

# Role Description

## Business Process Analyst

Cluster	Education
Agency	Department of Education
Division/Branch/Unit	Information Technology Directorate
Role number	226047
Classification/Grade/Band	CL7/8
Senior executive work level standards	Not Applicable
ANZSCO Code	263212
PCAT Code	11136392
Date of Approval	January 2021
Agency Website	<a href="https://education.nsw.gov.au/">https://education.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 Business Process Analyst is responsible for applying best practices in process improvement and administration to support the engagement with schools to understand their digital maturity as part of the Schools Digital Strategy.

Working collaboratively with stakeholders to gather and document business requirements, the Business Process Analyst develops process rules and flows for knowledge sharing, new systems design and process automation, ensure efficient and effective client engagement and strategy implementation.

### Key accountabilities

- Collate and document and develop complex business and systems requirements, exceptions, business rules and process flow in order to maximise the effectiveness of the team and work unit.
- Supporting complex business process and system design, integrating initiatives for improvements in business processes that facilitates knowledge sharing across business units.

- Coordinate recordkeeping activities, including correspondence tracking, retrieval, archiving and disposal, ensuring consistency with Departmental guidelines and performance indicators
- Analyse business metrics, and report new or emerging issues or trends; recommend changes and/or strategies to enhance team and business unit activities and services
- Undertake research and analysis to inform, highlight and recommend improved business and workforce management approaches or strategies, including the preparation of correspondence and presentations
- Identify opportunities to increase velocity and effective delivery of the Rural Access Gap and ensure collective responsibility across the teams as required.

## Key challenges

- Prioritising, balancing and managing multiple tasks and demands including those with conflicting and often urgent deadlines
- Dealing with more complex correspondence and matters and providing support and guidance to team members.

## Key relationships

Who	Why
<b>Internal</b>	
Director, Schools Agency Digital Leadership	<ul style="list-style-type: none"> <li>• Escalate issues, keep informed, advise and receive instructions</li> <li>• Receive feedback regarding performance and respond appropriately; demonstrate adaptability and flexibility</li> </ul>
Work team	<ul style="list-style-type: none"> <li>• Work collaboratively to contribute to the achievement of business outcomes</li> <li>• Participate on internal committees and cross-team projects</li> </ul>

## Role dimensions

### Decision making

The Business Process Analyst:

- Works with senior staff to understand requirements, including budget and timeframes
- Exercises independence and autonomy in setting own short-term goals and priorities, including the day-to-day delivery of outputs
- Interprets data, and chooses between conflicting views / information when undertaking work activities; however, support and guidance is available from the role supervisor or Departmental specialists on most matters
- Assumes accountability for the timeliness and accuracy of deliverables; however, most outputs are reviewed by senior staff

### Reporting line

The role reports to the Director, Schools Agency Digital Leadership

## Direct reports

The role has no direct reports

## Budget/Expenditure

Nil

## Key knowledge and experience

- Demonstrated experience in supporting complex and diverse teams by creating and implementing a range of administrative initiatives.

## Essential requirements

- Demonstrated project management experience or similar across a range of corporate support service areas
- Knowledge of and commitment to the Department's Aboriginal education policies.
- Hold a valid clearance to work with Children (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.

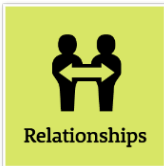

The capabilities are separated into **focus capabilities** and **complementary capabilities**.

## 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
 Personal Attributes	<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></ul>	Adept





		<ul style="list-style-type: none"> <li>• Demonstrate and maintain a high level of personal motivation</li> </ul>	
	<b>Communicate Effectively</b> Communicate clearly, actively listen to others, and respond with understanding and respect	<ul style="list-style-type: none"> <li>• Tailor communication to diverse audiences</li> <li>• Clearly explain complex concepts and arguments to individuals and groups</li> <li>• Create opportunities for others to be heard, listen attentively and encourage them to express their views</li> <li>• Share information across teams and units to enable informed decision making</li> <li>• Write fluently in plain English and in a range of styles and formats</li> <li>• Use contemporary communication channels to share information, engage and interact with diverse audiences</li> </ul>	Adept
	<b>Work Collaboratively</b> Collaborate with others and value their contribution	<ul style="list-style-type: none"> <li>• Encourage a culture that recognises the value of collaboration</li> <li>• Build cooperation and overcome barriers to information sharing and communication across teams and units</li> <li>• Share lessons learned across teams and units</li> <li>• Identify opportunities to leverage the strengths of others to solve issues and develop better processes and approaches to work</li> <li>• Actively use collaboration tools, including digital technologies, to engage diverse audiences in solving problems and improving services</li> </ul>	Adept
	<b>Think and Solve Problems</b> Think, analyse and consider the broader context to develop practical solutions	<ul style="list-style-type: none"> <li>• Ask questions to explore and understand issues and problems</li> <li>• Find and check information needed to complete own work tasks</li> <li>• Identify and inform supervisor of issues that may have an impact on completing tasks</li> <li>• Escalate more complex issues and problems when these are identified</li> <li>• Share ideas about ways to improve work tasks and solve problems</li> <li>• Consider user needs when contributing to solutions and improvements</li> </ul>	Foundational
	<b>Project Management</b> Understand and apply effective planning, coordination and control methods	<ul style="list-style-type: none"> <li>• Understand all components of the project management process, including the need to consider change management to realise business benefits</li> <li>• Prepare clear project proposals and accurate estimates of required costs and resources</li> <li>• Establish performance outcomes and measures for key project goals, and define monitoring, reporting and communication requirements</li> <li>• Identify and evaluate risks associated with the project and develop mitigation strategies</li> </ul>	Adept

- 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

## 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	Intermediate
	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
 Relationships	Commit to Customer Service	Provide customer-focused services in line with public sector and organisational objectives	Adept
	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Adept
 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
	Demonstrate Accountability	Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	Intermediate
 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
	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Foundational