Role Description
Education Administration Support

Role Description Fields	Details
Cluster	Education
Department/Agency	TAFE NSW
Division/Branch/Unit	Learning and Teaching Group
Position Description no	10016-02
Classification/Grade/Band	TAFE Worker Level 3
Senior executive work level standards	Not Applicable
ANZSCO Code	531111
PCAT Code	1337183
Date of Approval	2024
Agency Website	www.tafensw.edu.au

Agency overview

TAFE NSW's purpose is to skill the workforce of the future. It is Australia's leading provider of vocational education and training with over 500,000 annual enrolments and a proud history for setting the benchmark for quality service. As the NSW public provider, it supports the NSW Government's priority to grow skills for the economy and jobs of tomorrow. Critically, TAFE NSW plays a vital role in providing vocational education in rural and regional NSW, and job training pathways for the most vulnerable in the community.

TAFE NSW offers the best of campus-based delivery as well as flexible, online and work-based learning. The TAFE NSW values of Customer First, Collaboration, Integrity and Excellence guide our team in strengthening communities, delivering world-class training for our students and producing job ready graduates for employers. The operating environment for TAFE NSW is dynamic as we leverage our scale, expertise, passion and reputation to meet the rapidly changing VET landscape.

TAFE NSW is committed to its students and customers and the role it plays in changing lives and opening up opportunities through learning.

Primary purpose of the role

This position is responsible for supporting a Head Teacher and their delivery team with all administrative activities essential to the effective delivery of teaching and learning on a day to day basis.

Key accountabilities

1. Provide efficient and effective administrative support services to support the management of daily teaching and learning operations and smooth running of activities.
2. Support the Head Teacher and teachers to maintain the accuracy of educational data within corporate systems including educational systems, finance system and CRM to improve administrative efficiencies, accessibility and integrity of data.
3. Under the guidance of the Head Teacher, collaborate with TAFE Services Co-ordinators and local corporate services, especially student services and facilities management, to support the Skills Team with day to day teaching and learning operations.
4. Support the Head Teacher to collaborate with the planning and implementation co-ordinators to ensure that day to day operational activities meet overall Skills Team plans, expectations and deadlines.
5. Under the guidance of the Head Teacher, collaborate with stakeholder teams to manage incidents that affect the delivery team, co-ordinate responses to information requests and support the teaching team's involvement in local events.
6. Respond to and resolve enquiries and issues to ensure the provision of accurate information, timely and effective customer support and problem resolution.
7. Build and maintain relationships with stakeholders to ensure service delivery and customer support meets customer expectations.
8. Reflect TAFE NSW's values in the way you work and abide by policies and procedures to ensure a safe, healthy and inclusive work environment.
9. Place the customer at the centre of all decision making.
10. Work with the Line Manager to develop meaningful performance development and review plans.

Key challenges

- Assisting in planning and prioritising workload for the Skills Team and managing competing demands and expectations to ensure quality customer experience.
- Demonstrating initiative and problem resolution activities to resolve complex issues.
- Working flexibly and maintaining a collaborative approach with stakeholders and team members.
- Managing priorities and competing deadlines in a fast-paced constantly changing environment.

Key relationships

Internal

Who	Why
Line Manager	- Receive leadership, direction and support. - Provide advice and expertise as required, gain relevant approvals, report on activities status and outcomes.
Skills Teams, Education Training Group, Training Operations	Provide information, advice and assistance as required, gather information to inform and report as required.

External

Who	Why
Customers	Liaise to provide information on courses, products and services offered at all colleges across the Region.
Members of the public, suppliers and visitors	Provide quality customer services to meet the varied needs of individual customers

Role dimensions

Decision making

- Makes decisions that may have a minor impact externally within defined parameters and based on sound subject matter knowledge and professional judgment.
- Matters requiring a higher level of approval are referred to the Reporting Line Manager.

Reporting line

Head Teacher

Direct reports

Nil

Budget/Expenditure

Nil

Essential requirements

1. A valid Working with Children Check (required prior to commencement).
2. Certificate III in relevant discipline or equivalent skills, knowledge and experience.
3. Demonstrated experience in the provision of high quality administrative support and ability to work with a range of complex administrative and corporate systems.
4. Demonstrated experience in developing systems and processes to support efficient operations.

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	**Display Resilience and Courage** Be open and honest, prepared to express your views, and willing to accept and commit to change	• Be flexible and adaptable and respond quickly when situations change • Offer own opinion and raise challenging issues • Listen when ideas are challenged and respond appropriately • Work through challenges • Remain calm and focused in challenging situations	Intermediate
Relationships	**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
Results	**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
Results	**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 | • Demonstrate a sound understanding of technology relevant to the work unit, and identify and select the most appropriate technology for assigned tasks | Intermediate |
	Understand and use available technologies to maximise efficiencies and effectiveness	• 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	

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
Personal Attributes	Act with Integrity	Be ethical and professional, and uphold and promote the public sector values	Foundational
Personal Attributes	Manage Self	Show drive and motivation, an ability to self-reflect and a commitment to learning	Foundational
Personal Attributes	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Foundational
Relationships	Communicate Effectively	Communicate clearly, actively listen to others, and respond with understanding and respect	Foundational
Relationships	Work Collaboratively	Collaborate with others and value their contribution	Foundational
Relationships	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Foundational
Results	Plan and Prioritise	Plan to achieve priority outcomes and respond flexibly to changing circumstances	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

NSW GOVERNMENT

	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