

# Role Description

## ICT Support Team Leader



Education

<b>Cluster</b>	Education
<b>Agency</b>	NSW Department of Education
<b>Division/Branch/Unit</b>	Information Technology Directorate
<b>Role number</b>	199333, 199346, 199352, 199361, 199371, 199376, 199386, 199392, 199397, 199402, 199408, 199413, 199417, 199422, 199455, 199462, 199466, 199470, 199474, 199478, 199483, 199488, 199494, 199497, 199508, 199513, 199518, 199521, 199524, 199528
<b>Classification/Grade/Band</b>	Clerk Grade 9/10
<b>Senior executive work level standards</b>	Not Applicable
<b>ANZSCO Code</b>	313199
<b>PCAT Code</b>	1226392
<b>Date of Approval</b>	October 2021
<b>Agency Website</b>	<a href="http://www.dec.nsw.gov.au">www.dec.nsw.gov.au</a>

### 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

The ICT Support Team Leader leads a designated team of Information Communication Technology (ICT) support staff to deliver high quality ICT services to NSW public schools and departmental offices. The role leads the deployment of ICT projects and resolves complex issues to establish a standardised ICT operational and support environment, and manages ongoing service delivery and support to NSW public schools and departmental offices. The Team Leader contributes to a high-performance team environment, provides excellent customer service and enables continual service improvement practices.

## Key accountabilities

- Lead and manage relationships and operating arrangements associated with the delivery of ICT support services to NSW public schools and departmental offices to foster positive working relationships and enable quality service provision.
- Lead the provision of ICT support services to schools and offices in accordance with the Department's standards, policies and operating procedures and the application of best practice regulation.
- Engage with principals, managers and stakeholders to contribute to the development, strategic intent and delivery of the department's standard ICT technologies, projects and priorities.
- Provide specialist ICT technical advice to NSW public schools and departmental offices investigating new technologies to support teaching, learning and administration in accordance with the department's standardised ICT technologies, policies and operating procedures.
- Foster a positive and progressive team culture by managing the development and delivery of performance development and training plans staff to encourage a high quality, customer focused service environment.
- Manage the team's financial and human resources in relation to the provision of ICT support services.
- Provide timely and accurate reports to the role supervisor and/or Executive Director to facilitate informed decision-making and planning.
- Ensure accurate records are maintained in accordance with Departmental protocols.

## Key challenges

- Delivering excellent levels of services for a large customer base at sites spread across NSW using a diverse range of technologies; liaising effectively with stakeholders with varying levels of ICT skill and maturity.
- Managing a large mobile workforce while maintaining standardised support to NSW public schools and departmental offices; undertaking substantial travel to various sites.
- Using initiative and judgment to appropriately escalate matters of a serious and/or complex nature.

## Key relationships

Who	Why
<b>Internal</b>	
ICT Relationship Manager	<ul style="list-style-type: none"> <li>• Provide regular status reports; discusses priorities, current projects and issues arising; consult regarding the management of sensitive, high-risk or business critical matters</li> <li>• Actively seek, reflect and act on feedback on own performance</li> </ul>
Work team	<ul style="list-style-type: none"> <li>• Build effective working relationships and opens channels of communication to facilitate liaison, consultation and engagement; inspire, motivate and mentor colleagues to achieve goals</li> <li>• Allocate work, provide guidance and supervision, monitor performance and deliver effective feedback</li> </ul>
IT Directorate	<ul style="list-style-type: none"> <li>• Build and maintain strong working relationships to effectively refer and/or escalate emerging issues</li> <li>• Share information and/or subject matter expertise as required</li> </ul>

Who	Why
Departmental managers and staff	<ul style="list-style-type: none"> <li>• Build partnerships to effectively support customers' ICT Strategic Plans and projects; provide standardised services and specialist advice; engender customer commitment for ICT initiatives and business reforms</li> <li>• Contribute to the development of policies, programs and systems that reflect departmental initiatives and priorities</li> </ul>
<b>External</b>	
Other agencies / communities of practice / professional networks	<ul style="list-style-type: none"> <li>• Build and maintain strong networks</li> <li>• Actively participate in learning opportunities, briefing sessions and workshops to keep up-to-date with management practices and to maintain specialist/technical knowledge</li> </ul>
NSW Public Sector agencies, diverse professional organisations, and workforce representatives	<ul style="list-style-type: none"> <li>• Develop and maintain effective working relationships and open channels of communication to facilitate liaison, consultation and engagement</li> </ul>

## Role dimensions

### Decision making

The ICT Support Team Leader:

- Exercises judgement and initiative in prioritising and resolving day-to-day issues in accordance with Departmental and ICT Directorate policies, procedures and operational guidelines.
- Contributes to planning/decision-making; develops and implements service delivery systems and processes to address gaps and resolve issues arising.
- Works both independently and collaboratively within a state-wide team of ICT Support Team Leaders managing physical and virtual teams.
- Requires specialised technical and resource management knowledge, skills and professional judgement to achieve outcomes.
- Shares accountability for the quality and accuracy of outputs, analysis, briefings and advice provided; escalates urgent, complex and/or significant issues to the roles supervisor, including those that may substantially affect resourcing, impact budget or disrupt service delivery.

### Reporting line

The ICT Support Team Leader reports to the ICT Relationship Manager.

### Direct reports

The ICT Support Team Leader supervises a small team with up to nine direct reports. Supervision arrangements vary between teams.

### Budget/Expenditure

The ICT Support Team Leader has a financial delegation of up to \$5,000.

### Key knowledge and experience

- Relevant tertiary qualifications in ICT or equivalent experience.

## Essential requirements

- Current Drivers License with a good driving history record; willingness to travel as required.
- 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.
- Valid 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.

FOCUS CAPABILITIES			
Capability group/sets	Capability name	Behavioural indicators	Level
	<b>Manage Self</b> Show drive and motivation, an ability to self-reflect and a commitment to learning	<ul style="list-style-type: none"> <li>• Keep up to date with relevant contemporary knowledge and practices</li> <li>• Look for and take advantage of opportunities to learn new skills and develop strengths</li> <li>• Show commitment to achieving challenging goals</li> <li>• Examine and reflect on own performance</li> <li>• Seek and respond positively to constructive feedback and guidance</li> <li>• Demonstrate and maintain a high level of personal motivation</li> </ul>	Adept
	<b>Communicate Effectively</b> Communicate clearly, actively listen to others, and respond with understanding and respect	<ul style="list-style-type: none"> <li>• Present with credibility, engage diverse audiences and test levels of understanding</li> <li>• Translate technical and complex information clearly and concisely for diverse audiences</li> <li>• Create opportunities for others to contribute to discussion and debate</li> </ul>	Advanced

- 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

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### **Commit to Customer Service**

Adept

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



### **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



### **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

Adept

- 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



### Manage and Develop People

Engage and motivate staff, and develop capability and potential in others

- Define and clearly communicate roles, responsibilities and performance standards to achieve team outcomes
- Adjust performance development processes to meet the diverse abilities and needs of individuals and teams
- Develop work plans that consider capability, strengths and opportunities for development
- Be aware of the influences of bias when managing team members
- Seek feedback on own management capabilities and develop strategies to address any gaps
- Address and resolve team and individual performance issues, including unsatisfactory performance, in a timely and effective way
- Monitor and report on team performance in line with established performance development frameworks

Adept

## Occupation specific capability set

	Category, Sub-category and Skill	Level and Code
	Development and Implementation – Installation and Integration – Systems Installation / Decommissioning	Level 4 - HSIN
	Relationships and Engagement – Stakeholder Management – Relationship Management	Level 4 - RLMT

## 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.

## COMPLEMENTARY CAPABILITIES

Capability group/sets	Capability name	Description	Level
	Display Resilience and Courage	Be open and honest, prepared to express your views, and willing to accept and commit to change	Adept
	Act with Integrity	Be ethical and professional, and uphold and promote the public sector values	Intermediate
	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Intermediate
	Work Collaboratively	Collaborate with others and value their contribution	Adept
	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Intermediate
	Deliver Results	Achieve results through the efficient use of resources and a commitment to quality outcomes	Adept
	Plan and Prioritise	Plan to achieve priority outcomes and respond flexibly to changing circumstances	Adept
	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	Intermediate
	Technology	Understand and use available technologies to maximise efficiencies and effectiveness	Adept
	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Intermediate
	Inspire Direction and Purpose	Communicate goals, priorities and vision, and recognise achievements	Intermediate
	Optimise Business Outcomes	Manage people and resources effectively to achieve public value	Intermediate
	Manage Reform and Change	Support, promote and champion change, and assist others to engage with change	Intermediate

## Occupation specific capability set

	Category, Sub-category and Skill	Level and Code
	Change and Transformation – Business Change Management – Project Management	Level 4 - PRMG
	Skills and Quality – People Management – Performance Management	Level 4 - PEMT