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| --- | --- |
| **Cluster** | Planning, Industry & Environment  |
| **Agency** | Environment, Energy & Science |
| **Division/Branch/Unit** | National Parks & Wildlife Service |
| **Location** | Various |
| **Classification/Grade/Band** | Interpretive Assistant |
| **ANZSCO Code** | 451412 |
| **PCAT Code** | 1119192 |
| **Date of Approval** | April 2019 |

# Agency overview

The Planning, Industry and Environment Cluster brings together the functions from the former Planning & Environment and Industry Clusters.

The new Cluster will drive for greater levels of integration and efficiency across key areas such as long-term planning, precincts, housing, property, infrastructure priorities, open space, the environment, our natural resources – land, water, mining – energy, and growing our industries. In particular, there will be a redoubling of emphasis on regional NSW.

# Primary purpose of the role

Delivers local *Discovery* interpretive activities of guided tours and talks which fosters community awareness, appreciation and understanding for conserving the state’s natural and cultural heritage, and the role of the Department of Planning, Industry & Environment and the National Parks and Wildlife Service, as part of a statewide coordinated education program. Supports & promotes positive relations with local Aboriginal communities.

# Key accountabilities

* Deliver programmed activities, primarily guided tours of a specific cultural site or environmental precinct and formal classroom presentations that have an accurate educational basis, promoting community awareness, understanding and enjoyment of cultural and/or natural heritage, and to provide interesting and relevant insights and interpretation of the area, to enhance visitor experience.
* Promoting visitor awareness, understanding and appreciation of historic and/or natural aspects of estate in the Region; monitor, evaluate and report on guided activities consistent with the policy and procedural guidelines.
* Identify and recommend improvements to the delivery of tours, customer services; provide advice on visitation surveys and tour participation statistics
* Collect monies from sales and tour bookings and undertake administrative duties associated with tour operations.
* Assist with the preparation of interpretive materials (including displays), and make recommendations on stock ranges and qualities, displays, product prices and marketing ideas as appropriate; assist in visitor information centre or museum as required.
* Identify and report on maintenance requirements in regard to equipment and the work environment to ensure adequate supplies and risk management and implement remedial actions

# Key challenges

* Delivering guided activities that have a strong interpretation and education base, generate curiosity and are thought provoking and interesting, to present a positive image of the organisation and its objectives to the public
* Building knowledge of relevant sites and appropriately impart that knowledge that is factual, accurate and relevant to groups who may range through all levels of age and understanding
* Adapting individual tours according to the needs and ability of the participants, and have an understanding of minimal impact and bush safety principals and dealing with an unpredictable work environment during busy periods and maintaining a high level of professional customer service for all visitors

# Key relationships

| Who | Why |
| --- | --- |
| **Internal** |  |
| Supervisor  | Receive broad guidance, provide advice and exchange information |
| NPWS Staff | Collaborate on cross branch assignments and exchange information |
| **External** |  |
| Tour Participants and Visitors | Answer questions, promote the Discovery program and its objectives, seek feedback. Sensitivity to local cultural issues is especially required when communicating with Aboriginal communities. Provide information and advice to park visitors in respect to natural and cultural heritage, park facilities, park usage and related issues to facilitate customer relations |

# Role dimensions

## Decision making

The Discovery Guide Works with minimal supervision and is required to use initiative within established policies/guidelines. The position represents the public face of the Organisation and the front-line delivery of the organisation’s interpretation and education programs

## Reporting line

The Discovery Guide reports to the Discovery Coordinator or Discovery Visitor Centre Manager

## Direct reports: Nil

## Budget/Expenditure: Nil

# Essential requirements

* Current Working with Children check
* Proven practical experience in interpretive and educational guiding or proven experience in delivering training or class room experiences
* Understanding of the role of the Office of the Environment and Heritage, and a broad knowledge of the natural values and cultural history of the local area.
* Awareness of Aboriginal Culture
* Senior First Aid certificate

**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](file:///%5C%5CDNS-323%5CVolume_1%5CClients%5C2014%5CFolk%5CPSC%5Cv16_12March2014%5Cwww.psc.nsw.gov.au%5Ccapabilityframework)

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

## 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**Act with Integrity | Intermediate | Represent the organisation in an honest, ethical and professional waySupport a culture of integrity and professionalismUnderstand and follow legislation, rules, policies, guidelines and codes of conductHelp others to understand their obligations to comply with legislation, rules, policies, guidelines and codes of conductRecognise and report misconduct, illegal or inappropriate behaviourReport and manage apparent conflicts of interest |
| **Relationships**CommunicateEffectively | Intermediate | Focus on key points and speak in 'Plain English'Clearly explain and present ideas and argumentsListen to others when they are speaking and ask appropriate, respectful questions Monitor own and others' non-verbal cues and adapt where necessary Prepare written material that is well structured and easy to follow by the intended audienceCommunicate routine technical information clearly |
| **Results**Demonstrate Accountability | Foundational | Take responsibility for own actionsBe aware of delegations and act within authority levels Be aware of team goals and their impact on work tasksFollow safe work practices and take reasonable care of own and others health and safetyEscalate issues when these are identified |
| **Business Enablers**Project Management | Foundational | Plan and deliver tasks in line with agreed schedulesCheck progress against schedules, and seek help to overcome barriersParticipate in planning and provide feedback about improvements to schedules |