

# Role Description

## Technical/Production Coordinator

Cluster	Education
Agency	Department of Education
Division/Branch/Unit	Newtown High School of the Performing Arts/Sydney Region/Port Jackson Staffing Area
Role number	217552
Classification/Grade/Band	Clerk Grade 3/4
Senior executive work level standards	Not Applicable
ANZSCO Code	313199
PCAT Code	1 1 1 63 92
Date of Approval	05 May 2021
Agency Website	<a href="https://education.nsw.gov.au/">https://education.nsw.gov.au/</a>

### 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 Technical/Production Coordinator coordinates all aspects of the technical operation and maintenance of multiple performing arts venues. The Technical/Production Coordinator provides technical expertise and support to staff, students and/or hirers in theatre lighting, sound, design and operation. The position requires comprehensive knowledge of, and experience in, technical theatre operations as well as good inter-personal, collaboration and communication skills.

## Key accountabilities

- Setup staging, lighting, sound and multimedia equipment for performances/events
- Coordinate multiple performing arts venues to ensure that they are operational, safe, secure and well maintained
- Coordinate venue bookings, performance requirements and production schedules for various school events
- Identify and report maintenance/equipment/safety issues
- Maintain equipment essential to theatre operation
- Provide advice on the purchase of specialist equipment
- Lead, mentor and support the student Technical Company cocurricular group
- Other related duties as directed by the Principal and/or delegate

## Key challenges

- Work cooperatively with relevant personnel to prioritise tasks and meet deadlines.
- Respond flexibly to competing/emerging priorities.
- Maintain cooperative and supportive relationships with staff and members of the school community.
- Capacity to work with young people in an educational environment.

## Key relationships

Who	Why
<b>Internal</b>	
Staff	<ul style="list-style-type: none"><li>• To ensure that students receive industry standard technical expertise, skills and knowledge to enhance creative and performing arts programs.</li><li>• Collaborate, communicate and liaise with staff where appropriate.</li></ul>
Students	<ul style="list-style-type: none"><li>• Facilitate the best educational outcomes for students.</li></ul>
<b>External</b>	
Suppliers and Vendors	<ul style="list-style-type: none"><li>• Engage with suppliers and vendors for services, equipment purchase, replacement and hire.</li></ul>
Hirers	<ul style="list-style-type: none"><li>• Provide technical assistance to external users</li></ul>

## Role dimensions

### Decision making

This role acts independently in performing its core work functions and applies knowledge, skills and professional judgement to achieve outcomes.

### Reporting line

Report to the Principal, or as delegated by the Principal. The Line Manager for this role is the Business Manager.

### Direct reports

Nil

## Budget/Expenditure

Nil

## Key knowledge and experience

- Relevant industry experience in a theatre production environment.
- Demonstrated ability to operate lighting and sound equipment and stage management.
- 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

- Valid Working With Children Check clearance

## 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	<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
 Relationships	<b>Communicate Effectively</b> Communicate clearly, actively listen to others, and respond with understanding and respect	<ul style="list-style-type: none"><li>• Focus on key points and speak in plain English</li><li>• Clearly explain and present ideas and arguments</li><li>• Listen to others to gain an understanding and ask appropriate, respectful questions</li><li>• Promote the use of inclusive language and assist others to adjust where necessary</li></ul>	Intermediate





	<ul style="list-style-type: none"><li>• Monitor own and others' non-verbal cues and adapt where necessary</li><li>• Write and prepare material that is well structured and easy to follow</li><li>• Communicate routine technical information clearly</li></ul>	
<b>Work Collaboratively</b> Collaborate with others and value their contribution	<ul style="list-style-type: none"><li>• Build a supportive and cooperative team environment</li><li>• Share information and learning across teams</li><li>• Acknowledge outcomes that were achieved by effective collaboration</li><li>• Engage other teams and units to share information and jointly solve issues and problems</li><li>• Support others in challenging situations</li><li>• Use collaboration tools, including digital technologies, to work with others</li></ul>	Intermediate
<div> Results</div> <b>Deliver Results</b> Achieve results through the efficient use of resources and a commitment to quality outcomes	<ul style="list-style-type: none"><li>• Seek and apply specialist advice when required</li><li>• Complete work tasks within set budgets, timeframes and standards</li><li>• Take the initiative to progress and deliver own work and that of the team or unit</li><li>• Contribute to allocating responsibilities and resources to ensure the team or unit achieves goals</li><li>• Identify any barriers to achieving results and resolve these where possible</li><li>• Proactively change or adjust plans when needed</li></ul>	Intermediate
<b>Plan and Prioritise</b> Plan to achieve priority outcomes and respond flexibly to changing circumstances	<ul style="list-style-type: none"><li>• Understand the team and unit objectives and align operational activities accordingly</li><li>• Initiate and develop team goals and plans, and use feedback to inform future planning</li><li>• Respond proactively to changing circumstances and adjust plans and schedules when necessary</li><li>• Consider the implications of immediate and longer-term organisational issues and how these might affect the achievement of team and unit goals</li><li>• Accommodate and respond with initiative to changing priorities and operating environments</li></ul>	Intermediate
<b>Think and Solve Problems</b> Think, analyse and consider the broader context to develop practical solutions	<ul style="list-style-type: none"><li>• Identify the facts and type of data needed to understand a problem or explore an opportunity</li><li>• Research and analyse information to make recommendations based on relevant evidence</li><li>• Identify issues that may hinder the completion of tasks and find appropriate solutions</li></ul>	Intermediate

- 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

## 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	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
 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	Foundational
 Results	Demonstrate Accountability	Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	Foundational
 Business Enablers	Finance	Understand and apply financial processes to achieve value for money and minimise financial risk	Foundational
	Technology	Understand and use available technologies to maximise efficiencies and effectiveness	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