

# Role Description

## Senior Field 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 7/8
Senior executive work level standards	Not Applicable
ANZSCO Code	272613
PCAT Code	1119192
Date of Approval	May 2024
Agency Website	<a href="https://education.nsw.gov.au/">https://education.nsw.gov.au/</a>

### 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.

### Unit/Divisional overview

This role sits within the **Early Childhood Education and Care Regulatory Authority in the Operations Group**. 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 delivers core regulatory functions across designated areas and locations to ensure the safety and quality of NSW early childhood education and care (ECEC) services.

## Key accountabilities

- Undertake compliance and monitoring and quality assessment and rating audits of service providers to ensure continual performance uplift of the ECEC sector.
- Implement a range of regulatory actions to ensure consistent adherence to policy and procedures, and proportionate regulatory responses to non-complaint services.
- Undertake relevant activities including site visits to support investigations of complaints and incidents and, where necessary, escalate matters to the Hub Coordinator and the Compliance and Investigations team.
- Develop and maintain effective relationships with sector stakeholders and teams across the directorate to contribute to the delivery of planned objectives.
- Participate in hub groups and forums to seek and provide information to enhance the knowledge and performance of the sector, and to inform policy and program development.
- Implement engagement, communication, and capability development strategies to support continuous improvement in the sector.
- Apply sound decision-making skills in the preparation of quality evidence-based written reports, submissions and correspondence.

## Key challenges

- Maintaining an up-to-date knowledge of risk-based regulation, early childhood education best practice and frameworks.
- Managing interpersonal relationships in a high volume, sensitive and at times adversarial environment.

## Key relationships

### Internal

Who	Why
ECEC RA teams and Executive	<ul style="list-style-type: none"><li>• Provide information and advice in relation to the regulation and quality of early childhood education services.</li><li>• Contribute to and collaborate with a range of working groups and project teams across ECEC RA</li></ul>
Other areas of the Department of Education	<ul style="list-style-type: none"><li>• Support the maintenance of effective relationships and networks to foster collaboration, consultation, and engagement to facilitate the regulation of early childhood education services</li></ul>

### External

Who	Why
Broader government stakeholders and the ECE sector	<ul style="list-style-type: none"><li>• Support the maintenance of effective working relationships to facilitate the quality and continuous improvement of early childhood education services Support working parties and major committees.</li><li>• Support working parties and major committees</li></ul>

## 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 accordance with the guidelines set out by ACECQA.
- Consults with the Hub Coordinator on matters that are sensitive and/or contentious to agree on a suitable way forward.

### Reporting line

The role reports to the Hub 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
- A driver license and ability to undertake short term travel, as driving is an essential requirement of this role.
- Diploma or degree in a relevant discipline
- 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.

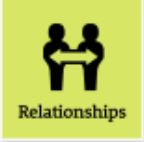


## Focus capabilities

*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
 <p>Personal Attributes</p>	<p><b>Act with Integrity</b></p> <p>Be ethical and professional, and uphold and promote the public sector values</p>	<ul style="list-style-type: none"> <li>• Represent the organisation in an honest, ethical and professional way</li> <li>• Support a culture of integrity and professionalism</li> <li>• Understand and help others to recognise their obligations to comply with legislation, policies, guidelines and codes of conduct</li> <li>• Recognise and report misconduct and illegal and inappropriate behaviour</li> <li>• Report and manage apparent conflicts of interest and encourage others to do so</li> </ul>	Intermediate
 <p>Personal Attributes</p>	<p><b>Manage Self</b></p> <p>Show drive and motivation, an ability to self-reflect and a commitment to learning</p>	<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
 <p>Relationships</p>	<p><b>Work Collaboratively</b></p> <p>Collaborate with others and value their contribution</p>	<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

Capability group/sets	Capability name	Behavioural indicators	Level
 <p>Relationships</p>	<p><b>Influence and Negotiate</b></p> <p>Gain consensus and commitment from others, and resolve issues and conflicts</p>	<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
 <p>Results</p>	<p><b>Deliver Results</b></p> <p>Achieve results through the efficient use of resources and a commitment to quality outcomes</p>	<ul style="list-style-type: none"> <li>Use own and others' expertise to achieve outcomes, and take responsibility for delivering intended outcomes</li> <li>Make sure staff understand expected goals and acknowledge staff success in achieving these</li> <li>Identify resource needs and ensure goals are achieved within set budgets and deadlines</li> <li>Use business data to evaluate outcomes and inform continuous improvement</li> <li>Identify priorities that need to change and ensure the allocation of resources meets new business needs</li> <li>Ensure that the financial implications of changed priorities are explicit and budgeted for</li> </ul>	Adept
 <p>Business Enablers</p>	<p><b>Technology</b></p> <p>Understand and use available technologies to maximise efficiencies and effectiveness</p>	<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






## Occupational-specific focus capabilities






Capability group/sets	Capability name	Behavioural indicators	Level
<b>Regulatory Capability (NSW-specific)</b>	Regulatory Skills	<ul style="list-style-type: none"> <li>Applies regulatory powers correctly when gathering and analysing evidence, data and documents</li> <li>Confidently uses the risk-based framework and makes risk-based recommendations and decisions</li> <li>Demonstrates understanding of range of regulatory responses available within the regulatory pyramid and is able to select appropriate responses to manage risk</li> <li>Plans and prioritises individual work activities on the basis of risk</li> </ul>	Adept
<b>Regulatory Capability (NSW-specific)</b>	Good Decision Making	<ul style="list-style-type: none"> <li>Uses accurate and current evidence, data and intelligence to inform recommendations in decision-making</li> <li>Makes impartial, accurate and fair decisions and recommendations by applying judgement, knowledge, discretion, and administrative law principles</li> </ul>	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
	Display Resilience and Courage	Be open and honest, prepared to express your views, and willing to accept and commit to change	Intermediate
	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Intermediate
	Communicate Effectively	Communicate clearly, actively listen to others, and respond with understanding and respect	Adept
	Commit to Customer Service	Provide customer-focused services in line with public sector and organisational objectives	Intermediate
	Plan and Prioritise	Plan to achieve priority outcomes and respond flexibly to changing circumstances	Intermediate

Capability group/sets	Capability name	Description	Level
	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	Intermediate
	Project Management	Understand and apply effective planning, coordination and control methods	Foundational

### Occupational-specific complementary capabilities

Capability group/sets	Capability name	Description	Level
<b>Regulatory Capability (NSW-specific)</b>	Regulatory Data	Maintains data literacy skills, effectively interprets and uses data	Intermediate