# Role Description
# Accessibility Officer

| Cluster | Education |
|---|---|
| Agency | Department of Education |
| Division/Branch/Unit | Learning Improvement | Teaching Quality  Impact | Quality Teaching Practice Unit |
| Role number | Various |
| Classification/Grade/Band | Clerk Grade 5/6 |
| ANZSCO Code | 551111 |
| PCAT Code | 1 2 2 33 32 |
| Date of Approval | 22 January 2021 |
| Agency Website | https://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

The role undertakes a range of activities that improve accessibility of resources ensuring that the Quality Teaching Practice (QTP) Unit provides accessible products and services. This includes creating and remediating accessible print, online and presentation resources that are compliance with Department guidelines.

## Key accountabilities

- Create and integrate new guidelines into existing policies ensuring accessibility guidelines adhere to WCAG, the Department's brand and project management frameworks.
- Conduct accessibility products and services including documents, PowerPoint and video assets as required by QTP project streams.
- Develop creative and innovative accessibility solutions and processes that adhere with Department policies and standards.
- Record problems/defects identified during testing and report on findings, including identified solutions on the status of testing, including reporting of overall test results.
- Establish communication and monitor implementation of corrective actions based on test findings.
- Create and execute test plans and test scenarios of new products and upgrades to new and existing products.
- Collaborate, educate and mentor team members on accessibility best practices as an advocate for global usability
- Maintain updated resource materials for ongoing compliance.

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# Key challenges

- Delivering multiple project activities in line with agreed standards, given tight deadlines and competing demands and priorities.
- Working collaboratively across a range of areas to ensure effective project development and implementation.

# Key relationships

| Who | Why |
|---|---|
| **Internal** | |
| Project Officer (Line manager) | <ul><li>Receive guidance and provide regular updates on key projects, issues and priorities</li><li>Provide advice and contribute to decision making</li><li>Identify emerging issues/risks and their implications and propose solutions</li></ul> |
| Quality Teaching Practice Unit Team Members | <ul><li>Develop strong ties with key staff to facilitate rapid flow and collaborative development of communications for identified audiences</li><li>Work collaboratively to contribute to achieving team outcomes</li></ul> |
| **External** | |
| External Stakeholders | <ul><li>Support effective working relationships to foster collaboration, consultation and engagement</li></ul> |

# Role dimensions

## Decision making

- The role acts independently in performing its core work functions and makes decisions about workflows to ensure project outcomes are met.
- The role consults with the Manager on matters that are sensitive and /or contentious to agree on a suitable way forward.

## Reporting line

The role reports to 227395 Project Officer 7/8

## Direct reports

NIL

## Budget/Expenditure

NIL

# Essential requirements

- Hold a valid clearance to work with Children (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.
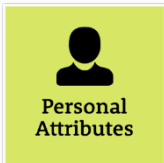
| FOCUS CAPABILITIES | | | |
|---|---|---|---|
| **Capability group/sets** | **Capability name** | **Behavioural indicators** | **Level** |
| Personal Attributes | **Manage Self**<br>Show drive and motivation, an ability to self-reflect and a commitment to learning | • Adapt existing skills to new situations<br>• Show commitment to achieving work goals<br>• Show awareness of own strengths and areas for growth, and develop and apply new skills<br>• Seek feedback from colleagues and stakeholders<br>• Stay motivated when tasks become difficult | Intermediate |
| Relationships | **Commit to Customer Service**<br>Provide customer-focused services in line with public sector and organisational objectives | • Focus on providing a positive customer experience<br>• Support a customer-focused culture in the organisation<br>• Demonstrate a thorough knowledge of the services provided and relay this knowledge to customers<br>• Identify and respond quickly to customer needs<br>• Consider customer service requirements and develop solutions to meet needs<br>• Resolve complex customer issues and needs<br>• Cooperate across work areas to improve outcomes for customers | Intermediate |
| | **Work Collaboratively**<br>Collaborate with others and value their contribution | • Encourage a culture that recognises the value of collaboration<br>• Build cooperation and overcome barriers to information sharing and communication across teams and units<br>• Share lessons learned across teams and units | Adept |

| | | • Identify opportunities to leverage the strengths of others to solve issues and develop better processes and approaches to work<br>• Actively use collaboration tools, including digital technologies, to engage diverse audiences in solving problems and improving services | |
|---|---|---|---|
| **Results** | **Demonstrate Accountability**<br>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<br>• Ensure that own actions and those of others are focused on achieving organisational outcomes<br>• Exercise delegations responsibly<br>• Understand and apply high standards of financial probity with public monies and other resources<br>• Identify and implement safe work practices, taking a systematic risk management approach to ensure own and others' health and safety<br>• Conduct and report on quality control audits<br>• Identify risks to successfully achieving goals, and take appropriate steps to mitigate those risks | Adept |
| **Business Enablers** | **Technology**<br>Understand and use available technologies to maximise efficiencies and effectiveness | • Demonstrate a sound understanding of technology relevant to the work unit, and identify and select the most appropriate technology for assigned tasks<br>• Use available technology to improve individual performance and effectiveness<br>• Make effective use of records, information and knowledge management functions and systems<br>• Support the implementation of systems improvement initiatives, and the introduction and roll-out of new technologies | 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 |

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| **Relationships** | Communicate Effectively | Communicate clearly, actively listen to others, and respond with understanding and respect | Intermediate |
| | Influence and Negotiate | Gain consensus and commitment from others, and resolve issues and conflicts | Foundational |
| **Results** | Deliver Results | Achieve results through the efficient use of resources and a commitment to quality outcomes | Intermediate |
| | Plan and Prioritise | Plan to achieve priority outcomes and respond flexibly to changing circumstances | Intermediate |
| | Think and Solve Problems | Think, analyse and consider the broader context to develop practical solutions | Intermediate |
| **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 |
| | Project Management | Understand and apply effective planning, coordination and control methods | Foundational |