Role Description
Data Support Officer, Teacher Policy and Professional Conduct

Cluster	Separate Agency
Agency	NSW Education Standards Authority
Division/Branch/Unit	Teacher Policy and Professional Conduct
Location	117 Clarence Street Sydney
Classification/Grade/Band	Clerk grade 7/8
Role Number	B1307
ANZSCO Code	511112
PCAT Code	2119192
Date of Approval	1 April 2019
Agency Website	http://www.educationstandards.nsw.edu.au

Agency overview

The NSW Education Standards Authority ('NESA') was formally established on 1 January 2017 to improve quality teaching and student learning across all schools and school sectors. It is responsible for the curriculum, assessment, teacher accreditation and regulatory standards in NSW schools, and accreditation of early childhood teachers.

Primary purpose of the role

The Data Support Officer provides a day-to-day quality assurance of the data collected by NESA and ensures that data quality checks are completed and generates relevant reports for the purpose of data consistency and corporate reports.

Key accountabilities

- Assist with the quality assurance of teacher accreditation data collections and exchanges to ensure accuracy, timeliness and relevance for a range of purposes.
- Review, and validate accreditation data using sound data practice.
- Liaise with key internal and external stakeholders on data issues and related policies.
- Provide information, policies and reports to clients from within the Directorate and external agencies.
- Work with a diverse range of business stakeholders to support them when seeking assistance, both from a business and technical perspective.
- Review and maintain policies and procedures for the efficient use, access and distribution of the teacher accreditation information assets.
- Assist with the development of policy standards to ensure the integrity, consistency, timeliness and accessibility of information.
- Undertaking qualifications research and data analysis in providing reports and advice to senior staff and assisting in the preparation of Ministerial and other correspondence, submissions and briefings.

Key challenges

- Managing competing, and at times conflicting priorities, within agreed timeframes and to the required standard.
- Communicating with multiple stakeholders in the development and management of data collections.
- Ensuring data provided to the unit are complete and accurate.

Key relationships

Who	Why
Internal	
Director, Teacher Policy and Professional Conduct	- Receive direction on unit priorities and functions - Escalate issues, keep informed, advise and receive instructions
Senior Data Officer	- Receive direction on unit priorities and functions - Escalate issues, keep informed, advise and receive instructions
Directorate Colleagues	Work collaboratively to contribute to achieving the team's business outcomes
Other NESA Directorates	- Define requirements for enhancements to existing collections - Provide statistical data and reports on request - Provide advice and assist with resolving issues
External	
Clients	- Support clients during data collection processes to ensure data provided are complete and accurate - Provide statistical data on request - Handles enquiries and routine correspondence - Provide accurate and timely information and advice

Role dimensions

Decision making

Decisions are made in accordance with NESA and/or Directorate documented policies and procedures. This role exercises some autonomy within defined parameters of agreed scope of works and refers to the Director, Teacher Policy and Professional Conduct for any decisions requiring significant variations to agreed outcomes.

Reporting line

The Data Support Officer reports to the Senior Data Officer, Teacher Policy and Professional Conduct.

Essential requirements

Demonstrated capacity to use Customer Relationship Management System Database.

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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

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	Intermediate
	Act with Integrity	Intermediate
	Manage Self	**Adept**
	Value Diversity	Intermediate
Relationships	**Communicate Effectively**	**Adept**
	Commit to Customer Service	Intermediate
	Work Collaboratively	**Adept**
	Influence and Negotiate	Intermediate
Results	Deliver Results	Intermediate
	Plan and Prioritise	Adept
	Think and Solve Problems	**Adept**
	Demonstrate Accountability	Adept
Business Enablers	Finance	Foundational
	Technology	**Adept**
	Procurement and Contract Management	Foundational
	Project Management	Intermediate

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**
Personal Attributes Manage Self	Adept	• Look for and take advantage of opportunities to learn new skills and develop strengths • Show commitment to achieving challenging goals

Group and Capability	Level	Behavioural Indicators
		• Examine and reflect on own performance • Seek and respond positively to constructive feedback and guidance • Demonstrate a high level of personal motivation
Relationships Communicate Effectively	Adept	• Tailor communication to the audience • Clearly explain complex concepts and arguments to individuals and groups • Monitor own and others' non-verbal cues and adapt where necessary • Create opportunities for others to be heard • Actively listen to others and clarify own understanding • Write fluently in a range of styles and formats
Relationships Work Collaboratively	Adept	• Encourage a culture of recognising the value of collaboration • Build co-operation and overcome barriers to information sharing and communication across teams/units • Share lessons learned across teams/units • Identify opportunities to work collaboratively with other teams/units to solve issues and develop better processes and approaches to work
Results Think and Solve Problems	Adept	• Research and analyse information, identify interrelationships and make recommendations based on relevant evidence • Anticipate, identify and address issues and potential problems and select the most effective solutions from a range of option • Participate in and contribute to team/unit initiatives to resolve common issues or barriers to effectiveness • Identify and share business process improvements to enhance effectiveness
Business Enablers Technology	Adept	• Demonstrate a sound understanding of technology relevant to the work unit, and identify and select the most appropriate technology for assigned tasks • Identify opportunities to use a broad range of communications technologies to deliver effective messages • Understand, act on and monitor compliance with information and communications security and use policies • Identify ways to leverage the value of technology to achieve team/unit outcomes, using the existing technology of the business • Support compliance with the records, information and knowledge management requirements of the organisation

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