

# Role Description

## Multimedia Officer

Role Description Fields	Details
Cluster	Education
Department/Agency	NSW Department of Education
Division/Branch/Unit	Learning Improvement / Teaching Quality and Impact/Implementation and Impact
Role number	270429
Classification/Grade/Band	Clerk Level 5/6
Senior executive work level standards	Not Applicable
ANZSCO Code	232412
PCAT Code	1119192
Date of Approval	02 November 2023
Agency Website	<a href="https://www.education.nsw.gov.au/">https://www.education.nsw.gov.au/</a>

### Agency overview

The Department of Education is the largest provider of public education in Australia with responsibility for delivering high-quality public education to two-thirds of the NSW student population. For more information about the Department of Education, please visit [NSW Department of Education](https://www.education.nsw.gov.au/).

### Primary purpose of the role

The Multimedia Designer is responsible for producing high-quality and engaging digital media content, including graphics, animations, and video post-production, to be used across a range of professional learning resources to support teachers and leaders across NSW Public Schools.

### Key accountabilities

- Follow design requirements and project briefs in consultation with learning designers and senior designers to develop and produce professional, high quality design solutions.
- Adapt or rework graphics, illustrations and photography from an existing library or stock images.
- Consult with learning designers on appropriate design processes and methodologies to ensure the application of educationally effective design principles for multimedia development.
- Support the multimedia team by evaluating and providing feedback on creative design concepts and solutions for use in professional learning.
- Ensure all developed assets follow departmental brand and style guidelines and meet accessibility requirements (WCAG 2.1 AA).
- Work collaboratively across teams to ensure assets meet project milestones and timelines.

### Key challenges

- Working collaboratively as part of and across teams, dealing with competing deadlines.
- Maintaining currency with new technology, systems and software for design.

## Key relationships

### Internal

Who	Why
Manager	<ul style="list-style-type: none"><li>• Receive guidance and provide regular updates on key projects, issues and priorities</li><li>• Provide advice and contribute to decision making</li><li>• Identify emerging issues/risks and their implications and propose solutions</li></ul>
Team	<ul style="list-style-type: none"><li>• Contribute to the development of appropriate support material, briefing and communications related to key project deliverables</li><li>• Work collaboratively to contribute to achieving team outcomes</li><li>• Provide regular updates on key projects, issues and properties</li><li>• Participate in meetings, share information and provide input on issues.</li><li>• Contribute to achieving the team's business outcomes</li></ul>
Unit	<ul style="list-style-type: none"><li>• Work collaboratively to contribute to outcomes and meet project key deliverables and milestones.</li><li>• Support team members and work collaboratively to contribute to achieving the unit's business outcomes</li><li>• Participate in discussions and decisions regarding resolution of issues and implementation of innovation, best practice and a positive customer experience</li><li>• Represent work group perspective and share information</li></ul>
Stakeholders	<ul style="list-style-type: none"><li>• Build understanding of services provided by the team</li><li>• Work collaboratively, report on and guide the implementation of strategies and projects</li><li>• Contribute to a customer- focused approach to service delivery</li></ul>

## Role dimensions

### Decision making

The role acts independently in performing its core work functions in accordance with relevant policies, procedures and guidelines and applied specialised knowledge, skills and professional judgement to achieve outcomes. It consults and agrees on suitable courses of actions with the line manager in relation to decisions that have resource or strategic implications, require change to outcomes or timeframes, are contentious and/or are likely to have an impact on stakeholders.

### Reporting line

This role reports to 192401 Senior Multimedia Designer (CL7/8)

### Direct reports

NIL

### Budget/Expenditure

NIL

## Key knowledge and experience

- Demonstrated experience in Adobe Creative Suite applications – Illustrator, After Effects, Premiere, Photoshop, Acrobat, Audition.
- 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 qualification in multimedia/digital design, and/or relevant industry experience.
- Hold a valid clearance to work with Children (Working with Children Check) for paid employment.
- Demonstrated understanding of and commitment to the values 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.

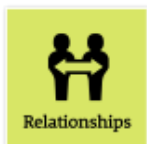
## Focus capabilities

*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
	<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>• Adapt existing skills to new situations</li><li>• Show commitment to achieving work goals</li><li>• Show awareness of own strengths and areas for growth, and develop and apply new skills</li><li>• Seek feedback from colleagues and stakeholders</li><li>• Stay motivated when tasks become difficult</li></ul>	Intermediate

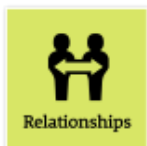


### **Communicate Effectively**

Communicate clearly, actively listen to others, and respond with understanding and respect

- 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

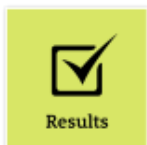


### **Work Collaboratively**

Collaborate with others and value their contribution

- Encourage a culture that recognises the value of collaboration
- Build cooperation and overcome barriers to information sharing and communication across teams and units
- Share lessons learned across teams and units
- Identify opportunities to leverage the strengths of others to solve issues and develop better processes and approaches to work
- Actively use collaboration tools, including digital technologies, to engage diverse audiences in solving problems and improving services

Adept



### **Deliver Results**

Achieve results through the efficient use of resources and a commitment to quality outcomes

- 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

Intermediate



### **Plan and Prioritise**

Plan to achieve priority outcomes and respond flexibly to changing circumstances

- 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



## Technology

Understand and use available technologies to maximise efficiencies and effectiveness









- Identify opportunities to use a broad range of technologies to collaborate
- Monitor compliance with cyber security and the use of technology policies
- Identify ways to maximise the value of available technology to achieve business strategies and outcomes
- Monitor compliance with the organisation's records, information and knowledge management requirements

Adept

## 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
	Display Resilience and Courage	Be open and honest, prepared to express your views, and willing to accept and commit to change	Intermediate
	Act with Integrity	Be ethical and professional, and uphold and promote the public sector values	Intermediate
	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Foundational
	Commit to Customer Service	Provide customer-focused services in line with public sector and organisational objectives	Intermediate
	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Foundational
	Think and Solve Problems	Think, analyse and consider the broader context to develop practical solutions	Intermediate
	Demonstrate Accountability	Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	Intermediate
	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