

Role Description

Administration Officer

Agency	Department of Education
Division/Branch/Unit	School Operations and Performance Division
Location	Operational Directorates
Classification/Grade/Band	Clerk 5/6
Kind of Employment	Ongoing
Role Number	VARIOUS
ANZSCO Code	551111
PCAT Code	1223332
Date of Approval	24 February 2018
Agency Website	http://www.dec.nsw.gov.au/

Department of Education

The NSW Department of Education serves the community by leading the provision of world-class education. The department protects young children by regulating preschool and long day care providers. Once children move into school, we provide them with a world-class primary and secondary education. We also work to advance the wellbeing of Aboriginal people.

School Operations and Performance Division

School Operations and Performance Division leads and directs the operations of more than 2200 NSW public schools to maximise the academic achievements of all students and create a culture of success, learning and a desire to achieve, underpinned by innovative, adaptive and supportive strategies that also supports the quality of teaching and educational leadership at the school level. The division is responsible for managing policy, strategies and operations that support principals, teachers and students in preschools, infants, primary, secondary, central and community schools, specialist and comprehensive schools, specific purpose schools, intensive English and environmental education centres. The overarching goal of School Operations and Performance Division is to achieve the best possible outcomes for the students in our public schools from preschool to year 12.

The School Operations and Performance division maintains very clear lines of sight between the authority and accountability of principals, the supervision and support of directors, the strategic leadership and direction of the executive director team, and the achievement of the targets of the government's priorities and the department's strategic plan. The executive structure is underpinned by strong professional relationships and evidence-based accountability at every level.

Primary purpose of the role

The role provides high level executive and administrative support to senior officers in School Operations and Performance Division to ensure that public schools are supported in a targeted, timely and effective manner.

The role facilitates professional support by managing both internal and external stakeholder relationships, and delivers business operations to agreed standards.

Key accountabilities

- Provide high quality clerical and administrative support, including the word processing and production of multi-faceted reports and audio-visual presentations to ensure enhanced quality service delivery.
- Establish and maintain effective records management systems as required for the Director, Educational Leadership and adhere to deadlines.
- Build excellent customer relationships and work collaboratively with team members and other teams across School Operations and Performance division to increase efficiencies and implement systemic procedures in the delivery of educational services to schools.
- Provide data entry, word processing, spreadsheet and other technological services to facilitate accurate, timely and effective records and correspondence.
- Effectively apply new and/or updated technology applications, systems, procedures and organisational methods to deliver efficient and effective service in accordance with Department policy and School Operations and Performance divisions business practices and protocols.
- Provide prompt and accurate reports and feedback to the supervisor regarding progress and achievements towards goals and emerging issues that could adversely affect the team/unit's delivery of agreed business targets.
- Contribute to the development of an organisational culture which encourages and supports innovation, customer responsiveness, flexibility and empowerment of staff, to enable the Department to meet its current and future strategic objectives.
- In consultation with the supervisor, develop an annual work plan that articulates, clarifies and documents the role's specific responsibilities, key deliverables, expected outcomes and indicators of success over a twelve month period.

Key challenges

- Balancing a range of competing and conflicting work priorities and/or workflows. The challenge comes when competing and conflicting demands are impacted by non negotiable deadlines. This necessitates the role to engage with and effectively manage customer expectations.
- The capacity to effectively communicate with people is critical to success. It is an expectation that a professional "can do" approach to customer service is achieved.
- The role is multi skilled. There is an expectation that the incumbent be flexible in the scope and range of activities performed to ensure School Operations and Performance achieves its objectives.

Key relationships

Who (i.e. who is the relationship with)	Why (i.e. purpose of the relationship)
Internal	
Director Educational Leadership	Receives guidance in managing complex and/or sensitive matters relating to team and/or customers
Team members/internal colleagues	Supports, mentors and encourages colleagues. Shares information to School Operations and Performance and other Department portfolio officers, as appropriate.
External	
Clients/customers/stakeholders	Where appropriate to the role, delivers advice and information to a variety of internal and external customers to resolve issues or provide information.

ROLE DIMENSIONS

Decision making

This role acts independently in performing its core work functions and applies specialised knowledge, skills and professional judgement to achieve outcomes. In matters that are sensitive, high-risk or business-critical, the role consults with the supervisor or manager to agree on a suitable course of action.

In the implementation of programs and projects within the assigned business unit, the role works as a team member and would not normally supervise staff.

Reporting line

The role reports to the Director, Educational Leadership

Direct reports

NIL.

Budget/Expenditure





The role has a financial delegation of up to \$15,000.

Essential requirements

Nil.

Capabilities for the role

The [NSW Public Sector Capability Framework](#) applies to all NSW public sector employees.

NSW Public Sector Capability Framework		
Capability Group	Capability Name	Level (refer to Capability Framework)
 Personal Attributes	Display Resilience and Courage	Intermediate
	Act with Integrity	Intermediate
	Manage Self	Adept
	Value Diversity	Intermediate
 Relationships	Communicate Effectively	Foundational
	Commit to Customer Service	Adept
	Work Collaboratively	Foundational
	Influence and Negotiate	Foundational
 Results	Deliver Results	Intermediate
	Plan and Prioritise	Intermediate
	Think and Solve Problems	Intermediate
	Demonstrate Accountability	Intermediate
 Business Enablers	Finance	Foundational
	Technology	Intermediate
	Procurement and Contract Management	Foundational
	Project Management	Intermediate

Focus capabilities for the Role

It is expected that an occupant new to the role will demonstrate immediate competence in each of the Focus Capabilities. The level indicated is a minimum requirement for immediate competence in the role. Refer to the [PSC Capability Comparison Guide](#) to determine the range of focus capabilities required for the role.

In addition, behavioural indicators need to be specified for each of the focus capabilities (sourced directly from the [Capability Framework](#)).

NSW PUBLIC SECTOR CAPABILITY FRAMEWORK		
CAPABILITY GROUP AND NAME	LEVEL	BEHAVIOURAL INDICATORS
Personal Attributes Manage Self	Adept	<ul style="list-style-type: none"> 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 a high level of personal motivation
Relationships Communicate Effectively	Foundational	<ul style="list-style-type: none"> Speak at the right pace and volume for varied audiences Allow others time to speak Display active listening Explain things clearly Be aware of own body language and facial expressions Write in a way that is logical and easy to follow
Relationships Commit to Customer Service	Adept	<ul style="list-style-type: none"> Take responsibility for delivering high quality customer-focused services Understand customer perspectives and ensure responsiveness to their needs Identify customer service needs and implement solutions Find opportunities to co-operate with internal and external parties to improve outcomes for customers Maintain relationships with key customers in area of expertise Connect and collaborate with relevant stakeholders within the community
Results Deliver Results	Intermediate	<ul style="list-style-type: none"> Complete work tasks to agreed budgets, timeframes and standards Take the initiative to progress and deliver own and team/unit work Contribute to allocation of responsibilities and resources to ensure achievement of team/unit goals Seek and apply specialist advice when required
Results Think and Solve Problems	Intermediate	<ul style="list-style-type: none"> Research and analyse information and make recommendations based on relevant evidence Identify issues that may hinder completion of tasks and find appropriate solutions Be willing to seek out input from others and share own ideas to achieve best outcomes Identify ways to improve systems or processes which are used by the team/unit
Business Enablers	Intermediate	<ul style="list-style-type: none"> Apply computer applications that enable performance of more complex tasks Apply practical skills in the use of relevant technology

Technology		<ul style="list-style-type: none"> • Make effective use of records, information and knowledge management functions and systems • Understand and comply with information and communications security and acceptable use policies • Support the implementation of systems improvement initiatives and the introduction and roll-out of new technologies
Business Enablers Project Management	Intermediate	<ul style="list-style-type: none"> • Perform basic research and analysis which others will use to inform project directions • Understand project goals, steps to be undertaken and expected outcomes • Prepare accurate documentation to support cost or resource estimates • Participate and contribute to reviews of progress, outcomes and future improvements • Identify and escalate any possible variance from project plans