

Role Description

Senior Asset Services Officer

Cluster	Education
Agency	NSW Department of Education
Division/Branch/Unit	School Infrastructure NSW/Asset Management
Classification/Grade/Band	Clerk Grade 7/8
Role number	Various
ANZSCO Code	531111
PCAT Code	2222224
Date of Approval	15 April 2024
Agency Website	education.nsw.gov.au schoolinfrastructure.nsw.gov.au

Agency overview

At the NSW Department of Education, we educate and inspire lifelong learners – from early childhood, through schooling to vocational education and training.

We ensure young children get the best start in life by supporting and regulating the early childhood education and care sector. We unlock excellence and unleash the potential of two-thirds of school children in NSW. We're proudly public and the largest education system in Australia. We nurture opportunities for every learner to develop the skills needed for their chosen career path, helping shape the industries of tomorrow.

We respect and value Aboriginal and Torres Strait Islander peoples as First Peoples of Australia.

School Infrastructure NSW (SINSW) is delivering new school buildings, major upgrades and maintenance strategies to ensure every school-aged child has access to high quality education facilities at their local public school. This encompasses the largest investment in public education infrastructure in the history of NSW.

Primary purpose of the role

Provide a full range of asset services to a group of schools within the assigned Asset Management region, including the delivery of capital works projects and all aspects of facilities management, to support timely and effective project delivery.

Key accountabilities

- Liaise and negotiate with School Principals, College Managers and contractors to develop project briefs and funding proposals for the delivery of capital works and facilities management for schools within the region.
- Monitor the development of design documentation including technical specifications and layouts to enable capital works and facilities management projects to be undertaken for schools and colleges.
- Provide input and advice to management to ensure accurate preparation of draft ministerial correspondence, briefings and information requests.

- Provide input and support to Program and Project Directors to contribute to the effectiveness of the planning and delivery of major capital works projects.
- Act as a single point of contact for the provision of advice on service delivery issues to ensure facilities and infrastructure remain operational.
- Develop and maintain effective relationships with School Principals, school communities, consultants and contractors to ensure effective communication on all aspects of service delivery and issues management.
- Consult with internal and external stakeholders to develop solutions to complex building and facilities management issues.
- Provide advice and support to Asset Services Officers on the development of lease and licence agreements for other users including advice to stakeholders on children's services, markets and sports fields.

Key challenges

- Ensuring stakeholder needs are met in an environment of finite resources and tight timeframes for the completion of works.
- Participating in consultations with a range of stakeholders, often with competing priorities, and managing their differing needs and expectations while meeting program delivery targets.

Key relationships

Who	Why
Internal	
Manager	<ul style="list-style-type: none"> • Receive direction, advice, guidance and performance feedback. • Provide project updates and reports.
Management	<ul style="list-style-type: none"> • Provide advice and input into correspondence, briefings and requests.
School Principals/Managers	<ul style="list-style-type: none"> • Liaise and consult to develop solutions to a range of complex building and facilities management issues.
Program/Project Directors	<ul style="list-style-type: none"> • Provide advice and input into the delivery of major capital works projects.
Asset Services Officers	<ul style="list-style-type: none"> • Provide advice and support and work collaboratively to achieve team outcomes.
External	
Service providers/Contractors	<ul style="list-style-type: none"> • Maintain effective relationships to ensure the delivery of services.

Role dimensions

Decision making

Makes decisions on day-to-day program delivery functions in accordance with relevant policies, procedures and guidelines. Consults with the manager on decisions relating to staff supervision issues or complex/contentious issues.

Reporting line

Refer to the relevant business unit organisation chart.

Direct reports

Nil

Budget/Expenditure

Nil

Key knowledge and experience

- 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

- Current driver's licence and willingness to travel across the assigned Asset Management region.
- Demonstrated understanding of, and commitment to, the value of public education.

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	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 and adaptable and respond quickly when situations changeOffer own opinion and raise challenging issuesListen when ideas are challenged and respond appropriatelyWork through challengesRemain calm and focused in challenging situations	Intermediate
	Manage Self Show drive and motivation, an ability to self-reflect and a commitment to learning	<ul style="list-style-type: none">Adapt existing skills to new situationsShow commitment to achieving work goals	Intermediate

FOCUS CAPABILITIES

Capability group/sets	Capability name	Behavioural indicators	Level
	Communicate Effectively Communicate clearly, actively listen to others, and respond with understanding and respect	<ul style="list-style-type: none"> • Show awareness of own strengths and areas for growth, and develop and apply new skills • Seek feedback from colleagues and stakeholders • Stay motivated when tasks become difficult 	
	Commit to Customer Service Provide customer-focused services in line with public sector and organisational objectives	<ul style="list-style-type: none"> • Tailor communication to diverse audiences • Clearly explain complex concepts and arguments to individuals and groups • Create opportunities for others to be heard, listen attentively and encourage them to express their views • Share information across teams and units to enable informed decision making • Write fluently in plain English and in a range of styles and formats • Use contemporary communication channels to share information, engage and interact with diverse audiences 	Adept
	Deliver Results Achieve results through the efficient use of resources and a commitment to quality outcomes	<ul style="list-style-type: none"> • Use own and others' expertise to achieve outcomes, and take responsibility for delivering intended outcomes • Make sure staff understand expected goals and acknowledge staff success in achieving these • Identify resource needs and ensure goals are achieved within set budgets and deadlines • Use business data to evaluate outcomes and inform continuous improvement • Identify priorities that need to change and ensure the allocation of resources meets new business needs 	Adept





FOCUS CAPABILITIES

Capability group/sets	Capability name	Behavioural indicators	Level
 Business Enablers	Procurement and Contract Management Understand and apply procurement processes to ensure effective purchasing and contract performance	<ul style="list-style-type: none"> Ensure that the financial implications of changed priorities are explicit and budgeted for Apply legal, policy and organisational guidelines and procedures relating to procurement and contract management Develop well-written, well-structured procurement documentation that clearly sets out the business requirements Monitor procurement and contract management processes to ensure they are open, transparent and competitive Be aware of procurement and contract management risks, and actions to manage or mitigate risk in monitoring contract performance Evaluate tenders and select providers in an objective and rigorous way, in line with established guidelines and principles Escalate procurement and contract management issues, where required 	Adept
	Project Management Understand and apply effective planning, coordination and control methods	<ul style="list-style-type: none"> 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 	Adept

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	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	Foundational
 Relationships	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
 Results	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
	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	Intermediate
	Technology	Understand and use available technologies to maximise efficiencies and effectiveness	Intermediate