

Role Description

Lead Service Designer



Education

Role Description Fields	Details
Cluster	Education
Department/Agency	Department of Education
Division/Branch/Unit	Service Experience / Service Enablement
Role number	237149
Classification/Grade/Band	Clerk Grade 9/10
Senior executive work level standards	Not Applicable
ANZSCO Code	531111
PCAT Code	3226892
Date of Approval	11 August 2022
Agency Website	https://education.nsw.gov.au/

Agency 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 well-being of Aboriginal people.

The Department is one of the largest organisations and employers in Australia, and manages an annual budget that accounts for approximately one quarter of the State's total budget. Visit the Department's website above for more information.

The newly established Service Experience function is responsible for redesigning and continuously improving how we deliver services to our schools: teachers, principals, school administrative and support staff, as well as corporate staff.

Primary purpose of the role

The Lead Service Designer is responsible for facilitating human-centred design and innovation practices and activities for the Service Experience group including discovery workshops, interview facilitation, user research and story mapping, and supporting the development of organisation-wide design capabilities to continue to progress customer-centric service design, delivery and improvement.

Key accountabilities

- Facilitate the delivery of end-to-end service design initiatives to support the development of customer-centric solutions across the Service Experience Function.
- Lead co-design and user testing sessions including behavioural and empathy-driven research ensuring active engagement with operations group staff, schools and other stakeholders in the application of innovative approaches to obtain meaningful insight that influences service design initiatives.
- Generate inspirational ideas that consider the impact on both the customer and frontline staff. Translate them into concepts, sketches, scenarios and/or prototypes that can be tested and deliver artefacts such as design principles, current and future state maps and blueprints.

- Identify and communicate opportunities that create business value and improve the customer experience based on user research, heuristics and best practice and develop visually compelling frameworks, process/screen flows and wireframes to drive service re-design and continuous improvement.
- Manage and facilitate the delivery of stakeholder and project workshops to identify key success factors and align these with deliverables. .
- Contribute to the ongoing development of operational procedures, user documentation and training materials in a changing environment. Drive a human-centred approach for improving the way of working consistent with business objectives, changing technology and organisational operating models.
- Collaborate with a range of stakeholders to continually improve customer experiences through service design, capability development and delivery.
- Contribute to change impact assessment development with clear emphasis on the impact on people, operations, systems and technologies.

Key challenges

- Driving the application of human-centred design and innovative approaches into all business and organisational design initiatives to support a customer-centric model of solution design that iterates and adapts to customer needs.
- Embedding a culture of prioritisation over completion in service design to ensure optimal and best practice outcomes are achieved that challenge the status quo.
- Developing compelling narratives and visual representations that gain stakeholder buy-in and support business case development and change management requirements.

Key relationships

Internal

Who	Why
Manager, Service Design	<ul style="list-style-type: none"> • Discuss business objectives, priorities, current projects and solutions thinking • Provide advice regarding current / proposed projects; inform decision- making and challenge current thinking as appropriate • Identify emerging issues/risks and their implications and propose solutions.
Work Team	<ul style="list-style-type: none"> • Support team members and work collaboratively to contribute to achieving the team's business outcomes • Guide, support, coach and mentor team members • Review the work and proposals of team members • Participate in meetings to share information and provide input on issues.
Service Experience Directorate	<ul style="list-style-type: none"> • Develop and maintain effective working relationships ensuring open channels of communication to liaise, consult, engage and/or participate in projects. • Ensure supported initiatives are consistent and cohesive and align with processes and systems.

Stakeholders and clients	<ul style="list-style-type: none"> • Build collaborative relationships and provide specialist advice and support to enable capacity building • Provide advice on best practice service design, human-centred design and innovation to influence program design and continuous improvement initiatives • Collaborate to understand challenges, risks and opportunities • Resolve and provide solutions to issues.
Schools	<ul style="list-style-type: none"> • Build collaborative relationships to understand unique needs and operating conditions of schools so service delivery decisions improve customer outcomes

External

Who	Why
Other agencies, learning networks and/or communities of practice	<ul style="list-style-type: none"> • Collaborate to share best practice, findings and incorporate continuous improvement • Build and maintain strong networks to appropriately share information regarding good practice and emerging methodologies.

Role dimensions

Decision making

The Lead Service Designer is responsible for managing, coordinating and organising work to achieve agreed business objectives and performance criteria, within approved work plans. The role operates as part of a team and is fully accountable for the quality and integrity of advice provided.

The role must consult with the Manager Service Design on major issues arising during work performed, matters of significant complexity which may impact broader operations of the business or matters requiring a higher level of authority.

Reporting line

Manager, Service Design

Direct reports

Nil

Budget/Expenditure

TBC

Key knowledge and experience

- Strong experience in applying analysis and developing recommendations to support decision making and planning in a complex multi-faceted environment.
- Demonstrated understanding and knowledge of customer experience in a service delivery context.
- 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 Project Management, Business Studies, Service and Customer Experience and/or equivalent.

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.

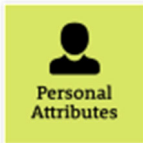
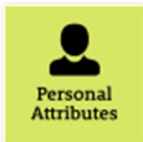
The capabilities are separated into focus capabilities and complementary capabilities

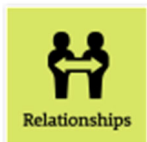
Focus capabilities

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
	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
	Manage Self Show drive and motivation, an ability to self-reflect and a commitment to learning	<ul style="list-style-type: none">• 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

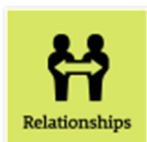


Communicate Effectively

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

- Present with credibility, engage diverse audiences and test levels of understanding
- Translate technical and complex information clearly and concisely for diverse audiences
- Create opportunities for others to contribute to discussion and debate
- Contribute to and promote information sharing across the organisation
- Manage complex communications that involve understanding and responding to multiple and divergent viewpoints
- Explore creative ways to engage diverse audiences and communicate information
- Adjust style and approach to optimise outcomes
- Write fluently and persuasively in plain English and in a range of styles and formats

Advanced

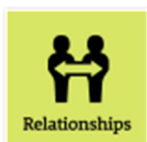


Commit to Customer Service

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



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



Think and Solve Problems

Think, analyse and consider the broader context to develop practical solutions

- Undertake objective, critical analysis to draw accurate conclusions that recognise and manage contextual issues
- Work through issues, weigh up alternatives and identify the most effective solutions in collaboration with others
- Take account of the wider business context when considering options to resolve issues
- Explore a range of possibilities and creative alternatives to contribute to system, process and business improvements
- Implement systems and processes that are underpinned by high-quality research and analysis
- Look for opportunities to design innovative solutions to meet user needs and service demands
- Evaluate the performance and effectiveness of services, policies and programs against clear criteria

Advanced



Demonstrate Accountability

Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines

- Assess work outcomes and identify and share learnings to inform future actions
- Ensure that own actions and those of others are focused on achieving organisational outcomes
- Exercise delegations responsibly
- Understand and apply high standards of financial probity with public monies and other resources
- Identify and implement safe work practices, taking a systematic risk management approach to ensure own and others' health and safety
- Conduct and report on quality control audits
- Identify risks to successfully achieving goals, and take appropriate steps to mitigate those risks

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Project Management

Understand and apply effective planning, coordination and control methods






- Understand all components of the project management process, including the need to consider change management to realise business benefits
- Prepare clear project proposals and accurate estimates of required costs and resources
- Establish performance outcomes and measures for key project goals, and define monitoring, reporting and communication requirements
- Identify and evaluate risks associated with the project and develop mitigation strategies
- Identify and consult stakeholders to inform the project strategy
- Communicate the project's objectives and its expected benefits
- Monitor the completion of project milestones against goals and take necessary action
- Evaluate progress and identify improvements to inform future projects




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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	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Intermediate
 Relationships	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Intermediate
 Results	Deliver Results	Achieve results through the efficient use of resources and a commitment to quality outcomes	Adept
 Results	Plan and Prioritise	Plan to achieve priority outcomes and respond flexibly to changing circumstances	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