

Role Description

Trainee Support Officer (Project Management)



Education

Role Description Fields	Details
Cluster	Education
Department/Agency	NSW Department of Education
Division/Branch/Unit	School Infrastructure
Role number	Various
Classification/Grade/Band	Trainee
Senior executive work level standards	Not Applicable
ANZSCO Code	NA
PCAT Code	NA
Date of Approval	February 2025
Agency Website	www.det.nsw.edu.au schoolinfrastructure.nsw.gov.au

Agency overview

At the NSW Department of Education, we educate and inspire lifelong learners – from early childhood, through schooling to vocational education and training.

We ensure young children get the best start in life by supporting and regulating the early childhood education and care sector. We unlock excellence and unleash the potential of two-thirds of school children in NSW. We're proudly public and the largest education system in Australia. We nurture opportunities for every learner to develop the skills needed for their chosen career path, helping shape the industries of tomorrow.

We respect and value Aboriginal and Torres Strait Islander peoples as First Peoples of Australia.

School Infrastructure 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

The Trainee will provide effective and efficient project support within School Infrastructure, to achieve team and organisational objectives and contribute to the future pipeline of infrastructure skills required across the division.

This is a two-year, limited duration role, which is a part of School Infrastructure's Infrastructure Pathways Program. During the program, the Trainee will develop workplace-specific skills, knowledge and experience aligning to their studies, and will offer hands-on experience across various teams through structured rotations.

Key accountabilities

- Comply with responsibilities relating to the terms of the Training Contract as a Trainee (training attendance and attainment of competencies).

- Complete a qualification of Certificate IV in Project Management Practice while working in a full-time capacity.
- Undertake all allocated work as part of the on-the-job training supplied by School Infrastructure.
- Work collaboratively and cooperatively within a team, exchange information and support other team members to achieve business and educational outcomes.
- Provide a range of administrative services, including coordinating meetings, preparing documentation, correspondence and reports, and utilise a range of technologies, systems and applications to support project management delivery.
- Provide quality customer service, ensure accurate and current information when assisting and responding to enquiries from customers and clients.
- Comply with relevant workplace legislation, policies and procedures, including the Department's Code of Conduct, and relevant Work, Health and Safety (WH&S) guidelines.
- Participate in training and development opportunities to build knowledge, skills and capabilities and improve individual and organisational performance.

Key challenges

- Proactively seeking and accepting opportunities to learn and be open to the feedback of others to increase knowledge and capacity and agility across the team.
- Managing self throughout the program given the need to balance commitments relating to the Traineeship, to fulfil course work requirements, adhere to Infrastructure Pathways Program and department policies, and complete on the job training and deliver assigned tasks.

Key relationships

Internal

Who	Why
Reporting Line Manager	<ul style="list-style-type: none"> • Report directly for assigned tasks and provide regular updates • Seek professional development support in a mentoring capacity. • Escalate issues • Receive performance feedback
Work Team	<ul style="list-style-type: none"> • Collaborate to provide project support • Learn and take direction from experienced team members
Infrastructure Pathways Programs Team	<ul style="list-style-type: none"> • Managing relationship with course provider throughout the program and delivering outcomes, as per course requirements

External

Who	Why
TAFE NSW	<ul style="list-style-type: none"> • Managing relationship with course provider throughout the program and delivering outcomes, as per course requirements

Role dimensions

Decision making

Adheres to the Infrastructure Pathways Program policies and procedures.

Operates in a structured work environment that is subject to established policies, procedures and practices underpinned by statutory requirements determined by the team or relevant reporting line manager.

Adheres to all Work Health and Safety requirements, School Infrastructure Code of Conduct and to other School Infrastructure policies and procedures to ensure compliance and safety at work.

Reporting line

Line manager

Direct reports

Nil

Budget/Expenditure

Nil

Key knowledge and experience

- Ability to work collaboratively in a team environment.
- Intermediate computer literacy with ability to use Microsoft Office software applications.
- Knowledge of and commitment to implementing the Department's [Aboriginal Education Policy](#) and upholding the [Department's Partnership Agreement with the NSW AECG \(Aboriginal Education Consultative Group\)](#) and to ensure quality outcomes for Aboriginal people.

Essential requirements

- Completed Year 12 or obtained the Higher School Certificate (HSC) (or equivalent) within past two years.
- Hold a current and valid Working with Children Check (WWCC) for paid employment.
- Must comply with the responsibilities relating to the Trainee Training Contract between School Infrastructure, NSW State Training, the RTO, the Apprenticeship Centre and the individual. This includes the responsibility of completing structured training, working full-time and the attainment of Certificate IV in Project Management Practice.
- Must be willing to rotate through the various School Infrastructure work units and suburban based locations as part of a comprehensive development program.
- Demonstrated understanding of, and commitment to, the value of public education.

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	<ul style="list-style-type: none"> Be willing to develop and apply new skills Show commitment to completing assigned work activities Look for opportunities to learn and develop Reflect on feedback from colleagues and stakeholders 	Foundational
 Relationships	Commit to Customer Service Provide customer-focused services in line with public sector and organisational objectives	<ul style="list-style-type: none"> 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
 Results	Think and Solve Problems Think, analyse and consider the broader context to develop practical solutions	<ul style="list-style-type: none"> Ask questions to explore and understand issues and problems Find and check information needed to complete own work tasks Identify and inform supervisor of issues that may have an impact on completing tasks Escalate more complex issues and problems when these are identified Share ideas about ways to improve work tasks and solve problems Consider user needs when contributing to solutions and improvements 	Foundational
 Business Enablers	Technology Understand and use available technologies to maximise efficiencies and effectiveness	<ul style="list-style-type: none"> Display familiarity and confidence when applying technology used in role Comply with records, communication and document control policies Comply with policies on the acceptable use of technology, including cyber security 	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
	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
	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
	Deliver Results	Achieve results through the efficient use of resources and a commitment to quality outcomes	Foundational
	Plan and Prioritise	Plan to achieve priority outcomes and respond flexibly to changing circumstances	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
	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	Foundational