

Role Description

Class Preparation Assistant



Role Description Fields	Details
Cluster	Education
Department/Agency	TAFE NSW
Division/Branch/Unit	Student Experience Group
Position Description No	10006-01
Classification/Grade/Band	TAFE Worker Level 2
Senior executive work level standards	Not Applicable
ANZSCO Code	431000
PCAT Code	1337283
Date of Approval	November 2023
Agency Website	www.tafensw.edu.au

Agency overview

TAFE NSW's purpose is to skill the workforce of the future. It is Australia's leading provider of vocational education and training with over 500,000 annual enrolments and a proud history for setting the benchmark for quality service. As the NSW public provider, it supports the NSW Government's priority to grow skills for the economy and jobs of tomorrow. Critically, TAFE NSW plays a vital role in providing vocational education in rural and regional NSW, and job training pathways for the most vulnerable in the community.

TAFE NSW offers the best of campus-based delivery as well as flexible, online and work-based learning. The TAFE NSW values of Customer First, Collaboration, Integrity and Excellence guide our team in strengthening communities, delivering world-class training for our students and producing job ready graduates for employers. The operating environment for TAFE NSW is dynamic as we leverage our scale, expertise, passion and reputation to meet the rapidly changing VET landscape.

TAFE NSW is committed to its students and customers and the role it plays in changing lives and opening up opportunities through learning.

Primary purpose of the role

This position is responsible for providing high level customer support to educational staff within the assigned teaching sections.

Key accountabilities

1. Receive, prepare and return commodities, consumables, and equipment for class use.
2. Maintain safety standards of relevant areas and equipment, as required, using HACCP (Hazard Analysis Critical Control Points) principles.
3. Maintain par stock, equipment levels and quality control of goods in areas such as salons, kitchen, cool rooms, freezers and dry store areas to ensure supplies are adequate to meet demand.
4. Receive goods and returning and securing surplus to class requirements as required.
5. Ensure the security of teaching sections in rostered areas of duty.
6. Maintain high personal level of hygiene, cleanliness and tidiness and an awareness of security, work health and safety issues, and report/record same to identify potential problems and inform manager to ensure the provision of a safe work environment (including laundry and washing up).
7. Report any malfunction, loss or breakage of equipment to teaching section heads.
8. Provide services to support learning outcomes.
9. Undertake stocktaking of equipment and goods to meet asset control and audit requirements.
10. Reflect TAFE NSW's values in the way you work and abide by policies and procedures to ensure a safe, healthy and inclusive work environment.
11. Place the customer at the centre of all decision making.
12. Work with the Line Manager to develop meaningful performance development and review plans.

Key challenges

- Maintaining up to date knowledge on and applying regulations relating to safety and hygiene.
- Dealing with a diverse range of tasks in an environment of conflicting demands and time frames.
- Exercising judgement and initiative in determining the best way to respond to customer needs within the required time frame.

Key relationships

Internal

Who	Why
Line Manager	<ul style="list-style-type: none">• Receive leadership, advice and support.• Report on work activities as required.
Other team members	<ul style="list-style-type: none">• Share information.• Contribute to team operational, services, activities and process improvement initiatives.

External

Who	Why
Guest/customers	<ul style="list-style-type: none">• Provide a friendly and professional service.

Role dimensions

Decision making

- Makes decisions that may have a minor impact externally within defined parameters and based on sound subject matter knowledge and professional judgement.
- Matters requiring a higher level of approval are referred to the Reporting Line Manager.

Reporting line

Assigned Manager

Direct reports

Nil

Budget/Expenditure

TBA

Essential requirements

1. A valid Working with Children Check (required prior to commencement).
2. Certificate II in relevant discipline or equivalent skills, knowledge and experience
3. Sound knowledge of Hazard Analysis Critical Control Points (HACCP) principles and safe work practices.
4. Current Responsible Services of Alcohol Certification (if required).
5. Knowledge of relevant consumables and equipment.

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">• Behave in an honest, ethical and professional way• Build understanding of ethical behaviour• Follow legislation, policies, guidelines and codes of conduct that apply to your role and organisation• Speak out against misconduct and illegal and inappropriate behaviour• Report apparent conflicts of interest	Foundational



Commit to Customer Service

Provide customer-focused services in line with public sector and organisational objectives

- Recognise the importance of customer service and understanding customer needs
- Help customers understand the services that are available
- Take responsibility for delivering services that meet customer requirements
- Keep customers informed of progress and seek feedback to ensure their needs are met
- Show respect, courtesy and fairness when interacting with customers
- Recognise that customer service involves both external and internal customers

Foundational



Deliver Results

Achieve results through the efficient use of resources and a commitment to quality outcomes

- Seek clarification when unsure of work tasks
- Complete own work tasks under guidance within set budgets, timeframes and standards
- Take the initiative to progress own work
- Identify resources needed to complete allocated work tasks

Foundational



Procurement and Contract Management

Understand and apply procurement processes to ensure effective purchasing and contract performance




- Comply with basic ordering, receipting and payment processes
- Apply basic checking and quality-control processes to activities that support procurement and contract management
- Understand probity principles relating to purchasing










Foundational

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	Foundational
	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	Foundational

	Communicate Effectively	Communicate clearly, actively listen to others, and respond with understanding and respect	Foundational
	Work Collaboratively	Collaborate with others and value their contribution	Foundational
	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Foundational
	Plan and Prioritise	Plan to achieve priority outcomes and respond flexibly to changing circumstances	Foundational
	Think and Solve Problems	Think, analyse and consider the broader context to develop practical solutions	Foundational
	Demonstrate Accountability	Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	Foundational
	Finance	Understand and apply financial processes to achieve value for money and minimise financial risk	Foundational
	Technology	Understand and use available technologies to maximise efficiencies and effectiveness	Foundational
	Project Management	Understand and apply effective planning, coordination and control methods	Foundational