

Role Description

Senior Service Designer

Role Description Fields	Details
Cluster	Education
Department/Agency	Department of Education
Division/Branch/Unit	Learning Improvement / Student and Parent Experience / Experience Design
Role number	232259, 232258
Classification/Grade/Band	Clerk Grade 9/10
Senior executive work level standards	Not Applicable
ANZSCO Code	249111
PCAT Code	1119192
Date of Approval	27 May 2022
Agency Website	https://education.nsw.gov.au

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 Student and Parent Experience function leads the understanding of students, learners, parents and carers' needs and motivations, using these insights to foster collaboration to enhance the current experience, increase satisfaction and ultimately improve educational outcome.

The Senior Service Designer manages the conception, development, and delivery of innovative projects and solutions that enhance educational outcomes, the experience of students and parents, and the quality and impact of programs being conducted by the Department. This includes investigating and understanding stakeholder problems and issues, designing evidence-based solutions for testing, piloting, evaluating and transitioning successful program initiatives to full-scale implementation.

Key accountabilities

- Lead and manage the delivery of end-to-end service design initiatives that support the development of human-centered solutions.
- Lead co-design initiatives that: are driven by behavioural and empathic research; actively engage key stakeholders such as students, parents and schools; and leverage innovative approaches to obtain meaningful insights that improve educational outcomes and experience.
- Generate ideas that: translate into multiple concepts, sketches, scenarios and prototypes to test, inspire and communicate; consider student, parent and frontline team impact; and result in the design and

delivery of artefacts including design principles, current state maps, future state journey maps and blueprints.

- Identify and communicate opportunities that: create business value and improve the experience of students and parents based on user research, heuristics and best practice; and develop visually compelling designs based on research which are desirable, feasible and viable.
- Design, manage and facilitate the delivery of stakeholder engagement to communicate key themes from interviews and inception workshops and work with the team to achieve alignment on key success factors.
- Drive and support the ongoing development of operational procedures, user documentation and training materials in a changing environment and drive a human-centred approach for improving the way of working consistent with business objectives, changing technology and organisational operating models.
- Collaborate with a range of stakeholders to share and maintain knowledge of feedback and insights, and report findings to continually improve the experience of students and parents through service design, capability development and delivery.
- Contribute to business case and business impact assessment development with clear emphasis on the impact on people, operations, systems and technologies.

Key challenges

- Managing complex collaborations and engagement with diverse stakeholders supporting them to develop student and parent-centred solutions.
- Developing compelling narratives and visual representations that achieve a significant improvement to student outcomes, gain stakeholder buy-in, support business case development and meet change management requirements.
- Maintaining up to date knowledge of current and emerging trends in the fields of evaluation, research and human-centred design to ensure that the discovery and design work supporting the development of the directorate's insights and projects is based on up to date contemporary national and international practice.
- Embedding a culture of prioritisation over completion in service design to ensure optimal and best practice outcomes are achieved that challenge the status quo.

Key relationships

Internal

Who	Why
Supervisor	<ul style="list-style-type: none">• Provides regular updates on key projects, issues and priorities.• Provide expert advice on synthesised insights and contribute to decision making.• Identify emerging issues/risks and their implications and propose solutions.• Receive guidance and performance feedback.
Team members	<ul style="list-style-type: none">• Support, encourage and share information with colleagues to collaboratively achieve team goals and provide and seek assistance as required.• Work collaboratively to contribute to achieving project deliverables.
Key stakeholders	<ul style="list-style-type: none">• Develop and maintain effective working relationships and open channels of communication.• Consult, collaborate and provide advice to resolve project related issues, define mutual interests and determine strategies to achieve outcomes.

External

Who	Why
Key stakeholders	<ul style="list-style-type: none">Support supervisor as directed in working with stakeholders to foster a collaborative working relationship.
Other government agency (State and Commonwealth); private sector groups; corporate and industry associations	<ul style="list-style-type: none">Support supervisor as directed in working with external stakeholder agencies to foster a collaborative working relationship.

Role dimensions

Decision making

This role acts independently in performing its core work functions in accordance with relevant policies, procedures and guidelines. In matters that are sensitive or complex the role consults with the supervisor or manager as required.

Reporting line

Role reports to Experience Design Manager, Student and Parent Experience

Direct reports

Budget/Expenditure

nil

Key knowledge and experience

- Demonstrated experience in Experience, Service, Strategic or System Design, Design Thinking, Human-Centred Design or an equivalent discipline
- Demonstrated ability to make sense of complex information (quantitative and qualitative), synthesise actionable insights and implement appropriate solutions
- 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

- Hold a valid clearance to work with Children (Working with Children Check)
- Tertiary Qualification in a relevant discipline, or equivalent experience

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

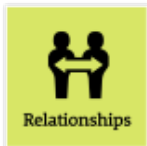
Focus capabilities

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	Act with Integrity Be ethical and professional, and uphold and promote the public sector values	<ul style="list-style-type: none"> • Represent the organisation in an honest, ethical and professional way • Support a culture of integrity and professionalism • Understand and help others to recognise their obligations to comply with legislation, policies, guidelines and codes of conduct • Recognise and report misconduct and illegal and inappropriate behaviour • Report and manage apparent conflicts of interest and encourage others to do so 	Intermediate
	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 practices • Look for and take advantage of opportunities to learn new skills and develop strengths • Show commitment to achieving challenging goals • Examine and reflect on own performance • Seek and respond positively to constructive feedback and guidance • Demonstrate and maintain a high level of personal motivation 	Adept
 Relationships	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



Work Collaboratively

Collaborate with others and value their contribution

- Encourage a culture that recognises the value of collaboration
- Build cooperation and overcome barriers to information sharing and communication across teams and units
- Share lessons learned across teams and units
- Identify opportunities to leverage the strengths of others to solve issues and develop better processes and approaches to work
- Actively use collaboration tools, including digital technologies, to engage diverse audiences in solving problems and improving services

Adept

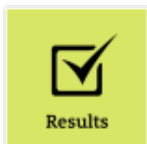


Deliver Results

Achieve results through the efficient use of resources and a commitment to quality outcomes

- 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

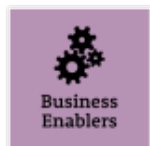


Demonstrate Accountability

Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines

- Be proactive in taking responsibility and being accountable for own actions
- Understand delegations and act within authority levels
- Identify and follow safe work practices, and be vigilant about own and others' application of these practices
- Be aware of risks and act on or escalate risks, as appropriate
- Use financial and other resources responsibly

Intermediate



Project Management

Understand and apply effective planning, coordination and control methods






- 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.

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
 Personal Attributes	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Intermediate
 Relationships	Communicate Effectively	Communicate clearly, actively listen to others, and respond with understanding and respect	Adept
 Relationships	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	Adept
	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	Intermediate