Role Description
Communications Officer

NSW GOVERNMENT | Education

Cluster	Education
Agency	Department of Education
Division/Branch/Unit	Information Technology Directorate
Role number	226044
Classification/Grade/Band	CL7/8
Senior executive work level standards	Not Applicable
ANZSCO Code	261112
PCAT Code	3116292
Date of Approval	February 2021
Agency Website	https://education.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.

Primary purpose of the role

The Communications Officer develops and co-ordinates the implementation of communication plans and strategies required for the Digital Support Team to engage with schools to understand their digital maturity and develop their digital implementation plans as part of the Schools Digital Strategy.

This position is also responsible for preparing a range of written and graphic communication materials and identifying opportunities for digital communication to meet the communication needs of the Schools Digital Strategy.

Key accountabilities

- Contribute to the design and implementation of integrated and strategic communication strategies to support the delivery of key project initiatives
- Working as part of a multi-disciplined team, assist the Digital Support Team and others to develop solutions that meet their communication requirements, with a particular focus on supporting effective engagements with school based staff

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- Use analytics to support the development of more effective communication plans and better use of existing communication channels
- Create quality graphic and image content and champion the use of social media and other non-traditional communication channels to boost engagement.
- Manage relationships with key groups within the department helping them to maintain a proactive approach to internal communications
- Design an effective range of types of texts to engage audiences including children and young people, families, professionals and other groups as appropriate.

Key challenges

- Designing and implementing communication strategies and approaches that engage and activate all staff is a key challenge for this role
- Establishing and growing relationships in a rapidly changing client base.

Key relationships

Who	Why
Internal	
Digital Support Team	• Advise on, plan and schedule communication and client engagement activities to increase high value interactions that support achievement of overarching objectives
Manager	• Discuss business objectives, priorities, projects and issues as they arise • Provide specialist advice on communication standards; inform decision-making and challenge current thinking as appropriate
Work team	• Share technical advice on communication standards and/or subject matter expertise; participate in decisions regarding innovation and best practice • Build and maintain collaborative working relationships to resolve issues and provide regular, appropriate feedback
External	
Other agencies, learning networks and/or communities of practice	• Seek/maintain specialist knowledge and advice • Keep abreast of best practice in communications and digital technology for learning and Education.

Role dimensions

Decision making

The Communications Officer:

- Independently manages day-to-day work activities within agreed work and project plans
- Prioritises and proactively contributes communications expertise to the teams major projects in consultation with the role supervisor and subject matter experts
- Undertakes research, consults widely, chooses between conflicting views / information, and devises solutions that best balance the communication needs of the team and its stakeholders

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- Submits draft written and graphic content for review by the role supervisor

Reporting line

The role reports to the Director, Schools Agency and Digital Leadership

Direct reports

Nil

Budget/Expenditure

Nil

Key knowledge and experience

- Demonstrated interpersonal skills, including the ability to develop effective working relationships with multiple stakeholders including Teachers, schools staff and IT professionals.
- Demonstrated ability to prepare, edit and produce content for a range of publications using a variety of mediums.

Essential requirements

- Tertiary qualifications and/or relevant communications experience, preferably within an ICT or schools environment.
- Knowledge of and commitment to the Department's Aboriginal education policies.
- Hold a valid clearance to work with Children (Working with Children Check)

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	• Keep up to date with relevant contemporary knowledge and practices • Look for and take advantage of opportunities to learn new skills and develop strengths • Show commitment to achieving challenging goals • Examine and reflect on own performance • Seek and respond positively to constructive feedback and guidance • Demonstrate and maintain a high level of personal motivation	Adept
Relationships	**Communicate Effectively** Communicate clearly, actively listen to others, and respond with understanding and respect	• Tailor communication to diverse audiences • Clearly explain complex concepts and arguments to individuals and groups • Create opportunities for others to be heard, listen attentively and encourage them to express their views • Share information across teams and units to enable informed decision making • Write fluently in plain English and in a range of styles and formats • Use contemporary communication channels to share information, engage and interact with diverse audiences	Adept
	Work Collaboratively Collaborate with others and value their contribution	• 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	**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	Intermediate

		• Accommodate and respond with initiative to changing priorities and operating environments	
Business Enablers	**Technology** Understand and use available technologies to maximise efficiencies and effectiveness	• Demonstrate a sound understanding of technology relevant to the work unit, and identify and select the most appropriate technology for assigned tasks • Use available technology to improve individual performance and effectiveness • Make effective use of records, information and knowledge management functions and systems • Support the implementation of systems improvement initiatives, and the introduction and roll-out of new technologies	Intermediate

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 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	Intermediate
Relationships	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	Intermediate
Results	Deliver Results	Achieve results through the efficient use of resources and a commitment to quality outcomes	Intermediate
	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
Business Enablers	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	Intermediate

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