

## CUSTOMER SERVICE REPRESENTATIVE

BRANCH/UNIT	Student Experience Group/ Student Services		
TEAM	Student Administration Services / Student Sales (as assigned)		
LOCATION	Various		
CLASSIFICATION/GRADE/BAND	TAFE Worker Level 3		
POSITION NO.	TBA		
ANZSCO CODE	541100	PCAT CODE	1139183
TAFE Website	<a href="http://www.tafensw.edu.au">www.tafensw.edu.au</a>		

### 1. ORGANISATIONAL ENVIRONMENT

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.

### 2. POSITION PURPOSE

The Customer Service Representative is responsible for delivering enquiry management and transactional support to enable the delivery of the Student Services Branch service catalogue for all cohorts across the customer journey. Through customer focused service delivery, the Customer Service Representative will support a multi-channel approach that maximises the enrolment retention and completion of TAFE NSW students and supports the provision of associated services to other TAFE NSW customers.

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### 3. KEY ACCOUNTABILITIES

1. Provide a high-quality customer-focused service to prospective and current students and TAFE NSW alumni across multiple channels to enhance the customer experience and maximise first contact enquiry/transaction resolution.
2. Deliver high quality customer service for a range of transactions and enquires across the Student Services Branch catalogue in consistently meeting service level standards and adhering to TAFE NSW processes, associated compliance and legislative requirements and TAFE NSW systems ensuring a consistent focus on data integrity.
3. Collaborate with teams across Student Services, Student Experience Group and other key internal stakeholders to effectively resolve and escalate, if required, customer enquiries and transactions for prospective and current students and TAFE NSW alumni.
4. Actively contribute where required to any team within Student Services Administration and Student Sales to support the effective management of high volumes of customer transactions and enquires in peak periods and where organisational priorities and demand may change.
5. Demonstrate an understanding of the diverse needs of TAFE NSW customers and actively refer identified customers to the relevant specialist TAFE NSW support service based on individual circumstances of the customer.
6. Actively participate in the continuous improvement of processes and procedures across the Student Services Branch catalogue.
7. As a member of the broader Student Services team, actively contribute to achieving and supporting an engaging and inclusive campus/cluster and Branch culture, which supports the Student Services Branch vision and is aligned to TAFE NSW values.
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. Actively engage with performance feedback to ensure you are continually building your capability in delivering quality customer service and contribute to team performance targets and consistent achievement of service level standards.

### 4. KEY CHALLENGES

- Maintaining focus, performance, quality and output in a high-volume complex operating environment.
- Adapting to changes in environment and consistently learning new processes, approaches and systems.
- Ensuring knowledge of broad range of courses, products, policies, procedures and systems is current and compliant.
- Flexibility to support service delivery across Student Sales and Student Administration Services where required.

## 5. KEY RELATIONSHIPS

WHO	WHY
<b>Internal</b>	
Team Leader (as assigned)	<ul style="list-style-type: none"> <li>• Receive leadership, direction and support.</li> <li>• Receive work schedule and location.</li> </ul>
Student Administration Services/Student Sales Teams	<ul style="list-style-type: none"> <li>• Collaborate across teams to ensure effective enquiry/transaction resolution by referring/escalating transactions to appropriate team members.</li> <li>• Share knowledge and process information to ensure accurate/latest information is provided to existing and prospective customers.</li> <li>• Liaise on workflows across teams and referring/directing customers to the appropriate officers for Tier 2 services.</li> <li>• Escalate and/or refer enquiries for advice, action and resolution to relevant support services, specialist teams or advisors.</li> </ul>
Student Services Operations teams	<ul style="list-style-type: none"> <li>• Seek and receive specialist advice, updates and support for complex and compliance matters and as required.</li> <li>• Provide information and data.</li> </ul>
Broader Student Services and SEG Delivery Group (including teachers)	<ul style="list-style-type: none"> <li>• Seek guidance on subject expert matters/ processes.</li> <li>• Provide accurate information and support on processes.</li> <li>• Seek and receive information for student administration processes.</li> <li>• Liaise with and direct customers to appropriate student services specialists to assist with information on support.</li> </ul>
Broader Student Experience Group	<ul style="list-style-type: none"> <li>• Liaise and collaborate on shared outcomes in supporting services and delivery.</li> </ul>
Systems Group	<ul style="list-style-type: none"> <li>• Liaise to report errors and assist in the implementation of upgraded applications.</li> <li>• Liaise and inform on technical issues and system performance.</li> </ul>
Shared Services Group (corporate services functions and processes)	<ul style="list-style-type: none"> <li>• Liaise as required on data, transactions, process workflows and corporate procedures.</li> </ul>
<b>External</b>	
Prospective students and existing students	<ul style="list-style-type: none"> <li>• Provide advice and information, supporting growth in enrolment, completion and retention rates.</li> <li>• Respond, assist and support on first line enquiries and administration processes.</li> </ul>
Employers, third-party enquirers, government and regulatory bodies	<ul style="list-style-type: none"> <li>• Provide general front-line information and direct them to the appropriate teams.</li> <li>• Seek and access information to assist with student administration processes such as on current travel concessions dependent on team activities.</li> </ul>

## 6. POSITION DIMENSIONS

**Reporting Line:** Assigned Team Leader

**Direct Reports:** Nil

**Indirect Reports:** Nil

**Financial delegation:** TBA

**Budget/Expenditure:** TBA

**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.

## 7. ESSENTIAL REQUIREMENTS

1. Certificate III in relevant discipline or equivalent skills, knowledge and experience.
2. Demonstrated capability to provide customer focussed responses and information in a high-volume environment, across enquiry channels including phone, chat, email and web based, delivering high standard of customer experience.
3. Demonstrated ability to listen, interpret and convey information in a clear, accurate and appropriate manner responsive to individual customer needs.
4. Demonstrated administration skills to support contact centre activities and transactions processes including use of office technology, information and customer relationship management (CRM) systems.
5. Willingness and ability to travel to nearby learning locations if required, as per conditions contained within the employee's Enterprise Agreement.
6. Ability to address and meet focus capabilities as stated in the Position Description.



## 8. CAPABILITIES

### NSW Public Sector Capability Framework

Below is the full list of capabilities and the level required for this role as per the [NSW Public Sector Capability Framework](#). The capabilities **in bold** are the focus capabilities for this role. Refer to the next section for further information about the focus capabilities.

Capability levels are as follows and reflect a progressive increase in complexity and skill:

Foundational > Intermediate > Adept > Advanced > Highly Advanced

CAPABILITY GROUP	NAME	LEVEL
 Personal Attributes	<b>Display Resilience &amp; Courage</b>	<b>Foundational</b>
	Act with Integrity	Foundational
	Manage Self	Foundational
	Value Diversity and Inclusion	Foundational
 Relationships	Communicate Effectively	Intermediate
	<b>Commit to Customer Service</b>	<b>Intermediate</b>
	Work Collaboratively	Foundational
	Influence and Negotiate	Foundational
 Results	Deliver Results	Foundational
	Plan And Prioritise	Foundational
	<b>Think and Solve Problems</b>	<b>Foundational</b>
	Demonstrate Accountability	Foundational
 Business Enablers	Finance	Foundational
	<b>Technology</b>	<b>Foundational</b>
	Procurement and Contract Management	Foundational
	Project Management	Foundational

## FOCUS CAPABILITIES

The focus capabilities for the Customer Service Representative 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 position's key accountabilities.

## NSW Public Sector Focus Capabilities

NSW Public Sector Capability Framework		
Group and Capability	Level	Behavioural Indicators
<b>Personal Attributes</b> Display Resilience and Courage	Foundational	<ul style="list-style-type: none"> <li>Be open to new ideas and approaches.</li> <li>Offer own opinion, ask questions and make suggestions.</li> <li>Adapt well to new situations.</li> <li>Do not give up easily when problems arise.</li> <li>Remain calm in challenging situations.</li> </ul>
<b>Relationships</b> Commit to Customer Service	Intermediate	<ul style="list-style-type: none"> <li>Focus on providing a positive customer experience.</li> <li>Support a customer-focused culture in the organisation.</li> <li>Demonstrate a thorough knowledge of the services provided and relay this knowledge 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>Cooperate across work areas to improve outcomes for customers.</li> </ul>
<b>Results</b> Think and Solve Problems	Foundational	<ul style="list-style-type: none"> <li>Ask questions to explore and understand issues and problems.</li> <li>Find and check information needed to complete own work tasks.</li> </ul>

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## NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
		<ul style="list-style-type: none"> <li>Identify and inform supervisor of issues that may have an impact on completing tasks.</li> <li>Escalate more complex issues and problems when these are identified.</li> <li>Share ideas about ways to improve work tasks and solve problems.</li> <li>Consider user needs when contributing to solutions and improvements.</li> </ul>
<b>Business Enablers</b>		
Technology	Foundational	<ul style="list-style-type: none"> <li>Display familiarity and confidence when applying technology used in role.</li> <li>Comply with records, communication and document control policies.</li> <li>Comply with policies on the acceptable use of technology, including cyber security.</li> </ul>