Role Description
Administration Officer

Cluster	**Education**
Department/Agency	**NSW Department of Education**
Division/Branch/Unit	**Public Schools** **Metropolitan South**
Role number	**Various**
Classification/Grade/Band	**Clerk Grade 5/6**
Senior executive work level standards	**Not Applicable**
ANZSCO Code	**551111**
PCAT Code	**1223332**
Date of Approval	**2 March 2023**
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.

Public Schools Division

Public Schools Division leads and directs the operations of more than 2200 NSW public schools to maximise the academic achievements of all students and create a culture of success, learning and a desire to achieve, underpinned by innovative, adaptive and supportive strategies that also supports the quality of teaching and educational leadership at the school level. The division is responsible for managing policy, strategies and operations that support principals, teachers and students in preschools, infants, primary, secondary, central and community schools, specialist and comprehensive schools, specific purpose schools, intensive English and environmental education centres. The overarching goal of Public Schools Division is to achieve the best possible outcomes for the students in our public schools from preschool to year 12.

Primary purpose of the role

The role provides high level executive and administrative support to senior officers in Public Schools Division to ensure that public schools are supported in a targeted, timely and effective manner. The role facilitates professional support by managing both internal and external stakeholder relationships and delivers business operations to agreed standards.

Key accountabilities

- Provide a range of high quality clerical and administrative support services, including word processing and production of multi-faceted reports and audio-visual presentations to ensure enhanced quality service delivery.
- Establish and maintain effective records management systems as required for the Director, Public Schools and adhere to deadlines.
- Build excellent customer relationships and work collaboratively with team members and other teams across Public Schools division to increase efficiencies and implement systemic procedures in the delivery of educational services to schools.
- Demonstrate high level computer skills, including strong proficiency in data entry, word processing, spreadsheet and other technological services to facilitate accurate, timely and effective records and correspondence.
- Effectively apply new and/or updated technology applications, systems, procedures and organisational methods to deliver efficient and effective service in accordance with Department policy and Public Schools divisions business practices and protocols.
- Provide prompt and accurate reports and feedback to the supervisor regarding progress and achievements towards goals and emerging issues that could adversely affect the team/unit's delivery of agreed business targets.
- Contribute to the development of an organisational culture which encourages and supports innovation, customer responsiveness, flexibility and empowerment of staff, to enable the Department to meet its current and future strategic objectives.
- In consultation with the supervisor, develop an annual work plan that articulates, clarifies and documents the role's specific responsibilities, key deliverables, expected outcomes and indicators of success over a twelve month period.

Key challenges

- Balancing a range of competing and conflicting work priorities and/or workflows. The challenge comes when competing and conflicting demands are impacted by non negotiable deadlines. This necessitates the role to engage with and effectively manage customer expectations.
- The capacity to effectively communicate with people is critical to success. It is an expectation that a professional "can do" approach to customer service is achieved.
- The role is multi skilled. There is an expectation that the incumbent be flexible in the scope and range of activities performed to ensure School Operations and Performance achieves its objectives.

Key relationships

Internal

Who	Why
Director, Educational Leadership	- Receive guidance in managing complex and/or sensitive matters relating to team and/or customers. - Provide high quality support, administrative/project services and other duties as requires to facilitate the effective management across the team. - Provide regular updates on key activities, escalate issues and propose solutions.

Team members/internal customers	• Support, mentor and encourage colleagues.
	• Share information to Public Schools division and other Department officers, as appropriate.
	• Work collaboratively with the team to ensure administrative and project support services provided are consistent across the unit.
	• Provide high quality administrative support to ensure efficiency, accuracy and discretion within tight timeframes.
	• Manage the flow of information, seek clarification and provide advice and responses; respond to and coordinate urgent requests for information.

External

Who	Why
Clients/Customers/Stakeholders	• Where appropriate to the role, delivers advice and information to a variety of internal and external customers to resolve issues or provide information.
	• Support effective working relationships to foster collaboration across the department and external agencies.

Role dimensions

Decision making

This role acts independently in performing its core work functions and applies specialised knowledge, skills and professional judgement to achieve outcomes. In matters that are sensitive, high-risk or business-critical, the role consults with the supervisor or manager to agree on a suitable course of action.
In the implementation of programs and projects within the assigned business unit, the role works as a team member and would not normally supervise staff.

Reporting line

Director, Public Schools South PSSE2.

Direct reports

The role has no direct reports.

Budget/Expenditure

Monetary delegation as prescribed for a CL5/6 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
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	• Speak at the right pace and volume for diverse audiences • Allow others time to speak • Listen and ask questions to check understanding • Explain things clearly using inclusive language • Be aware of own body language and facial expressions • Write in a way that is logical and easy to follow • Use various communication channels to obtain and share information	Foundational

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Relationships	**Commit to Customer Service** Provide customer-focused services in line with public sector and organisational objectives	• Take responsibility for delivering high-quality customer-focused services • Design processes and policies based on the customer's point of view and needs • Understand and measure what is important to customers • Use data and information to monitor and improve customer service delivery • Find opportunities to cooperate with internal and external stakeholders to improve outcomes for customers • Maintain relationships with key customers in area of expertise • Connect and collaborate with relevant customers within the community	Adept
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
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

	Project Management	• Perform basic research and analysis to inform and support the achievement of project deliverables • Contribute to developing project documentation and resource estimates • Contribute to reviews of progress, outcomes and future improvements • Identify and escalate possible variances from project plans	Intermediate
Business Enablers (icon)	**Project Management** Understand and apply effective planning, coordination and control methods		

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	Display Resilience and Courage	Be open and honest, prepared to express your views, and willing to accept and commit to change	Intermediate
Personal Attributes	Act with Integrity	Be ethical and professional, and uphold and promote the public sector values	Intermediate
Personal Attributes	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Intermediate
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	Intermediate
Results	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
Business Enablers	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Foundational

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