

Role Description

Advisor (Complaints)

Cluster	Education
Agency	Department of Education
Division/Branch/Unit	Professional and Ethical Standards / Community Complaints Advice
Classification/Grade/Band	Clerk Grade 7/8
Role number	191925
ANZSCO Code	225311
PCAT Code	2121492
Date of Approval	June 2025
Agency Website	https://www.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.

Primary purpose of the role

Feedback and Complaints, located in the Professional and Ethical Standards directorate (PES), leads activities to support the management of complaints from staff, parents, carers, students and other members of the community.

The Advisor supports the provision of specialist advice and strategy to complaint managers across the department, to assist them to respond to complaints about the department's services, decision-making, and policy, procedure and processes. The Advisor assists in coordinating subject matter experts to provide advice on managing complaints and unreasonable communication in a complaint process. The Advisor provides direct support to complaint managers on less complex complaints and unreasonable communication.

The Advisor contributes to process and practice improvements in the management of complaints and unreasonable communication, including the development and completion of targeted projects. The Advisor is responsible for ensuring the team's resources are organised and current, and that information about complaints and the action taken is captured on the department's complaints system.

Key accountabilities

- Assess information and requests, prioritise cases, identify high-risk complaints, and proactively identify and escalate issues as necessary according to their complexity, risk and urgency to prevent delays and mitigate potential risks to the reputation and operations of the department.
- Provide advice on the effective management of complaints, suggestions and compliments submitted to the department, to promote timely and appropriate action to address concerns raised by staff, parents, carers, students, and community members.
- Gather advice and information from relevant stakeholders and subject matter experts to assist the provision of the appropriate level of support in a case.
- Foster strong working relationships to promote a culture of transparency, accountability, and trust in complaint management processes.
- Work collaboratively with key stakeholders to promote a coordinated approach to managing complaints, developing and managing targeted projects, and ensuring information is recorded on the department's complaint systems in an accurate and timely manner.
- Provide direct advice in response to allocated requests to support the effective management of complaints and challenging behaviour.

Key challenges

- Balancing triage, case and project work in a fast paced environment.
- Maintaining relationships across Feedback and Complaints and departmental specialist areas to support complaint and project management.
- Maintain an up-to-date knowledge of contemporary complaints practice and departmental policy and procedure, including schools policy and operational issues, to inform decision making.

Key relationships

Who	Why
Internal	
Director, Feedback and Complaints	<ul style="list-style-type: none"> • Receive guidance and feedback in the management of sensitive, high risk or business-critical matters, key projects, issues and priorities. • Provide advice, report on complaint data, and contribute to the team's direction and decision making. • Identify emerging issues/ risks and trends and their implications and propose solutions and resolutions. • Identify gaps in supporting resources for complaint managers and create resources to meet these needs.
Manager, Community Complaints	<ul style="list-style-type: none"> • Receive guidance and report on the management of sensitive, high risk or business-critical matters, cases, key projects, issues, and priorities. • Provide advice, report on complaint data, and contribute to the team's direction and decision making. • Identify emerging issues/ risks and their implications and propose solutions and resolutions. • Receive performance feedback.

	<ul style="list-style-type: none"> Identify gaps in supporting resources for complaint managers and create resources to meet these needs.
Complaint Advice Team members (Both Community and Staff)	<ul style="list-style-type: none"> Provide expert advice to promote appropriate and timely management of complex complaints and challenging behaviours. Receive guidance, support, coaching, and mentoring from Advice Team Senior Advisors Collaborate and support as needed in project planning, development, and implementation. Work collaboratively with team members to achieve team goals. Maintain effective relationships and networks to foster collaboration on the management of complex complaints.
Stakeholders – Directors, Directors Educational Leadership, Principals, workplace managers, administrative staff in principal network offices, staff within the Professional Ethical Standards Directorate, and other staff across the department	<ul style="list-style-type: none"> Communicate expert advice on effective complaint management, operational issues and complaints project initiatives. Collaborate with key stakeholders to ensure consistency and accuracy of advice. Maintain effective relationships and networks to foster collaboration, consultation, and engagement on the management of complaints, and the delivery of initiatives to improve complaint management practice. Support the implementation of policies, systems and priorities of Feedback and Complaints, the Professional & Ethical Standards Directorate and the department. Consult and collaborate to resolve project related issues, define mutual interests, and determine strategies to achieve a positive outcome.

Role dimensions

Decision making

Acts independently in performing its core work functions and applies complaint management knowledge, skills and judgement to achieve outcomes. Consults with the Manager or Senior Advisor on sensitive, high-risk or business critical matters to agree on a suitable course of action.

Reporting line

Manager Community Complaints

Direct reports

Nil

Budget/Expenditure

N/A

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.

- Knowledge of and experience in giving advice and/or implementing best practice in complaint management in schools, education support, or similar education setting, including an understanding of responding to unreasonable communication.

Essential requirements

- Experience in triage and management of complaints and grievances, preferably in a large-scale organisation
- Demonstrated understanding of and commitment to the value of public education.
- Hold a valid clearance to work with Children (Working with Children Check)

Capabilities for the role

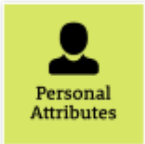
The [NSW public sector capability framework](#) describes the capabilities (knowledge, skills and abilities) needed to perform a role. There are four main groups of capabilities: personal attributes, relationships, results and business enablers, with a fifth people management group of capabilities for 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.

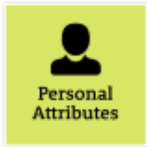
The capabilities are separated into **focus capabilities** and **complementary capabilities**.

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.

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	<ul style="list-style-type: none"> • Be flexible, show initiative and respond quickly when situations change • Give frank and honest feedback and advice • Listen when ideas are challenged, seek to understand the nature of the comment and respond appropriately • Raise and work through challenging issues and seek alternatives • Remain composed and calm under pressure and in challenging situations 	Adept

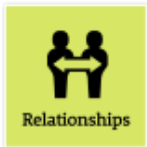


Act with Integrity

Be ethical and professional, and uphold and promote the public sector values

- Represent the organisation in an honest, ethical and professional way and encourage others to do so
- Act professionally and support a culture of integrity
- Identify and explain ethical issues and set an example for others to follow
- Ensure that others are aware of and understand the legislation and policy framework within which they operate
- Act to prevent and report misconduct and illegal and inappropriate behaviour

Adept

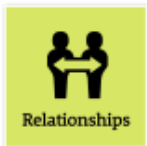


Communicate Effectively

Communicate clearly, actively listen to others, and respond with understanding and respect

- Tailor communication to diverse audiences
- Clearly explain complex concepts and arguments to individuals and groups
- Create opportunities for others to be heard, listen attentively and encourage them to express their views
- Share information across teams and units to enable informed decision making
- Write fluently in plain English and in a range of styles and formats
- Use contemporary communication channels to share information, engage and interact with diverse audiences

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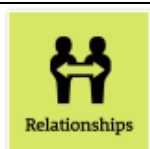


Work Collaboratively

Collaborate with others and value their contribution

- Encourage a culture that recognises the value of collaboration
- Build cooperation and overcome barriers to information sharing and communication across teams and units
- Share lessons learned across teams and units
- Identify opportunities to leverage the strengths of others to solve issues and develop better processes and approaches to work
- Actively use collaboration tools, including digital technologies, to engage diverse audiences in solving problems and improving services

Adept



Influence and Negotiate

Gain consensus and commitment from others, and resolve issues and conflicts

- Negotiate from an informed and credible position
- Lead and facilitate productive discussions with staff and stakeholders
- Encourage others to talk, share and debate ideas to achieve a consensus
- Recognise diverse perspectives and the need for compromise in negotiating mutually agreed outcomes
- Influence others with a fair and considered approach and sound arguments
- Show sensitivity and understanding in resolving conflicts and differences
- Manage challenging relationships with internal and external stakeholders
- Anticipate and minimise conflict

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Deliver Results

Achieve results through the efficient use of resources and a commitment to quality outcomes

- Use own and others' expertise to achieve outcomes, and take responsibility for delivering intended outcomes
- Make sure staff understand expected goals and acknowledge staff success in achieving these
- Identify resource needs and ensure goals are achieved within set budgets and deadlines
- Use business data to evaluate outcomes and inform continuous improvement
- Identify priorities that need to change and ensure the allocation of resources meets new business needs
- Ensure that the financial implications of changed priorities are explicit and budgeted for




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	Think and Solve Problems Think, analyse and consider the broader context to develop practical solutions	<ul style="list-style-type: none"> • Research and apply critical-thinking techniques in analysing information, identify interrelationships and make recommendations based on relevant evidence • Anticipate, identify and address issues and potential problems that may have an impact on organisational objectives and the user experience • Apply creative-thinking techniques to generate new ideas and options to address issues and improve the user experience • Seek contributions and ideas from people with diverse backgrounds and experience • Participate in and contribute to team or unit initiatives to resolve common issues or barriers to effectiveness • Identify and share business process improvements to enhance effectiveness 	Adept
	Project Management Understand and apply effective planning, coordination and control methods	<ul style="list-style-type: none"> • 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

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
	Manage Self	Show drive and motivation, an ability to self-reflect and a commitment to learning	Intermediate
	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Intermediate
	Commit to Customer Service	Provide customer-focused services in line with public sector and organisational objectives	Intermediate

	Plan and Prioritise	Plan to achieve priority outcomes and respond flexibly to changing circumstances	Intermediate
	Demonstrate Accountability	Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	Intermediate
	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	Intermediate
	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Foundational