

Role Description

Assessment and Risk Officer

Role Description Fields	Details
Cluster	Education
Department/Agency	Department of Education
Division/Branch/Unit	Operations Group Early Childhood Education and Care Regulatory Authority
Role number	TBC
Classification/Grade/Band	Clerk Grade 5/6
Senior executive work level standards	Not Applicable
ANZSCO Code	TBC
PCAT Code	TBC
Date of Approval	June 2024
Agency Website	https://education.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.

NSW Early Childhood Education and Care Regulatory Authority

We have regulatory responsibility, through the National Quality Framework and our state-based early childhood legislation, to raise quality and drive continuous improvement and consistency in education and care services. Our directorate regulates and supports over 6,000 services in NSW through monitoring, assessment and rating, enforcement and compliance and approval processes, and a wide range of sector development, support and engagement activities. We work with states, territories, the Australian Government and the Australian Children's Education and Care Quality Authority (ACECQA) to ensure a consistent application of the National Quality Framework and we continuously strive to work with the education and care sector to improve how we regulate to enhance child outcomes. We also work with other government agencies to ensure the safety of children.

Primary purpose of the role

The role assesses applications in relation to amendments and approval of early childhood education and care services in accordance with policy and regulatory provisions.

Key accountabilities

- Assess applications for registration as a service provider, waivers and other amendments, in accordance with regulatory requirements.
- Communicate with service providers to obtain relevant information for the assessment of applications.
- Ensure the appropriate prioritisation of assessments, and that applications are processed within the prescribed timeframes.
- Maintain and apply a thorough and up to date knowledge of relevant operational policy, NSW and national legislation to ensure adherence to the principles of best practice regulation.
- Assist and coach team members on business practices and procedures to ensure consistent, accurate and timely processing of applications.
- Escalate contentious issues in a timely manner to ensure their prompt and appropriate management.
- Maintain accurate records on all decisions and workflows using the required operational systems
- Assist with the preparation of quality evidence-based written reports, submissions and correspondence

Key challenges

- Working in a high-volume environment with competing priorities.
- Maintaining an up-to-date knowledge of early childhood education policy and regulatory frameworks.

Key relationships

Internal

Who	Why
ECEC RA teams and Executive Director	<ul style="list-style-type: none">• Share information, provide and seek advice about applications for approvals.• Receive guidance in managing complex and/or sensitive matters
Other areas of the Department of Education	<ul style="list-style-type: none">• Share and seek information

External

Who	Why
Broader government stakeholders and the ECE sector	<ul style="list-style-type: none">• Provide a high standard of service when dealing with stakeholders outside the Directorate

Role dimensions

Decision making

This role:

- Acts independently in performing its core work functions and makes decisions about workflows to ensure project outcomes are met.
- Consults with Senior Assessment and Risk Officers or the Assessment and Risk Coordinator on matters that are sensitive and /or contentious to agree on a suitable way forward

Reporting line

The role reports to the Assessment and Risk Coordinator.

Direct reports

Nil

Budget/Expenditure

Nil

Key knowledge and experience

Knowledge of and commitment to implementing the [Department's Aboriginal Education Policy](#) and [ECE First Steps Strategy](#) and upholding the [Department's Partnership Agreement with the NSW AECG](#) to support Aboriginal children and families and ensure quality outcomes for Aboriginal people in NSW..

Essential requirements

- A valid Working with Children Check clearance.
- Demonstrated understanding of and commitment to the values 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
	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

Capability group/sets	Capability name	Behavioural indicators	Level
 <p>Relationships</p>	<p>Communicate Effectively</p> <p>Communicate clearly, actively listen to others, and respond with understanding and respect</p>	<ul style="list-style-type: none"> • Focus on key points and speak in plain English • Clearly explain and present ideas and arguments • Listen to others to gain an understanding and ask appropriate, respectful questions • Promote the use of inclusive language and assist others to adjust where necessary • Monitor own and others' non-verbal cues and adapt where necessary • Write and prepare material that is well structured and easy to follow • Communicate routine technical information clearly 	Intermediate
 <p>Relationships</p>	<p>Commit to Customer Service</p> <p>Provide customer-focused services in line with public sector and organisational objectives</p>	<ul style="list-style-type: none"> • Focus on providing a positive customer experience • Support a customer-focused culture in the organisation • Demonstrate a thorough knowledge of the services provided and relay this knowledge to customers • Identify and respond quickly to customer needs • Consider customer service requirements and develop solutions to meet needs • Resolve complex customer issues and needs • Cooperate across work areas to improve outcomes for customers 	Intermediate
 <p>Results</p>	<p>Plan and Prioritise</p> <p>Plan to achieve priority outcomes and respond flexibly to changing circumstances</p>	<ul style="list-style-type: none"> • Understand the team and unit objectives and align operational activities accordingly • Initiate and develop team goals and plans, and use feedback to inform future planning • Respond proactively to changing circumstances and adjust plans and schedules when necessary • Consider the implications of immediate and longer-term organisational issues and how these might affect the achievement of team and unit goals • Accommodate and respond with initiative to changing priorities and operating environments 	Intermediate

Capability group/sets	Capability name	Behavioural indicators	Level
	Technology Understand and use available technologies to maximise efficiencies and effectiveness	<ul style="list-style-type: none"> • Demonstrate a sound understanding of technology relevant to the work unit, and identify and select the most appropriate technology for assigned tasks • Use available technology to improve individual performance and effectiveness • Make effective use of records, information and knowledge management functions and systems • Support the implementation of systems improvement initiatives, and the introduction and roll-out of new technologies 	Intermediate


Occupational-specific focus capabilities











Capability group/sets	Capability name	Behavioural indicators	Level
Regulatory Capability (NSW-specific)	Regulatory skills	<ul style="list-style-type: none"> • Applies regulatory powers correctly when gathering and analysing evidence, data and documents • Confidently uses the risk-based framework and makes risk-based recommendations and decisions • Demonstrates understanding of range of regulatory responses available within the regulatory pyramid and is able to select appropriate responses to manage risk • Plans and prioritises individual work activities on the basis of risk 	Intermediate
Regulatory Capability (NSW specific)	Good Decision Making	<ul style="list-style-type: none"> • Understands administrative decision-making obligations under law, policy and best practice 	Intermediate

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
	Display Resilience and Courage	Be open and honest, prepared to express your views, and willing to accept and commit to change	Intermediate

Capability group/sets	Capability name	Description	Level
	Manage Self	Show drive and motivation, an ability to self-reflect and a commitment to learning	Foundational
	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Intermediate
	Work Collaboratively	Collaborate with others and value their contribution	Intermediate
	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Foundational
	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
	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

Occupational-specific complementary capabilities

Capability group/sets	Capability name	Description	Level
Regulatory Capability (NSW-specific)	Regulatory Data	Maintains basic data literacy skills – data collection, management and security	Foundational