders, including product owners and software developers, to define and analyse requirements, leverage expertise and improve efficiency and quality.
- Provide technical advice and expertise on best practice test principles to inform evidence-based decision making.
- Manage and develop test documentation, including test cases and user scenarios, to identify defects, resolve issues and ensure a standardised approach to software testing and quality assurance.
- Develop testing schedules to optimise the availability of resources and ensure their effective deployment at each stage of the testing cycle.
- Provide regular reports, briefings and updates to communicate findings and results and ensure stakeholders are kept fully-informed on test progress and completion.

## Key challenges

- Being flexible and responsive to changing business requirements, while ensuring that scheduled testing is completed in accordance with agreed standards and timeframes.
- Engaging and collaborating with diverse stakeholders across various business units, and negotiating and resolving complex issues, given varying stakeholder viewpoints, interests, and expectations.
- Developing and maintaining knowledge of the organisation's applications and systems in a complex, specialised environment.

## Key relationships

Who	Why
<b>Internal</b>	
Manager	<ul style="list-style-type: none"> <li>• Receive guidance, and provide regular updates on projects, issues and priorities.</li> <li>• Provide technical advice and contribute to decision making.</li> <li>• Identify emerging issues/risks and their implications and propose solutions.</li> <li>• Liaise with on test plans and priorities.</li> </ul>
Direct reports	<ul style="list-style-type: none"> <li>• Coach, mentor, guide and support to achieve agreed priorities and deliver customer-focused outcomes.</li> <li>• Set performance expectations and manage performance and development.</li> </ul>
Work team	<ul style="list-style-type: none"> <li>• Support the team and work collaboratively to contribute to achieving the team's business outcomes.</li> <li>• Participate in meetings to represent work group perspective and share information.</li> <li>• Participate in discussions and decisions regarding implementation of innovation and best practice.</li> </ul>
Customers/Stakeholders	<ul style="list-style-type: none"> <li>• Develop and maintain effective relationships and open channels of communication.</li> <li>• Provide technical advice, guidance and recommendations.</li> <li>• Resolve and provide solutions to issues.</li> <li>• Ensure compliance with testing standards and guidelines.</li> </ul>

Who	Why
<b>External</b>	
Vendors/Suppliers	<ul style="list-style-type: none"> <li>• Seek advice and solutions to issues and enhancements.</li> <li>• Develop and maintain effective working relationships.</li> </ul>
Industry Professionals/Consultants	<ul style="list-style-type: none"> <li>• Maintain specialist knowledge and currency with best practice trends and industry developments.</li> </ul>

## 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. Is fully accountable for the delivery of work assignments on time and to expectations in terms of quality, deliverables and outcomes.

In matters that are sensitive, high-risk or business-critical, the role consults with the relevant manager to agree on a suitable course of action.

### Reporting line

Manager, Business Applications

### Direct reports

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### Budget/Expenditure

Budget – Nil

Financial delegation – in accordance with the Department's policy as prescribed for a Clerk Grade 9/10

## Key knowledge and experience

- Demonstrated experience in designing and executing test plans.
- Demonstrated knowledge of software testing methodologies, tools and techniques.
- 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

- Relevant tertiary qualifications in Information Technology or a related discipline and/or demonstrated equivalent professional experience.
- 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

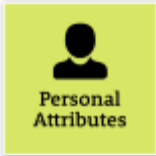
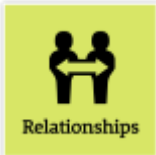
business enablers, with a fifth people management group of capabilities for roles with managerial responsibilities. These groups, combined with capabilities drawn from occupation-specific capability sets where relevant, work together to provide an understanding of the capabilities needed for the role.

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	<b>Manage Self</b> Show drive and motivation, an ability to self-reflect and a commitment to learning	<ul style="list-style-type: none"> <li>Keep up to date with relevant contemporary knowledge and practices</li> <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> <li>Seek and respond positively to constructive feedback and guidance</li> <li>Demonstrate and maintain a high level of personal motivation</li> </ul>	Adept
	 Relationships	<b>Communicate Effectively</b> Communicate clearly, actively listen to others, and respond with understanding and respect	Adept
	<b>Commit to Customer Service</b> Provide customer-focused services in line with public sector and organisational objectives	<ul style="list-style-type: none"> <li>Take responsibility for delivering high-quality customer-focused services</li> <li>Design processes and policies based on the customer's point of view and needs</li> <li>Understand and measure what is important to customers</li> </ul>	Adept

## FOCUS CAPABILITIES


Capability group/sets	Capability name	Behavioural indicators	Level
		<ul style="list-style-type: none"> <li>• Use data and information to monitor and improve customer service delivery</li> <li>• Find opportunities to cooperate with internal and external stakeholders to improve outcomes for customers</li> <li>• Maintain relationships with key customers in area of expertise</li> <li>• Connect and collaborate with relevant customers within the community</li> </ul>	
	<b>Plan and Prioritise</b> Plan to achieve priority outcomes and respond flexibly to changing circumstances	<ul style="list-style-type: none"> <li>• Consider the future aims and goals of the team, unit and organisation when prioritising own and others' work</li> <li>• Initiate, prioritise, consult on and develop team and unit goals, strategies and plans</li> <li>• Anticipate and assess the impact of changes, including government policy and economic conditions, on team and unit objectives and initiate appropriate responses</li> <li>• Ensure current work plans and activities support and are consistent with organisational change initiatives</li> <li>• Evaluate outcomes and adjust future plans accordingly</li> </ul>	Adept
	<b>Think and Solve Problems</b> Think, analyse and consider the broader context to develop practical solutions	<ul style="list-style-type: none"> <li>• Research and apply critical-thinking techniques in analysing information, identify interrelationships and make recommendations based on relevant evidence</li> <li>• Anticipate, identify and address issues and potential problems that may have an impact on organisational objectives and the user experience</li> <li>• Apply creative-thinking techniques to generate new ideas and options to address issues and improve the user experience</li> <li>• Seek contributions and ideas from people with diverse backgrounds and experience</li> <li>• Participate in and contribute to team or unit initiatives to resolve common issues or barriers to effectiveness</li> <li>• Identify and share business process improvements to enhance effectiveness</li> </ul>	Adept

## FOCUS CAPABILITIES

Capability group/sets	Capability name	Behavioural indicators	Level
	<b>Technology</b> Understand and use available technologies to maximise efficiencies and effectiveness	<ul style="list-style-type: none"> <li>Champion the use of innovative technologies in the workplace</li> <li>Actively manage risk to ensure compliance with cyber security and acceptable use of technology policies</li> <li>Keep up to date with emerging technologies and technology trends to understand how their application can support business outcomes</li> <li>Seek advice from appropriate subject-matter experts on using technologies to achieve business strategies and outcomes</li> <li>Actively manage risk of breaches to appropriate records, information and knowledge management systems, protocols and policies</li> </ul>	Advanced

	<b>Manage and Develop People</b> Engage and motivate staff, and develop capability and potential in others	<ul style="list-style-type: none"> <li>Define and clearly communicate roles, responsibilities and performance standards to achieve team outcomes</li> <li>Adjust performance development processes to meet the diverse abilities and needs of individuals and teams</li> <li>Develop work plans that consider capability, strengths and opportunities for development</li> <li>Be aware of the influences of bias when managing team members</li> <li>Seek feedback on own management capabilities and develop strategies to address any gaps</li> <li>Address and resolve team and individual performance issues, including unsatisfactory performance, in a timely and effective way</li> <li>Monitor and report on team performance in line with established performance development frameworks</li> </ul>	Adept
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### Occupation specific capability set

Capability Set	Category, Sub-category and Skill	Level and Code
	<b>Development and Implementation, Systems development, Testing</b>	<b>Level 5 - TEST</b>
	Strategy and architecture, Governance, risk and compliance, Quality assurance	Level 5 - QUAS

### Occupation specific capability set (Skills Framework for the Information Age – SFIA)


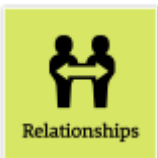



Category, Sub-category	Level and Code	Skill and Level Description

<b>Development and Implementation, Systems development</b>	<b>Level 5 TEST</b>	<b>Testing (TEST)</b> – Plans and drives testing activities across all stages and iterations of product, systems and service development. Provides authoritative advice and guidance on any aspect of test planning and execution. Adopts and adapts appropriate testing methods, automated tools and techniques to solve problems in tools and testing approaches. Measures and monitors applications of standards for testing. Assesses risks and takes preventative action. Identifies improvements and contributes to the development of organisational policies, standards and guidelines for testing.
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## 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 ethical and professional, and uphold and promote the public sector values	Adept
	Act with Integrity	Be ethical and professional, and uphold and promote the public sector values	Adept
	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Intermediate
 Relationships	Work Collaboratively	Collaborate with others and value their contribution	Adept
	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Intermediate
 Results	Deliver Results	Achieve results through the use of efficient resources and a commitment to quality outcomes	Adept
	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
	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Intermediate
	Project Management	Understand and apply effective planning, coordination and control methods	Intermediate
 People Management	Inspire Direction and Purpose	Communicate goals, priorities and vision, and recognise achievements	Intermediate

## COMPLEMENTARY CAPABILITIES

Capability group/sets	Capability name	Description	Level
	Optimise Business Outcomes	Manage people and resources effectively to achieve public value	Intermediate
	Manage Reform and Change	Support, promote and champion change, and assist others to engage with change	Intermediate

### Occupation specific capability set (Skills Framework for the Information Age – SFIA)

Category, Sub-category	Level and Code	Skill and Level Description
Strategy and architecture, Governance, risk and compliance	Level 5 QUAS	<b>Quality Assurance (QUAS)</b> – Plans, organises and conducts formal reviews and assessments of complex domain areas, cross-functional areas, and across the supply chain. Evaluates, appraises and identifies non-compliances with organisational standards and determines the underlying reasons for non-compliance. Prepares and reports on assessment findings and associates risks. Ensures that appropriate owners for corrective actions are identified. Identifies opportunities to improve organisational control mechanisms. Oversees the assurance activities of others, providing advice and expertise to support assurance activity.