Role Description
AEM Developer

Agency	NSW Department of Education
Division/Branch/Unit	SINSW/Business Enablement/Business Systems
Location	George St, Sydney
Classification/Grade/Band	Clerk Grade 7/8
Role Number	243988
ANZSCO Code	139999
PCAT Code	3 2 2 24 92
Date of Approval	11 November 2022
Agency Website	education.nsw.gov.au schoolinfrastructure.nsw.gov.au

The NSW Department of Education serves the community by providing world-class education for students of all ages.

We ensure young children get the best start in life by supporting and regulating the early childhood education sector. We are the largest provider of public education in Australia with responsibility for delivering high-quality public education to two-thirds of the NSW student population. We are committed to fostering vibrant, sustainable and high-performing vocational and higher education sectors.

We are responsible for enacting NSW Government policy, driving improvement in education, and overseeing policy, funding and compliance issues relating to non-government schools. We respect and value Aboriginal and Torres Strait Islander people as First Peoples of Australia.

School Infrastructure NSW (SINSW) is delivering new school buildings, major upgrades and maintenance strategies to ensure every school-aged child has access to high quality education facilities at their local public school. This encompasses the largest investment in public education infrastructure in the history of NSW.

Primary purpose of the role

Design, develop, and test software that uses Adobe Experience Manager. Integrate AEM with a website or existing application, test each build to evaluate its performance, enhance existing systems, and help debug faulty code. Use responsive frameworks, agile methodologies, and front-end development techniques and technology solutions, to facilitate the achievement of business outcomes and deliver optimal user-centric design and experience.

Key accountabilities

- Prepare specialized code as required by the product definition to enable application development using Adobe Experience Manager.
- Contribute technical expertise to requirements analysis to enhance the quality of the solution design.

- Complete testing and gather feedback to improve the quality and reduce operational risk of the developed application.
- Use AEM and Adobe Marketing Cloud in conjunction with other Adobe products, including Adobe Target, Adobe Analytics, Adobe Media Optimizer, and Adobe Audience Manager.
- Undertake post-release activities to develop a base of knowledge to be incorporated in future build and release cycles.
- Provide 3rd level application support and problem resolution to minimise the impact of application related service outages.
- Produce appropriate technical documentation alongside technology solutions, delivering end-user training and in-person support when appropriate, to support best practice and ongoing continuous improvement and innovation.

Key challenges

- Identifying interdependencies and balancing competing demands while delivering work of a consistently high standard in a complex, specialised environment..
- Communicating complex information in accessible formats to team members, project teams and stakeholders.
- Maintaining currency with best practice technologies and applications which are rapidly changing and evolving.

Key relationships

Who	Why
Internal	
Manager	• Receive guidance, and provide regular updates on projects, issues and priorities. • Provide advice and contribute to decision making regarding projects and issues. • Escalate issues and propose solutions.
Work team	• Support team members and work collaboratively to achieve business outcomes. • Participate in meetings, share information and provide input on issues. •
Customers/Stakeholders	• Resolve issues and provide solutions to problems. • Provide technological advice to improve day to day business performance. • Provide technical and/or hardware support services. • Ensure compliance with agency and sector rules and standards. •
External	
Hardware, software and data suppliers	• Develop and maintain effective working relationships and work closely with technology professionals to deliver workable business solutions.

Role dimensions

Decision making

This role works with limited supervision and guidance to achieve overall work commitments developed in agreement with the supervisor or manager.

The role acts independently to determine day-to-day priorities, negotiate matters related to area of responsibility and make decisions in relation to the quality of work outcomes.

Reporting line

Manager, Business Applications

Direct reports

Nil

Budget/Expenditure

Nil

Key Knowledge and experience

- Knowledge of and commitment to implementing the Department's Aboriginal Education Policy and upholding the Department's Partnership Agreement with the NSW AECG and to ensure quality outcomes for Aboriginal people.

Essential requirements

- Undergraduate or postgraduate degree in a quantitative field such as Computer Science, Engineering, Science or Mathematics and/or relevant equivalent experience.
- Experience in areas like CMS development, web service creation, Java content repositories, OSGi, and AJAX.

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.
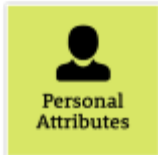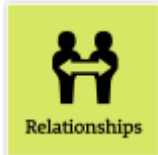
The capabilities are separated into **focus capabilities** and **complementary capabilities**.

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
![Personal Attributes]	**Manage Self** Show drive and motivation, an ability to self-reflect and a commitment to learning	• Keep up to date with relevant contemporary knowledge and practices • Look for and take advantage of opportunities to learn new skills and develop strengths • Show commitment to achieving challenging goals • Examine and reflect on own performance • Seek and respond positively to constructive feedback and guidance • Demonstrate and maintain a high level of personal motivation	Adept
![Relationships]	**Communicate Effectively** Communicate clearly, actively listen to others, and respond with understanding and respect	• Tailor communication to diverse audiences • Clearly explain complex concepts and arguments to individuals and groups • Create opportunities for others to be heard, listen attentively and encourage them to express their views • Share information across teams and units to enable informed decision making • Write fluently in plain English and in a range of styles and formats • Use contemporary communication channels to share information, engage and interact with diverse audiences	Adept
	Work Collaboratively Collaborate with others and value their contribution	• Build a supportive and cooperative team environment • Share information and learning across teams • Acknowledge outcomes that were achieved by effective collaboration • Engage other teams and units to share information and jointly solve issues and problems • Support others in challenging situations • Use collaboration tools, including digital technologies, to work with others	Intermediate
![Results]	**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	Intermediate

		might affect the achievement of team and unit goals • Accommodate and respond with initiative to changing priorities and operating environments	
	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
Business Enablers	**Technology** Understand and use available technologies to maximise efficiencies and effectiveness	• Identify opportunities to use a broad range of technologies to collaborate • Monitor compliance with cyber security and the use of technology policies • Identify ways to maximise the value of available technology to achieve business strategies and outcomes • Monitor compliance with the organisation's records, information and knowledge management requirements	Adept

Occupation specific capability set

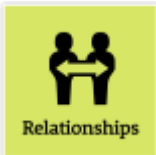| Capability Set	Category, Sub-category and Skill	Level and Code
SFIA	**Development and Implementation, Systems Development, Programming/software development**	**Level 3 - PROG**
	Delivery and operation, Service operation, Application support	Level 3 - ASUP

Occupation specific capability set (Skills Framework for the Information Age – SFIA)

Category, Sub-category	Level and Code	Skill and Level Description
Development and Implementation, Systems Development	**Level 3 PROG**	**Programming/software development (PROG) – Designs, codes, verifies, tests, documents, amends and refactors moderately complex programs/scripts. Applies agreed standards and tools, to achieve a well-engineered result. Collaborates in reviews of work with others as appropriate.**

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**
Personal Attributes	Display Resilience and Courage	Be open and honest, prepared to express your views, and willing to accept and commit to change	Intermediate
	Act with Integrity	Be ethical and professional, and uphold and promote the public sector values	Intermediate
	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Foundational
Relationships	Commit to Customer Service	Provide customer-focused services in line with public sector and organisational objectives	Intermediate
	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Intermediate
Results	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
Business Enablers	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	Foundational
	Project Management	Understand and apply effective planning, coordination and control methods	Intermediate

Occupation specific capability set (Skills Framework for the Information Age – SFIA)		
Category, Sub-category	**Level and Code**	**Skill and Level Description**
Delivery and operation, Service operation	Level 3 ASUP	**Application support (ASUP)** – Identifies and resolves issues with applications, following agreed procedures. Uses application management software and tools to collect agreed performance statistics. Carries out agreed application maintenance tasks.