

# Role Description

## Senior Test Automation Analyst



Education

Cluster	Department of Education
Division/Branch/Unit	Information Technology Directorate
Location	Australian Technology Park, Sydney
Classification/Grade/Band	Clerk Grade 7/8
Kind of Employment	Ongoing
Role Number	199122
ANZSCO Code	261112
PCAT Code	3226892
Date of Approval	June 2019
Agency website	<a href="http://www.dec.nsw.gov.au">www.dec.nsw.gov.au</a>

### Overview

The NSW Department of Education serves the community by leading the provision of world-class education. The department protects young children by regulating preschool and long day care providers. Once children move into school, we provide them with a world-class primary and secondary education. We also work to advance the wellbeing of Aboriginal people.

### Primary purpose of the role

The Senior Test Automation Analyst is part of a team responsible for the design, build, testing and deployment of effective test automation solutions to ensure the quality, reliability and completeness of educational and business systems deployed on Departmental platforms.

### Key accountabilities

- Undertake test automation projects in collaboration with key stakeholders, vendor representatives and other IT teams / experts
- Contribute to the development and implementation of test automation strategies and plans and provide input into test scripts
- Execute scheduled test cases in accordance with agreed strategy / plan and timeframes
- Analyse and review test automation results, modify tests where necessary and provide reports on progress, anomalies, risks and issues and recommendations for improvement
- Work collaboratively with key stakeholders, vendor representatives and other IT teams / experts to discuss test results and ensure that issues / problems that arise during test automation are resolved efficiently
- Ensure accurate records are maintained in accordance with Departmental protocols

### Key challenges

- Undertaking test automation activities for multiple application systems deployed on multiple platforms
- Delivering effective testing outcomes; whilst ensuring consistent, high quality and timely project delivery in accordance with the IT Directorate's endorsed project management methodology

## Key relationships

Who	Why
<b>Internal</b>	
Test Automation Manager	<ul style="list-style-type: none"><li>• Escalate issues, keep informed, advise and receive instructions</li><li>• Seek, reflect and act on feedback on own performance</li></ul>
Enterprise Systems managers and staff	<ul style="list-style-type: none"><li>• Collaborate to meet business objectives / outcomes</li></ul>
Departmental managers and staff	<ul style="list-style-type: none"><li>• Liaise to ensure effective service / problem resolution</li><li>• Provide sound and reliable technical advice and 2<sup>nd</sup> level support</li></ul>
<b>External</b>	
Contractors, external suppliers and vendors	<ul style="list-style-type: none"><li>• Liaise and share information to resolve and provide solutions to issues</li></ul>

## Role dimensions

### Decision making

The Senior Test Automation Analyst:

- Sets priorities and makes day-to-day decisions in accordance with Departmental and IT Directorate policies, procedures and operational guidelines
- Collaborates with the role supervisor to determine broad direction and deliverables
- Exercises autonomy and initiative in resolving issues that arise from project work and sound judgement in the provision of advice to staff and managers
- Shares accountability for the quality and accuracy of outputs, analyses, briefings and other forms of advice in final form, though the role supervisor may review prior to release / implementation

### Reporting line

The Senior Test Automation Analyst reports to the Test Automation Manager.

### Direct reports

Nil

### Budget/Expenditure

Nil

## Essential requirements

- A good understanding of technologies underpinning modern applications including web, desktop and/or mobile
- Knowledge and sound experience of automated testing tools such as UFT/QTP





- Knowledge of and commitment to the Department's Aboriginal education policies.


The NSW Public Sector Capability Framework applies to all NSW public sector employees. The Capability Framework is available at [www.psc.nsw.gov.au/capabilityframework](http://www.psc.nsw.gov.au/capabilityframework)

This role also utilises an occupation specific capability set which contains information from the Skills Framework for the Information Age (SFIA). The capability set is available at <http://www.sfia-online.org/en>

## Capability summary

Below is the full list of capabilities and the level required for this role. The capabilities in bold are the focus capabilities for this role. Refer to the next section for further information about the focus capabilities.

NSW Public Sector Capability Framework		
Capability Group	Capability Name	Level
 <b>Personal Attributes</b>	Display Resilience and Courage	Intermediate
	Act with Integrity	intermediate
	<b>Manage Self</b>	<b>Intermediate</b>
	Value Diversity	Foundational
 <b>Relationships</b>	Communicate Effectively	Intermediate
	<b>Commit to Customer Service</b>	<b>Intermediate</b>
	<b>Work Collaboratively</b>	<b>Adept</b>
	Influence and Negotiate	Intermediate
 <b>Results</b>	Deliver Results	Intermediate
	<b>Plan and Prioritise</b>	<b>Adept</b>
	Think and Solve Problems	Intermediate
	Demonstrate Accountability	Intermediate
 <b>Business Enablers</b>	Finance	Foundational
	<b>Technology</b>	<b>Intermediate</b>
	Procurement and Contract Management	Intermediate
	<b>Project Management</b>	<b>Intermediate</b>

Occupation / profession specific capabilities		
Capability Set	Category, Sub-category and Skill	Level and Code
 <b>SFIA6</b> <small>READY ✓</small>	Development and Implementation - Systems Development - Testing	Level 3 - TEST
	Development and Implementation - Systems Development - Programming/Software Development	Level 3 - PROG

## Focus capabilities

The focus capabilities for the role are the capabilities in which occupants must demonstrate immediate competence. The behavioural indicators provide examples of the types of behaviours that would be expected at that level and should be reviewed in conjunction with the role's key accountabilities.

## NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
<b>Personal Attributes</b> Manage Self	Intermediate	<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>Maintain own motivation when tasks become difficult</li> </ul>
<b>Relationships</b> Commit to Customer Service	Intermediate	<ul style="list-style-type: none"> <li>Support a culture of quality customer service in the organisation</li> <li>Demonstrate a thorough knowledge of the services provided and relay to customers</li> <li>Identify and respond quickly to customer needs</li> <li>Consider customer service requirements and develop solutions to meet needs</li> <li>Resolve complex customer issues and needs</li> <li>Co-operate across work areas to improve outcomes for customers</li> </ul>
<b>Relationships</b> Work Collaboratively	Adept	<ul style="list-style-type: none"> <li>Encourage a culture of recognising the value of collaboration</li> <li>Build co-operation and overcome barriers to information sharing and communication across teams/units</li> <li>Share lessons learned across teams/units</li> <li>Identify opportunities to work collaboratively with other teams/units to solve issues and develop better processes and approaches to work</li> </ul>
<b>Results</b> Plan and Prioritise	Adept	<ul style="list-style-type: none"> <li>Take into account future aims and goals of the team/unit and organisation when prioritising own and others' work</li> <li>Initiate, prioritise, consult on and develop team/unit goals, strategies and plans</li> <li>Anticipate and assess the impact of changes, such as government policy/economic conditions, on team/unit objectives and initiate appropriate responses</li> <li>Ensure current work plans and activities support and are consistent with organisational change initiatives</li> <li>Evaluate achievements and adjust future plans accordingly</li> </ul>
<b>Business Enablers</b> Technology	Intermediate	<ul style="list-style-type: none"> <li>Apply computer applications that enable performance of more complex tasks</li> <li>Apply practical skills in the use of relevant technology</li> <li>Make effective use of records, information and knowledge management functions and systems</li> <li>Understand and comply with information and communications security and acceptable use policies</li> <li>Support the implementation of systems improvement initiatives and the introduction and roll-out of new technologies</li> </ul>

## NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
<b>Business Enablers</b> Project Management	Intermediate	<ul style="list-style-type: none"> <li>• Perform basic research and analysis which others will use to inform project directions</li> <li>• Understand project goals, steps to be undertaken and expected outcomes</li> <li>• Prepare accurate documentation to support cost or resource estimates</li> <li>• Participate and contribute to reviews of progress, outcomes and future improvements</li> <li>• Identify and escalate any possible variance from project plans</li> </ul>

## Occupation specific capability set (Skills Framework for the Information Age – SFIA)

Category, Sub-category	Level and Code	Skill and Level Description
<b>Development and Implementation</b> Systems Development	Level 3 TEST	<b>TESTING (TEST)</b> - Reviews requirements and specifications, and defines test conditions. Designs test cases and test scripts under own direction, mapping back to pre-determined criteria, recording and reporting outcomes. Analyses and reports test activities and results. Identifies and reports issues and risks associated with own work.
<b>Development and Implementation</b> Systems Development	Level 3 PROG	<b>PROGRAMMING/SOFTWARE DEVELOPMENT (PROG)</b> - Designs, codes, tests, corrects, and documents moderately complex programs and scripts from agreed specifications and subsequent iterations, using agreed standards and tools. Collaborates in reviews of specifications, with others as appropriate.