

# Role Description

## Employee Performance Officer

|                           |   |
|---------------------------|---|
| Cluster                   | NSW Department of Education   |
| Division/Branch/Unit      | Professional and Ethical Standards  |
| Location                  | Parramatta  |
| Classification/Grade/Band | Clerk Grade 7/8   |
| Kind of Employment        | Ongoing   |
| ANZSCO Code               | 223113  |
| PCAT Code                 | 1224492   |
| Role Number               | Various   |
| Date of Approval          | July 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.

### Professional and Ethical Standards

Professional and Ethical Standards (PES) comprises of Employee Performance, Child Protection and Misconduct Teams. The role of PES is to respond effectively to employee conduct and performance matters by: Overseeing performance improvement programs for DoE employees and assisting DoE leaders to effectively manage performance and conduct matters; Undertaking all investigations of child protection allegations against employees including school employees and making the required reports to the NSW Ombudsman and the Office of the NSW Children's Guardian; Undertaking other investigations of alleged corrupt conduct, financial and academic fraud, serious maladministration, substantial waste of public funds by DoE staff, and fraud by non-government organisations funded by the Department.

### Primary purpose of the role

The Employee Performance Officer (EPO) is responsible for providing timely advice and support to Departmental senior officers and school leaders to effectively manage employee performance.

The EPO oversees performance improvement programs by developing and coordinating performance management processes and resources across the department and provides professional learning and advice to DoE senior officers and school leaders to develop leadership capability in managing underperformance of staff.

## Key accountabilities

- Oversight performance improvement programs for Department employees;
- Provide advice and support to senior officers, principals and staff to respond effectively to employee performance matters liaising with other directorates when required;
- Prepare submission and documentation regarding performance issues to the decision maker;
- Develop correspondence, briefings and reports in a timely manner, relating to individual performance matters in accordance with the Directorate's policy and the Department's style guides;
- Plan and implement professional learning and resources relating to performance to ensure consistency and compliance to the Department's policies and procedures;
- Provide briefs to legal counsel on performance matters including disputes, to be heard before tribunals;
- Negotiate with key stakeholders regarding disputes on performance matters;
- Maintain meticulous management systems file records of performance, grievance and dispute resolutions matters to be able to support recommendations to decision makers and to inform tribunals and courts in meeting accountability requirements;

## Key challenges

- Building the capacity of managers and principals to lead and manage the performance of staff and respond effectively to employee performance.
- Managing and providing advice and support to managers, principals and executive on performance matters in a high volume and often politically sensitive environment under the direction of the Director, Employee Performance;
- Maintaining knowledge and understanding of current performance and development processes; performance procedures, legislative developments and educational issues and implications in providing advice to stakeholders regarding staff underperformance.

## Key relationships

| Who  | Why   |
|--|---|
| <b>Internal</b>  |   |
| Executive Director, Professional and Ethical Standards | <ul style="list-style-type: none"> <li>• Receive guidance from and provide regular updates on efficiency and disciplinary matters</li> </ul>  |
| Director, Employee Performance                         | <ul style="list-style-type: none"> <li>• Receive guidance from and provide regular updates on performance and development practices, performance processes and disciplinary matters.</li> </ul> |
| Work Team  | <ul style="list-style-type: none"> <li>• Provide collegial support to other officers and contribute to a good working environment.</li> </ul>   |
| <b>External</b>  |   |
| Senior Officers  | <ul style="list-style-type: none"> <li>• Consult and liaise regarding performance matters.</li> </ul>   |
| Employees  | <ul style="list-style-type: none"> <li>• Consult and liaise with employees who may be subject of an improvement program.</li> </ul>   |

| Who                   | Why   |
|-----------------------|---|
| Other agencies        | <ul style="list-style-type: none"> <li>Consult, advise and liaise with external organisations such as the NSW Teachers Federation, NSW Public Service Association, Industrial Relations Commission on matters that have cross-jurisdictional issues.</li> </ul> |
| Legal representatives | <ul style="list-style-type: none"> <li>Consult and liaise with legal practitioners who may be acting on behalf of an employee who is subject to efficiency and conduct processes.</li> </ul>  |

## Role dimensions

### Decision making

#### This role:

- Has a high level of autonomy and provides timely advice and support to senior officers and school leaders in relation to performance matters, including supporting leaders in the implementation of improvement programs to address staff underperformance;
- Is accountable to the Director, Employee Performance regarding performance decisions that require remedial and disciplinary action or create substantial or contentious precedent.

### Reporting line

This role reports to a Senior Employee Performance Officer who reports to the Director Employee Performance who in turn reports to the Executive Director, Professional and Ethical Standards.

### Direct reports

No direct reports

### Budget/Expenditure

The budget for this role is established within the Professional and Ethical Standards annual budget.

### Key knowledge and experience

- Appropriate knowledge, experience or tertiary qualifications in a relevant discipline or equivalent
- Excellent understanding of staff performance matters and the inherent industrial issues

### Essential requirements

- 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
- 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 |
|--|--|---|-------|
| <br>Personal Attributes | <b>Display Resilience and Courage</b>  | <ul style="list-style-type: none"> <li>• Be flexible, show initiative and respond quickly when situations change</li> <li>• Give frank and honest feedback and advice</li> <li>• Listen when ideas are challenged, seek to understand the nature of the comment and respond appropriately</li> <li>• Raise and work through challenging issues and seek alternatives</li> <li>• Remain composed and calm under pressure and in challenging situations</li> </ul>  | Adept |
|  | <b>Manage Self</b><br>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 |
| <br>Relationships     | <b>Communicate Effectively</b><br>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 |

## FOCUS CAPABILITIES

| Capability group/sets   | Capability name   | Behavioural indicators   | Level |
|---|---|--|-------|
|   | <b>Commit to Customer Service</b><br>Provide customer-focused services in line with public sector and organisational objectives | <ul style="list-style-type: none"> <li>• Take responsibility for delivering high-quality customer-focused services</li> <li>• Design processes and policies based on the customer's point of view and needs</li> <li>• Understand and measure what is important to customers</li> <li>• Use data and information to monitor and improve customer service delivery</li> <li>• Find opportunities to cooperate with internal and external stakeholders to improve outcomes for customers</li> <li>• Maintain relationships with key customers in area of expertise</li> <li>• Connect and collaborate with relevant customers within the community</li> </ul>                                      | Adept |
|   | <b>Influence and Negotiate</b>  | <ul style="list-style-type: none"> <li>• Negotiate from an informed and credible position</li> <li>• Lead and facilitate productive discussions with staff and stakeholders</li> <li>• Encourage others to talk, share and debate ideas to achieve a consensus</li> <li>• Recognise diverse perspectives and the need for compromise in negotiating mutually agreed outcomes</li> <li>• Influence others with a fair and considered approach and sound arguments</li> <li>• Show sensitivity and understanding in resolving conflicts and differences</li> <li>• Manage challenging relationships with internal and external stakeholders</li> <li>• Anticipate and minimise conflict</li> </ul> | Adept |
| <br><b>Results</b> | <b>Plan and Prioritise</b><br>Achieve results through the efficient use of resources and a commitment to quality outcomes       | <ul style="list-style-type: none"> <li>• Consider the future aims and goals of the team, unit and organisation when prioritising own and others' work</li> <li>• Initiate, prioritise, consult on and develop team and unit goals, strategies and plans</li> <li>• Anticipate and assess the impact of changes, including government policy and economic conditions, on team and unit objectives and initiate appropriate responses</li> <li>• Ensure current work plans and activities support and are consistent with organisational change initiatives</li> <li>• Evaluate outcomes and adjust future plans accordingly</li> </ul>  | Adept |

## FOCUS CAPABILITIES






| Capability group/sets  | Capability name   | Behavioural indicators  | Level        |
|--|---|---|--------------|
| <div><br/>Business Enablers</div> | <b>Technology</b><br>Understand and use available technologies to maximise efficiencies and effectiveness     | <ul style="list-style-type: none"><li>• Demonstrate a sound understanding of technology relevant to the work unit, and identify and select the most appropriate technology for assigned tasks</li><li>• Use available technology to improve individual performance and effectiveness</li><li>• Make effective use of records, information and knowledge management functions and systems</li><li>• Support the implementation of systems improvement initiatives, and the introduction and roll-out of new technologies</li></ul>   | Intermediate |
| <div><br/>People Management</div> | <b>Manage and Develop People</b><br>Engage and motivate staff, and develop capability and potential in others | <ul style="list-style-type: none"><li>• Collaborate to set clear performance standards and deadlines in line with established performance development frameworks</li><li>• Look for ways to develop team capability and recognise and develop individual potential</li><li>• Be constructive and build on strengths by giving timely and actionable feedback</li><li>• Identify and act on opportunities to provide coaching and mentoring</li><li>• Recognise performance issues that need to be addressed and work towards resolving issues</li><li>• Effectively support and manage team members who are working flexibly and in various locations</li><li>• Create a safe environment where team members' diverse backgrounds and cultures are considered and respected</li><li>• Consider feedback on own management style and reflect on potential areas to improve</li></ul> | Intermediate |

## Complementary capabilities

*Complementary capabilities* are also identified from the Capability Framework and relevant occupation-specific capability sets. They are important to identify 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        |
|---|-------------------------------------|--|--------------|
| <br><b>Personal Attributes</b> | Act with Integrity                  | Be ethical and professional, and uphold and promote the public sector values                           | Adept        |
|   | Value Diversity and Inclusion       | Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives | Intermediate |
| <br><b>Relationships</b>       | Work Collaboratively                | Collaborate with others and value their contribution   | Intermediate |
| <br><b>Results</b>             | Deliver Results                     | Achieve results through the efficient use of resources and a commitment to quality outcomes            | 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         | Intermediate |
| <br><b>Business Enablers</b>   | 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 |
| <br><b>People Management</b> | 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  | Foundational |
|   | Manage Reform and Change            | Support, promote and champion change, and assist others to engage with change                          | Foundational |