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| **Cluster** | Planning, Industry & Environment |
| **Agency** | Department of Planning, Industry & Environment |
| **Division/Branch/Unit** | National Parks & Wildife Service |
| **Location** | Various |
| **Classification/Grade/Band** | Clerk Grade 5-6 |
| **Role Number** | Generic |
| **ANZSCO Code** | 451412 |
| **PCAT Code** | 1119192 |
| **Date of Approval** | 23 August 2016 – updated 21 May 2021 |
| **Agency Website** | [www.nationalparks.nsw.gov.au](http://www.nationalparks.nsw.gov.au) & [www.dpie.nsw.gov.au](http://www.dpie.nsw.gov.au) |

Agency overview

Our vision is to create thriving environments, communities and economies for the people of New South Wales. We focus on some of the biggest issues facing our state. We deliver sustainable water resource and environment management, secure our energy supply, oversee our planning system, maximise community benefit from government land and property, and create the conditions for a prosperous state. We strive to be a high-performing, world-class public service organisation that celebrates and reflects the full diversity of the community we serve and seeks to embed Aboriginal cultural awareness and knowledge throughout the department.

**National Parks & Wildlife Service overview**

National Parks & Wildlife Service (NPWS) manages more than 870 national parks and reserves, covering over 7 million hectares or 9% of the landmass of NSW. We conserve and celebrate our biodiversity and cultural heritage and provide wonderful natural visitor experiences for the whole community to enjoy. We carry out plant and animal conservation, sustainable tourism and visitation, research, education, volunteering programs, and fire and asset management. We work together with Aboriginal communities to manage and protect our parks on behalf of the people of NSW.

Primary purpose of the role

Coordinate the development, implementation, promotion, delivery, monitoring and evaluation of National Parks Discovery - Walks, Talks and Tours program. Recruit and supervise Discovery staff, volunteers and contractors. Maximise participation from target markets and initiate tourism partnerships focused on the development of packaged visitor experiences with commercial tour operators.

# Key accountabilities

* Develop, promote and coordinate educational and information programs such as Discovery activities to enhance the visitor experience.
* Supervise and lead staff and volunteers to ensure they are motivated and trained so they can effectively and efficiently fulfil the requirements of their roles.
* Oversee the gathering of information, data input and preparation of financial reports for the Team Leader Visitor Experience, including monthly and periodical reports, annual business statements, budgets and performance targets.
* Demonstrated experience in the management and delivery of a financially viable guided tour program, plus knowledge of learning methodologies and sound marketing skills.
* Demonstrated written communication skills with experience in office administration, roster management and ability to formulate and manage a budget.
* A broad knowledge and appreciation of natural and cultural values with the ability to apply appropriate emphasis and sensitivity to Aboriginal cultural heritage aspects and willingness to work within NPWS policy on these.
* Demonstrated knowledge of WHS Risk Management, Minimal Impact and Bush Safety principles in relation to guided tours.
* Demonstrated team management skills plus sound human resource management experience in recruitment, supervision and training including volunteers.

Notes:

This role will require a current Senior First Aid Certificate or willingness to gain a Senior First Aid Certificate prior to commencement of employment.

This role undertakes child related work as determined by the Child Protection (Working with Children) Act, 2012. The role needs a valid clearance and clearance number prior to commencing this role. This role may involve regular evening and weekend work.

Key challenges

* Identifying, developing and implementing a range of programs that provide high quality, cost effective and sustainable visitor experiences which deliver on the key objectives of providing environmental and cultural heritage focused educational outcomes whilst managing the programs to budget and agrees key performance indicators.
* Needs to ensure appropriateness of program and visitor experience content to ensure alignment with key NPWS environmental and cultural heritage messaging taking into consideration participant numbers, program content, pricing to ensure financial viability and allocation of permanent, casual staff and volunteers.
* Fosters successful partnership programs between environmental education providers, local communities, including local Aboriginal groups, local businesses, local government and tourism organisations.

Key relationships

| Who | Why |
| --- | --- |
| **Internal** |  |
| Team Leader | * Provides management support, receive broad guidance, provide expert advice and exchange information. |
| CED/NPWS Staff | * Provide advice and professional support in respect to the application of best practice and policy in relation to appropriate leisure and educational visitor * experiences and program activities. |
| **External** |  |
| Stakeholders | * Collaborates with the local community, commercial tour operators and the regional tourism industry. |
| Customers | * Is the primary service point for customer wishing to book Discovery programs including visitor experiences and educational activities within the Branch and provides information, partnership opportunities and advice to tourism operators and park users over the phone and in person. |

# Role dimensions

## Decision making

The Discovery Coordinator operates with day to day independence within established policies and guidelines which relate to the operation of Discovery programs. The role is guided by relevant VEB operational and Branch plans, relevant legislation and Department policies and procedures. The role recommends initiatives to the Team Leader Visitor Experience that relate to the promotion of Discovery Programs, development of activities, visitor experiences, educational programs and marketing of related events. The key element for the role is to ensure policies and management guidelines are adhered to while achieving the performance objectives listed in relevant organisational plans. The role holder will make decisions on a day to day basis on staff, volunteer or contractor matters and manage day to day budgets with control and purchase of stock and equipment and has authority to expend funds within approved delegations.

## Reporting line

The role reports to the Team Leader Visitor Experience.

## Direct reports

Aboriginal Discovery Rangers, Aboriginal Discovery Guides and Aboriginal Discovery Volunteers. Discovery Rangers, Discovery Guides and Discovery Volunteers.

## Budget/Expenditure

As per identified and required budget delegated.

Essential requirements

Current Working with Children Check

Senior First Aid Certificate

Demonstrated skills and experience in the development and delivery of guided educational activities for families, school students and community groups in a cultural or field setting.

Demonstrated understanding of the role of Interpretation and experience in developing and including interpretive techniques during a guided tour or activity.

Sound understanding of Risk Management, Minimal Impact and Bush Safety principles in relation to guided tours in a cultural or field setting.

# Capabilities for the role

The [NSW public sector capability framework](https://www.psc.nsw.gov.au/workforce-management/capability-framework/the-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** |
|  | **Manage Self**  Show drive and motivation, an ability to self-reflect and a commitment to learning | | Adapt existing skills to new situations  Show commitment to achieving work goals  Show awareness of own strengths and areas for growth, and develop and apply new skills  Seek feedback from colleagues and stakeholders  Stay motivated when tasks become difficult | Intermediate |
|  | **Communicate Effectively**  Communicate clearly, actively listen to others, and respond with understanding and respect | | 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 |
| **Commit to Customer Service**  Provide customer-focused services in line with public sector and organisational objectives | | 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 |
|  | **Plan and Prioritise**  Plan to achieve priority outcomes and respond flexibly to changing circumstances | | 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 |
| **Think and Solve Problems**  Think, analyse and consider the broader context to develop practical solutions | | Research and apply critical-thinking techniques in analysing information, identify interrelationships and make recommendations based on relevant evidence  Anticipate, identify and address issues and potential problems that may have an impact on organisational objectives and the user experience  Apply creative-thinking techniques to generate new ideas and options to address issues and improve the user experience  Seek contributions and ideas from people with diverse backgrounds and experience  Participate in and contribute to team or unit initiatives to resolve common issues or barriers to effectiveness  Identify and share business process improvements to enhance effectiveness | Adept |
|  | **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 |
|  | **Manage and Develop People**  Engage and motivate staff, and develop capability and potential in others | | Collaborate to set clear performance standards and deadlines in line with established performance development frameworks  Look for ways to develop team capability and recognise and develop individual potential  Be constructive and build on strengths by giving timely and actionable feedback  Identify and act on opportunities to provide coaching and mentoring  Recognise performance issues that need to be addressed and work towards resolving issues  Effectively support and manage team members who are working flexibly and in various locations  Create a safe environment where team members’ diverse backgrounds and cultures are considered and respected  Consider feedback on own management style and reflect on potential areas to improve | 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.

| COMPLEMENTARY CAPABILITIES | | | | |
| --- | --- | --- | --- | --- |
| **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 | Foundational |
| Act with Integrity | | Be ethical and professional, and uphold and promote the public sector values | Foundational |
| Value Diversity and Inclusion | | Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives | Foundational |
|  | Work Collaboratively | | Collaborate with others and value their contribution | Intermediate |
| Influence and Negotiate | | Gain consensus and commitment from others, and resolve issues and conflicts | Intermediate |
|  | Deliver Results | | Achieve results through the efficient use of resources and a commitment to quality outcomes | 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 | 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 |
|  | Inspire Direction and Purpose | | Communicate goals, priorities and vision, and recognise achievements | Foundational |
| Optimise Business Outcomes | | Manage people and resources effectively to achieve public value | Foundational |
| Manage Reform and Change | | Support, promote and champion change, and assist others to engage with change | Foundational |