

Role Description

Triage Officer

Role Description Fields	Details
Cluster	Education
Department/Agency	Department of Education
Division/Branch/Unit	Operations Group Early Childhood Education and Care Regulatory Authority
Role number	281730, 281731, 281732, 281733
Classification/Grade/Band	Clerk Grade 5/6
Senior executive work level standards	Not Applicable
ANZSCO Code	531111
PCAT Code	1122224
Date of Approval	8 May 2025
Agency Website	https://education.nsw.gov.au/

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.

Early Childhood Education and Care Regulatory Authority

This role sits within the **Early Childhood Education and Care Regulatory Authority in the Operations Group**. We have regulatory responsibility, through the National Quality Framework and our state-based early childhood legislation, to raise quality and drive continuous improvement and consistency in education and care services. Our directorate regulates and supports over 6,000 services in NSW through monitoring, assessment and rating, enforcement and compliance, and approval processes, as well as a wide range of sector development, support and engagement activities. We work with states, territories, the Australian Government and the Australian Children's Education and Care Quality Authority (ACECQA) to ensure a consistent application of the National Quality Framework and we continuously strive to work with the education and care sector to improve how we regulate to enhance child outcomes. We also work with other government agencies to ensure the safety of children.

Primary purpose of the role

The role supports the triaging and workflow of a range of incoming notifications including complaints and incidents, in accordance with the directorate's regulatory requirements.

Key accountabilities

- Make recommendations about workflow allocations to ensure that complaints and incidents are prioritised in an appropriate timeframe in accordance with approved procedures.
- Escalate serious complaints and incidents and matters that are likely to have a significant impact on stakeholders or attract media attention to the Triage coordinator in a timely manner.
- Monitor the progress of active investigations and report risks to the Triage coordinator to ensure completion within legislative and regulatory timeframes .
- Contribute to the development of information to complainants and other relevant stakeholders about the progress and completion of investigations.
- Analyse basic regulatory data and provide advice to the Triage coordinator to inform suitable regulatory responses to the ECEC sector, policy review, communications and compliance campaigns.
- Maintain record systems relating to non-compliance matters, complaints and incidents to ensure they are kept up to date to enable accurate tracking and reporting.
- Assist with the preparation of quality evidence-based written reports, submissions and correspondence.

Key challenges

- Reviewing non-compliance matters, complaints and incidents in a timely manner in a high volume and sensitive environment.
- Maintaining accurate record systems in a dynamic environment.

Key relationships

Internal

Who	Why
ECEC RA teams and Executive Director	<ul style="list-style-type: none">• Share information about the management of non-compliance matters, complaints and incidents• Receive guidance in managing complex and /or sensitive matters
Other areas of the Department of Education	<ul style="list-style-type: none">• Share and seek information

External

Who	Why
Broader government stakeholders and the ECE sector	<ul style="list-style-type: none">• Provide a high standard of service when dealing with stakeholders outside the Directorate

Role dimensions

Decision making

This role:

- Acts independently in performing its core work functions and makes decisions about workflows to ensure project outcomes are met
- Consults with the Manager on matters that are sensitive and /or contentious to agree on a suitable way forward

Reporting line

Triage and Review Coordinator.

Direct reports

Nil

Budget/Expenditure

Nil

Key knowledge and experience

Knowledge of and commitment to implementing the [Department's Aboriginal Education Policy](#) and [ECE First Steps Strategy](#) and upholding the [Department's Partnership Agreement with the NSW AECG](#) to support Aboriginal children and families and ensure quality outcomes for Aboriginal people in NSW.

Essential requirements

- A valid Working with Children Check clearance
- 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.

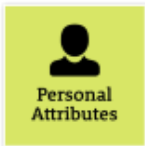
The capabilities are separated into focus capabilities and complementary capabilities.




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
	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

Capability group/sets	Capability name	Behavioural indicators	Level
	Communicate Effectively Communicate clearly, actively listen to others, and respond with understanding and respect	<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 	Intermediate
	Plan and Prioritise Plan to achieve priority outcomes and respond flexibly to changing circumstances	<ul style="list-style-type: none"> Understand the team and unit objectives and align operational activities accordingly Initiate and develop team goals and plans, and use feedback to inform future planning Respond proactively to changing circumstances and adjust plans and schedules when necessary Consider the implications of immediate and longer-term organisational issues and how these might affect the achievement of team and unit goals Accommodate and respond with initiative to changing priorities and operating environments 	Intermediate
	Think and Solve Problems Think, analyse and consider the broader context to develop practical solutions	<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 	Intermediate

Occupational-specific focus capabilities











Capability group/sets	Capability name	Behavioural indicators	Level
Regulatory Capability (NSW-specific)	Regulatory Skill	<ul style="list-style-type: none"> Demonstrates understanding of regulatory powers Demonstrates understanding of risk-based regulation Understands the different forms of intelligence that inform risk-based regulatory activities 	Intermediate



Capability group/sets	Capability name	Behavioural indicators	Level
Regulatory Capability (NSW Specific)	Good Decision Making	<ul style="list-style-type: none"> Demonstrates awareness of administrative law principles 	Foundational
Regulatory Capability (NSW Specific)	Regulatory Data	<ul style="list-style-type: none"> Maintains basic data literacy skills – data collection, management and security 	Foundational

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.

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
 Personal Attributes	Manage Self	Show drive and motivation, an ability to self-reflect and a commitment to learning	Foundational
 Personal Attributes	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Foundational
 Relationships	Commit to Customer Service	Provide customer-focused services in line with public sector and organisational objectives	Intermediate
 Relationships	Work Collaboratively	Collaborate with others and value their contribution	Intermediate
 Relationships	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Intermediate
 Results	Deliver Results	Achieve results through the efficient use of resources and a commitment to quality outcomes	Intermediate
 Results	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	Foundational
 Business Enablers	Technology	Understand and use available technologies to maximise efficiencies and effectiveness	Intermediate

Capability group/sets	Capability name	Description	Level
	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