

# Role Description

## Executive Assistant



Education

Role Description Fields	Details
Cluster	Education
Department/Agency	NSW Department of Education
Division/Branch/Unit	Early Childhood Outcomes
Role number	Various
Classification/Grade/Band	Clerk Grade 3/4
ANZSCO Code	521211
PCAT Code	1527192
Date of Approval	August 2024
Agency Website	<a href="http://education.nsw.gov.au">education.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.

### Early Childhood Outcomes division

The Early Childhood Outcomes (ECO) division is responsible for ensuring all children make a strong start in life and learning and make a successful transition to school. The division will transform early childhood education and care, child development and contribute to women's economic participation in NSW through improved access, affordability and quality of care and services.

### Primary purpose of the role

The role is responsible for providing comprehensive executive, administrative and systems support to the director. Important to this role is quality interpersonal, organisational and time management skills to ensure the effective day to day operations of the business unit.

### Key accountabilities

- Contribute to the efficient business operations of the directorate by providing a range of quality executive and administrative services to the director and members of the management team.
- Manage the director's diary, arrange appointments and respond to invitations, respond directly to requests from internal and external stakeholders, where possible and appropriate, or redirect enquiries to ensure the effective operation of the business unit
- Work within the HPCM (TRIM) computerised content management system to create, store, retrieve and archive files to ensure the accurate and safe storage of information and contribute to a timely response for information or correspondence.

- Prepare correspondence, reports, spreadsheets and PowerPoint presentations using the MS Office suite of programs and other clerical tasks within required timeframes on behalf of the director and the management team.
- Coordinate meetings and functions including preparing agendas, organising venues, catering and distribution of minutes to ensure the director is well prepared and supported.
- Respond to incoming telephone or face to face enquiries, providing information and referring enquiries in an effective and responsive manner ensuring high level customer service to internal and external customers.
- Provide SAP finance systems support including processing orders and payment of invoices and collaborate with finance, HR and other administration officers on the administrative operations of the business unit.

## Key challenges

- Responding to a range of enquiries to meet business requirements in a timely manner, working in a high volume environment.
- Organising meetings for the director and negotiating with stakeholders, given competing priorities and demands.

## Key relationships

### Internal

Who	Why
Director	<ul style="list-style-type: none"> <li>• Provide high quality executive support to ensure efficiency, accuracy, confidentiality and discretion within tight timeframes.</li> <li>• Receive guidance in negotiating priorities and in handling non-routine or difficult enquiries and/or sensitive matters, and receive performance feedback.</li> </ul>
Team members and internal stakeholders	<ul style="list-style-type: none"> <li>• Support and share information with colleagues to achieve team goals, and provide and seek assistance as required.</li> </ul>

### External

Who	Why
Stakeholders	<ul style="list-style-type: none"> <li>• Support effective working relationships to foster collaboration across the Department of Education and external agencies.</li> <li>• Respond to a range of enquiries determining the appropriate person to direct them to or the appropriate response.</li> </ul>

## Role dimensions

### Decision making

The Executive Assistant is accountable to the director for the provision of clerical and administrative support.

The role works as part of a collaborative team and uses initiative in making decisions regarding the development of work strategies and approaches to problem solving.

### Reporting line

The role reports to the Director

## Direct reports

The role has no direct reports

## Budget/Expenditure

Monetary delegation as prescribed for a CL3/4 level

## 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

- Hold a valid clearance to work with children (Working with Children Check for paid employment).
- 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.

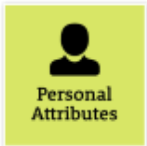
The capabilities are separated into focus capabilities and complementary capabilities.

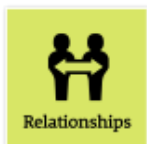
### Focus capabilities

*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
	<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

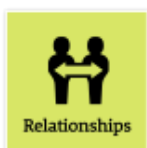


### **Communicate Effectively**

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



### **Commit to Customer Service**

Provide customer-focused services in line with public sector and organisational objectives

- 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



### **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



### Think and Solve Problems

Think, analyse and consider the broader context to develop practical solutions

- 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



### 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
	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	Foundational
	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Foundational
	Work Collaboratively	Collaborate with others and value their contribution	Intermediate
	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Foundational

	Deliver Results	Achieve results through the efficient use of resources and a commitment to quality outcomes	Intermediate
	Demonstrate Accountability	Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	Foundational
	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 project planning, coordination and control methods	Foundational