

# Role Description

## Project Officer, Home Schooling

Cluster	Separate Agency
Agency	NSW Education Standards Authority
Division/Branch/Unit	School Registration and Accreditation Standards
Location	117 Clarence Street, Sydney
Classification/Grade/Band	Clerk Grade 7/8
Role Number	B4484
ANZSCO Code	249111
PCAT Code	5111112
Date of Approval	March 2021

### Agency overview

The NSW Education Standards Authority (NESA) is an independent statutory authority responsible for the curriculum, assessment, teacher accreditation and regulatory standards in NSW schools, and accreditation of early childhood educators. NESA is responsible for developing policies and initiatives for evaluating and improving quality teaching and student learning across all schools and school sectors. NESA was formally established on 1 January 2017, in response to the need to adopt a more strategic and outward-looking focus, greater clarity of regulatory roles and responsibilities, and streamlined processes and systems.

### Primary purpose of the role

The Project Officer, Home Schooling provides high level coordination of the available resources to oversee the completion and implementation of the online application functions for home schooling registration on time, within budget and in accordance with legislative requirements and NESA's policies and procedures.

### Key accountabilities

- Lead and coordinate the completion and implementation of the online application functions for home schooling registration including the applicant interface and internal Directorate systems and processes within expected time frames.
- Design, implement and monitor further development of the online application functions to ensure that administrative processes are supported and enhanced and that these comply with agency standards, policies and procedures.
- Develop documented administrative processes, communication strategies and change management plans to facilitate use of the online functions.
- Monitor and address complex and or sensitive enquiries and issues, including those that are escalated, to ensure and enact the timely and effective resolution of issues.
- Coordinate the collection and collation of information, prepare reports and make recommendations to improve efficiencies and service delivery.

## Key challenges

- Manage competing timelines, priorities and expectations in a high volume work environment with tight timelines, limited resources and the need to address ad hoc requests and unforeseen issues.
- Communicate, work effectively and collaborate with internal and external stakeholders in relation to the home schooling program and across the range of regulatory programs and work teams as necessary.

## Key relationships

Who	Why
<b>Internal</b>	
Senior Inspector, Home Schooling Unit	<ul style="list-style-type: none"> <li>• Provide administrative advice, receive direction</li> <li>• Identify emerging issues and propose solutions</li> <li>• Report on progress and escalate issues</li> </ul>
Inspector, Home Schooling Unit	<ul style="list-style-type: none"> <li>• Provide administrative advice</li> <li>• Report on progress and emerging issues</li> </ul>
Direct Report	<ul style="list-style-type: none"> <li>• Guide, support and mentor team members</li> <li>• Lead discussion and decisions regarding key projects and deliverables</li> <li>• Monitor workflow and resolve issues</li> </ul>
Directorate Staff	<ul style="list-style-type: none"> <li>• Work collaboratively to achieve Directorate outcomes in a timely manner</li> </ul>
NESA staff	<ul style="list-style-type: none"> <li>• Work collaboratively to achieve projects of mutual relevance and overlapping responsibilities</li> </ul>
<b>External</b>	
Key stakeholder organisations including government and non-government organisations, education sector associations, teachers, parents and students	<ul style="list-style-type: none"> <li>• Engage with teachers, schools, parents, students and other key stakeholders to deliver Directorate projects</li> <li>• Foster effective working relationships and represent NESA professionally and ethically</li> </ul>

## Role dimensions

### Decision making

Decisions are made in accordance with NESA and Directorate documented policies and procedures and Code of Ethics and Conduct. This role exercises some autonomy within defined parameters of agreed scope of works and refers to the Senior Inspector, Home Schooling Unit any decisions requiring significant variations to agreed outcomes.

### Reporting line

The Project Officer, Home Schooling reports to the Senior Inspector, Home Schooling Unit.

### Direct reports





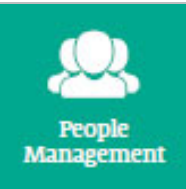
There is one (1) Administrative Officer role at the Clerk Grade 3/4 level that report to this role.

## Capabilities for the role

The NSW Public Sector Capability Framework applies to all NSW public sector employees. The Capability Framework is available at [www.psc.nsw.gov.au/capabilityframework](http://www.psc.nsw.gov.au/capabilityframework)

### Capability summary

Below is the full list of capabilities and the level required for this role. The capabilities in bold are the focus capabilities for this role. Refer to the next section for further information about the focus capabilities.

NSW Public Sector Capability Framework		
Capability Group	Capability Name	Level
 Personal Attributes	Display Resilience and Courage	Adept
	Act with Integrity	Intermediate
	<b>Manage Self</b>	<b>Adept</b>
	Value Diversity	Intermediate
 Relationships	<b>Communicate Effectively</b>	<b>Adept</b>
	Commit to Customer Service	Intermediate
	Work Collaboratively	Intermediate
	<b>Influence and Negotiate</b>	<b>Intermediate</b>
 Results	<b>Deliver Results</b>	<b>Adept</b>
	<b>Plan and Prioritise</b>	<b>Intermediate</b>
	Think and Solve Problems	Adept
	Demonstrate Accountability	Intermediate
 Business Enablers	Finance	Intermediate
	Technology	Adept
	Procurement and Contract Management	Foundational
	<b>Project Management</b>	<b>Adept</b>
 People Management	Manage and Develop People	Intermediate
	Inspire Direction and Purpose	Foundational
	Optimise Business Outcomes	Foundational
	<b>Manage Reform and Change</b>	<b>Intermediate</b>

### Focus capabilities

The focus capabilities for the role are the capabilities in which occupants must demonstrate immediate competence. The behavioural indicators provide examples of the types of behaviours that would be expected at that level and should be reviewed in conjunction with the role's key accountabilities.

## NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
<b>Personal Attributes</b> Manage Self	Adept	<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 a high level of personal motivation</li> </ul>
<b>Relationships</b> Communicate Effectively	Adept	<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>
<b>Relationships</b> Influence and Negotiate	Intermediate	<ul style="list-style-type: none"> <li>• Use facts, knowledge and experience to support recommendations</li> <li>• Work towards positive and mutually satisfactory outcomes</li> <li>• Identify and resolve issues in discussion with other staff and stakeholders</li> <li>• Identify others' concerns and expectations</li> <li>• Respond constructively to conflict and disagreements and be open to compromise</li> <li>• Keep discussions focused on the key issues</li> </ul>
<b>Results</b> Deliver results	Adept	<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>
<b>Results</b> Plan and prioritise	Intermediate	<ul style="list-style-type: none"> <li>• Understand the team and unit objectives and align operational activities accordingly</li> <li>• Initiate and develop team goals and plans, and use feedback to inform future planning</li> <li>• Respond proactively to changing circumstances and adjust plans and schedules when necessary</li> </ul>

## NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
		<ul style="list-style-type: none"> <li>• Consider the implications of immediate and longer-term organisational issues and how these might affect the achievement of team and unit goals</li> <li>• Accommodate and respond with initiative to changing priorities</li> </ul>
<b>Business Enablers</b> Project Management	Adept	<ul style="list-style-type: none"> <li>• Understand all components of the project management process, including the need to consider change management to realise business benefits</li> <li>• Prepare clear project proposals and accurate estimates of required costs and resources</li> <li>• Establish performance outcomes and measures for key project goals, and define monitoring, reporting and communication requirements</li> <li>• Identify and evaluate risks associated with the project and develop mitigation strategies</li> <li>• Identify and consult stakeholders to inform the project strategy</li> <li>• Communicate the project's objectives and its expected benefits</li> <li>• Monitor the completion of project milestones against goals and take necessary action</li> <li>• Evaluate progress and identify improvements to inform future projects</li> <li>•</li> </ul>
<b>People Management</b> Manage Reform and Change	Intermediate	<ul style="list-style-type: none"> <li>• Promote change processes and communicate change initiatives across the team or unit</li> <li>• Accommodate changing priorities and respond flexibly to uncertainty and ambiguity</li> <li>• Support others in managing uncertainty and change</li> </ul>