Role Description
Senior Technical Design Officer

Role Description Fields	Details
Cluster	Education
Department/Agency	NSW Department of Education
Division/Branch/Unit	School Infrastructure NSW/Operations/Technical Services
Role number	221721, 273009, 273010
Classification/Grade/Band	Clerk Grade 9/10
Senior executive work level standards	Not Applicable
ANZSCO Code	232111
PCAT Code	1119192
Date of Approval	15 April 2024
Agency Website	education.nsw.gov.au schoolinfrastructure.nsw.gov.au

Agency overview

At the NSW Department of Education, we educate and inspire lifelong learners – from early childhood, through schooling to vocational education and training.

We ensure young children get the best start in life by supporting and regulating the early childhood education and care sector. We unlock excellence and unleash the potential of two-thirds of school children in NSW. We're proudly public and the largest education system in Australia. We nurture opportunities for every leaner to develop the skills needed for their chosen career path, helping shape the industries of tomorrow.

We respect and value Aboriginal and Torres Strait Islander peoples as First Peoples of Australia.

School Infrastructure NSW (SINSW) is delivering new school buildings, major upgrades and maintenance strategies to ensure every school-aged child has access to high quality education facilities at their local public school. This encompasses the largest investment in public education infrastructure in the history of NSW.

Primary purpose of the role

Provide a design management service to SINSW that is efficient, cost effective, adds value to the development of sound infrastructure planning and meets organisational, legislative and educational requirements.

Key accountabilities

- Review designs for completeness, building standards and constructability compliance, drawing upon professional expert advice from subject matter experts as required.
- Provide strategic and technical advice and guidance across a range of infrastructure design issues during project development and delivery in reference to the Educational Facilities Standards and Guidelines (EFSG) and design best practice standards.
- Ensure a sufficient pipeline of external consultancy design services and coordinate its allocation across the planning portfolio to ensure resources scale up and down as require to meet need and demand.

- Undertake analysis and prepare accommodation schedules for current and future educational facilities to inform project scope and design briefs.
- Coordinate investigations into design related activities that inform the EFSG and design principles.
- Source and manage the engagement of external consultants, including preparation of briefs, ensuring timeliness of advice and review of quality.
- Direct and manage design service levels and outputs to ensure that they progress on time and within budget, while meeting the expectations of stakeholders.

Key challenges

- Supporting the delivery of innovative, cost effective school asset planning solutions that accommodate social capital and community access considerations in an environment characterised by changing technologies and fiscal constraint.
- Understanding and leveraging off the framework in which joint use arrangements can operate from a design and spatial perspective.
- Responding in a timely and accurate way to unplanned requests and competing priorities.

Key relationships

Internal

Who	Why
Manager	• Receive direction, advice, guidance and performance feedback. • Report on progress towards business objectives and discuss future directions. • Provide sound advice and contribute to decision making. • Identify emerging issues/risks and their implications and propose solutions.
SINSW teams	• Maintain strong working relationships within the SINSW division.
Department of Education staff, including those involved in school operations	• Develop and maintain effective working relationships and open channels of communication. • Consult, liaise, negotiate and collaborate on projects which contribute to the business unit, directorate and department's performance.

External

Who	Why
Key external stakeholders, including representatives from other NSW government agencies; local councils; external building contractors; design consultants, architects and other service providers; project and property consultants; developers/land owners	• Develop and maintain effective working relationships and open channels of communication to effectively deliver the requirements of the unit and department.
Contractors	• Ensure the planning, procurement, delivery and commissioning of capital works delivers the best outcomes for schools, students and staff.

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 manager to agree on a suitable course of action.

Reporting line

Design Manager

Direct reports

Nil

Budget/Expenditure

Nil

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

- Tertiary qualifications in Architecture, Property or a related discipline and/or equivalent, relevant knowledge or experience.
- Flexibility to travel to state-wide locations.
- A current and valid driver's licence.
- 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

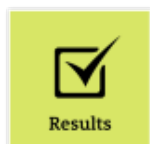| Capability group/sets	Capability name	Behavioural indicators	Level
Personal Attributes	**Display Resilience and Courage** Be open and honest, prepared to express your views, and willing to accept and commit to change	• Be flexible, show initiative and respond quickly when situations change • Give frank 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
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
Relationships	**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

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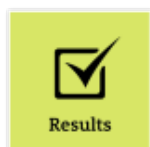
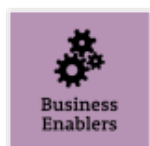|			
Results	**Plan and Prioritise** Plan to achieve priority outcomes and respond flexibly to changing circumstances	• Understand the team and unit objectives and align operational activities accordingly • Initiate and develop team goals and plans, and use feedback to inform future planning • Respond proactively to changing circumstances and adjust plans and schedules when necessary • Consider the implications of immediate and longer-term organisational issues and how these might affect the achievement of team and unit goals • Accommodate and respond with initiative to changing priorities and operating environments	Intermediate
Results	**Think and Solve Problems** Think, analyse and consider the broader context to develop practical solutions	• 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
Business Enablers	**Finance** Understand and apply financial processes to achieve value for money and minimise financial risk	• Understand basic financial terminology, policies and processes, including the difference between recurrent and capital spending • Consider financial implications and value for money in making recommendations and decisions • Understand how financial decisions impact the overall financial position • Understand and act on financial audit, reporting and compliance obligations • Display an awareness of financial risk, reputational risk and exposure, and propose solutions to address these	Intermediate

Procurement and Contract Management Understand and apply procurement processes to ensure effective purchasing and contract performance	• Understand and comply with legal, policy and organisational guidelines and procedures relating to purchasing • Conduct delegated purchasing activities in line with procedures • Work with providers, suppliers and contractors to ensure that outcomes are delivered in line with time and quality requirements	Intermediate
Project Management Understand and apply effective planning, coordination and control methods	• Prepare and review project scope and business cases for projects with multiple interdependencies • Access key subject-matter experts' knowledge to inform project plans and directions • Design and implement effective stakeholder engagement and communications strategies for all project stages • Monitor project completion and implement effective and rigorous project evaluation methodologies to inform future planning • Develop effective strategies to remedy variances from project plans and minimise impact • Manage transitions between project stages and ensure that changes are consistent with organisational goals • Participate in governance processes such as project steering groups	Advanced

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	Intermediate
Personal Attributes	Manage Self	Show drive and motivation, an ability to self-reflect and a commitment to learning	Adept
Personal Attributes	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Intermediate

Relationships	Communicate Effectively	Communicate clearly, actively listen to others, and respond with understanding and respect	Adept
Relationships	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Adept
Results	Deliver Results	Achieve results through the efficient use of resources and a commitment to quality outcomes	Adept
Results	Demonstrate Accountability	Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	Intermediate
Business Enablers	Technology	Understand and use available technologies to maximise efficiencies and effectiveness	Intermediate