

Role Description

Administration Officer

Agency	NSW Department of Education
Division/Branch/Unit	Office of the Group Secretary
Role number	174929
Classification/Grade/Band	Clerk Grade 5/6
ANZSCO Code	551111
PCAT Code	1223332
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Agency Website	www.education.nsw.gov.au

Agency overview

The NSW Department of Education provides, funds and regulates education services for NSW students from early childhood to secondary school, delivering world-class education through its public schools and providing funding support to non-government schools. We employ, develop and support teachers, leaders and other staff to deliver the best outcomes for students and to advance the wellbeing of Aboriginal people.

Primary purpose of the role

This role provides customised support to the public schools and community within The Ponds Principal Network of Metropolitan North Operational Directorate. This role provides high level executive and administrative support to the Director Educational Leadership, The Ponds Principal Network and other senior officers within the School Improvement and Education Reform Group Division to ensure that public schools and communities are supported in a targeted, timely and effective manner.

Key accountabilities

- Provide high quality clerical and administrative support, including the word processing and production of multi-faceted reports and audio-visual presentations to ensure enhanced quality service delivery.
- Establish and maintain effective records management systems as required for the Director, Educational Leadership and adhere to deadlines.
- Build excellent customer relationships and work collaboratively with team members and other teams across the School Improvement and Education Reform Group Division to increase efficiencies and implement systemic procedures in the delivery of educational services to schools.
- Provide data entry, word processing, spreadsheet and other technological services to facilitate accurate, timely and effective records and correspondence.
- Effectively apply new and/or updated technology applications, systems, procedures and organisational methods to deliver efficient and effective service in accordance with Department policy and the School Improvement and Education Reform Group Division, business practices and protocols.

- Provide prompt and accurate reports and feedback to the supervisor regarding progress and achievements towards goals and emerging issues that could adversely affect the team/unit's delivery of agreed business targets.
- Contribute to the development of an organisational culture which encourages and supports innovation, customer responsiveness, flexibility and empowerment of staff, to enable the Department to meet its current and future strategic objectives.
- In consultation with the supervisor, develop an annual work plan that articulates, clarifies and documents the role's specific responsibilities, key deliverables, expected outcomes and indicators of success over a twelve month period.

Key challenges

- Balancing a range of competing and conflicting work priorities and/or workflows. The challenge comes when competing and conflicting demands are impacted by non-negotiable deadlines. This necessitates the role to engage with and effectively manage customer expectations.
- The capacity to effectively communicate with people is critical to success. It is an expectation that a professional "can do" approach to customer service is achieved.
- The role is multi skilled. There is an expectation that the incumbent be flexible in the scope and range of activities performed to ensure the School Improvement and Education Reform Group Division achieves its objectives.

Key relationships

Who	Why
Internal	
Director Educational Leadership	<ul style="list-style-type: none"> • Director Educational Leadership
Team members/internal colleagues	<ul style="list-style-type: none"> • Where appropriate to the role, delivers advice and information to a variety of internal staff to resolve issues or provide information.
External	
Director Educational Leadership	<ul style="list-style-type: none"> • Receives guidance in managing complex and/or sensitive matters relating to team and/or customers • Supports, mentors and encourages colleagues. • Shares information with Office of the Group Secretary and other Department portfolio officers, as appropriate.

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 supervisor or manager to agree on a suitable course of action.

In the implementation of programs and projects within the assigned business unit, the role works as a team member and would not normally supervise staff.

Reporting line

The role reports to the Director, Educational Leadership

Direct reports

NIL

Budget/Expenditure

The role has a financial delegation of up to \$15,000.

Essential requirements

Working with Children Check for paid employment

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	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 practicesLook for and take advantage of opportunities to learn new skills and develop strengthsShow commitment to achieving challenging goalsExamine and reflect on own performanceSeek and respond positively to constructive feedback and guidanceDemonstrate and maintain a high level of personal motivation	Adept
 Relationships	Communicate Effectively Communicate clearly, actively listen to others, and respond with understanding and respect	<ul style="list-style-type: none">Speak at the right pace and volume for diverse audiencesAllow others time to speakListen and ask questions to check understandingExplain things clearly using inclusive language	Foundational




		<ul style="list-style-type: none"> • Be aware of own body language and facial expressions • Write in a way that is logical and easy to follow • Use various communication channels to obtain and share information 	
	Commit to Customer Service Provide customer-focused services in line with public sector and organisational objectives	<ul style="list-style-type: none"> • 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
 Results	Deliver Results Achieve results through the efficient use of resources and a commitment to quality outcomes	<ul style="list-style-type: none"> • Seek and apply specialist advice when required • Complete work tasks within set budgets, timeframes and standards • Take the initiative to progress and deliver own work and that of the team or unit • Contribute to allocating responsibilities and resources to ensure the team or unit achieves goals • Identify any barriers to achieving results and resolve these where possible • Proactively change or adjust plans when needed 	Intermediate
	Think and Solve Problems Think, analyse and consider the broader context to develop practical solutions	<ul style="list-style-type: none"> • Identify the facts and type of data needed to understand a problem or explore an opportunity • Research and analyse information to make recommendations based on relevant evidence • Identify issues that may hinder the completion of tasks and find appropriate solutions • Be willing to seek input from others and share own ideas to achieve best outcomes • Generate ideas and identify ways to improve systems and processes to meet user needs 	Intermediate
 Business Enablers	Technology Understand and use available technologies to maximise efficiencies and effectiveness	<ul style="list-style-type: none"> • Demonstrate a sound understanding of technology relevant to the work unit, and identify and select the most appropriate technology for assigned tasks • Use available technology to improve individual performance and effectiveness • Make effective use of records, information and knowledge management functions and systems 	Intermediate

	<ul style="list-style-type: none"> Support the implementation of systems improvement initiatives, and the introduction and roll-out of new technologies 	
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.

COMPLEMENTARY CAPABILITIES			
Capability group/sets	Capability name	Description	Level
 Personal Attributes	Display Resilience and Courage	Be open and honest, prepared to express your views, and willing to accept and commit to change	Foundational
	Act with Integrity	Be ethical and professional, and uphold and promote the public sector values	Foundational
	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Foundational
 Relationships	Work Collaboratively	Collaborate with others and value their contribution	Foundational
	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Foundational
 Results	Plan and Prioritise	Plan to achieve priority outcomes and respond flexibly to changing circumstances	Foundational
	Demonstrate Accountability	Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	Foundational
 Business Enablers	Finance	Understand and apply financial processes to achieve value for money and minimise financial risk	Foundational
	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Foundational