

Role Description

Senior Design Officer



Education

Cluster	Education
Agency	Department of Education
Division/Branch/Unit	School Infrastructure NSW / School Security Unit
Role number	Various
Classification/Grade/Band	Clerk Grade 5/6
ANZSCO Code	521111
PCAT Code	1121592
Date of Approval	28 September 2021
Agency Website	education.nsw.gov.au schoolinfrastructure.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.

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.

The School Security Unit provides a wide range of support services to schools to ensure that their levels of safety and security are maximised. The Unit is also a technical stakeholder which provides specialist advice and support to a wide range of capital works projects, including the construction of new and upgraded schools.

Primary purpose of the role

Design efficient and effective security systems incorporating intruder alarm systems, video surveillance (CCTV) and access control systems for schools with reference to the School Security Unit's specifications and installations guidelines.

Key accountabilities

- Complete security designs within strict project timeframes and a high-volume environment.
- Develop and maintain an in-depth understanding of current, new and evolving security systems and underlying technologies.
- Develop and maintain a thorough understanding of the practical application of security systems in an educational setting, ensuring that designs enhance both asset protection and personal safety.
- Utilise and develop competency with desktop computer applications, including PDF editing software and security-specific software applications.
- Maintain the integrity and reliability of the records management system in which the security designs are stored.
- Provide prompt accurate advice and support to internal and external stakeholders in person, by telephone and written communication.

Key challenges

- Addressing the competing demands that arise from major capital works projects and the support that is required a variety of other stakeholders.
- Working within strict deadlines in a busy, service orientated environment.

Key relationships

Who	Why
Internal	
Team Leader	<ul style="list-style-type: none">• Escalate issues, keep informed, advise and receive instructions.• Participate in meetings to represent the Unit's perspective and promote agreed strategies.
Work Team	<ul style="list-style-type: none">• Respond to queries and provide advice.• Obtain the work group perspective and share information.
External	
Project managers and stakeholders	<ul style="list-style-type: none">• Respond to queries and collaborate on projects.

Role dimensions

Decision making

Generally limited to the advice and support that is provided to internal and external stakeholders.

Reporting line

This role reports to the Project Leader.

Direct reports

Nil.

Budget/Expenditure

Nil.

Key knowledge and experience

- 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

- Driver licence – Class C
- Required to travel to various school locations

Capabilities for the role

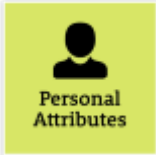

The [NSW public sector capability framework](#) describes the capabilities (knowledge, skills and abilities) needed to perform a role. There are four main groups of capabilities: personal attributes, relationships, results and business enablers, with a fifth people management group of capabilities for 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	Manage Self Show drive and motivation, an ability to self-reflect and a commitment to learning	<ul style="list-style-type: none">• Adapt existing skills to new situations• Show commitment to achieving work goals• Show awareness of own strengths and areas for growth, and develop and apply new skills• Seek feedback from colleagues and stakeholders• Stay motivated when tasks become difficult	Intermediate
 Relationships	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	Intermediate

	<ul style="list-style-type: none"> • 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 Provide customer-focused services in line with public sector and organisational objectives	<ul style="list-style-type: none"> • Focus on providing a positive customer experience • Support a customer-focused culture in the organisation • Demonstrate a thorough knowledge of the services provided and relay this knowledge 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 • Cooperate across work areas to improve outcomes for customers 	Intermediate
Work Collaboratively Collaborate with others and value their contribution	<ul style="list-style-type: none"> • Build a supportive and cooperative team environment • Share information and learning across teams • Acknowledge outcomes that were achieved by effective collaboration • Engage other teams and units to share information and jointly solve issues and problems • Support others in challenging situations • Use collaboration tools, including digital technologies, to work with others 	Intermediate
 Results	Deliver Results Achieve results through the efficient use of resources and a commitment to quality outcomes	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 Think, analyse and consider the broader context to develop practical solutions	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 	



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


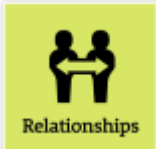


Adept

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.

COMPLEMENTARY CAPABILITIES

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	Foundational
	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
	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Foundational
	Plan and Prioritise	Plan to achieve priority outcomes and respond flexibly to changing circumstances	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