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| --- | --- |
| **Cluster** | Planning, Industry & Environment |
| **Agency** | Department of Planning Industry and Environment |
| **Division/Branch/Unit** | Place, Design & Public Spaces / Botanic Gardens Greater Sydney |
| **Location** | Various |
| **Classification/Grade/Band** | Horticulturist Level 2/4 |
| **Kind of Employment** | Ongoing |
| **Role Number** | Multiple – Sydney Gardens, Mount Annan & Mount Tomah |
| **ANZSCO Code** | 841411 |
| **PCAT Code** | 1119192 |
| **Date of Approval** | February 2021 |
| **Agency Website** | [www.dpie.nsw.gov.au](http://www.rbgsyd.nsw.gov.au/) |

# Agency overview

# Our vision is to create thriving environments, communities and economies for the people of New South Wales. We focus on some of the biggest issues facing our state. We deliver sustainable water resource and environment management, secure our energy supply, oversee our planning system, maximise community benefit from government land and property, and create the conditions for a prosperous state. We strive to be a high-performing, world-class public service organisation that celebrates and reflects the full diversity of the community we serve and seeks to embed Aboriginal cultural awareness and knowledge throughout the department.

# The Royal Botanic Gardens and Domain Trust is responsible for the management and stewardship of the Royal Botanic Garden Sydney, the Domain, the Australian Botanic Garden, Mount Annan and the Blue Mountains Botanic Garden, Mount Tomah. The Trust incorporates the Australian Institute of Botanical Science and is one of the country’s leading international tourism businesses.

# Staff working for the Trust are employees of the Department of Planning, Industry Environment (DPIE) , within the Botanic Gardens Greater Sydney (BGGS) agency – a group of world-leading staff from the fields of science, horticulture, public space activation, visitor experience, not-for-profit fundraising, digital engagement, tourism, planning, major project delivery, commercial investment, sustainable resource and asset management, events and recreation.

# According to a 2018 report from Deloitte Access Economics, the Trust contributes around $140 million to the NSW economy each year, supports more than 1,100 jobs and contributes more than $180 million in social and cultural contributions annually.

# Primary purpose of the role

The Horticultural Labourer role contributes to the conservation, construction, maintenance and regeneration of horticultural and natural areas within Botanic Gardens Greater Sydney sites.

# Key accountabilities

* Support the development, construction and maintenance of horticultural displays and conserve natural areas in accordance with BGGS policies and procedures.
* Monitor equipment for maintenance purposes, reporting faulty equipment and ensure the safe use, storage and custody of BGGS assets.
* Implement health and safety policies and practices to ensure the health and safety of staff, visitors and

other stakeholders.

* Use and maintain horticultural machinery and equipment for the management of horticultural displays and natural areas appropriate to the level of training and qualifications held by the individual in accordance with industry standards and practices and established BGGS policies and procedures.
* Assist in the implementation of weed control appropriate to the site including accurate herbicide application to avoid impact on desirable native species.
* Assist with collection of propagation material.

# Key relationships

|  |  |
| --- | --- |
| **Who** | **Why** |
| **Internal** | |
| Supervisor | * Receive direction, provide advice, escalate issues as necessary |
| Staff / Clients | * Discuss the provision of services and the development of new collections and displays, including technical issues and allocation of resources * Share and receive information, seek and provide advice |
| Work unit | * Share information, coordinate work, provide support, motivate, seek and give advice, and train staff * Communicate health and safety information |
| **External** | |
| Visitors, students, suppliers | * Exchange ideas, share and receive information |
| External and government bodies, contractors | * Obtain and receive advice in relation to projects |

# Role dimensions

## Decision making

*Level 2*: The role works under general supervision and follows directions given by Supervisor/ Manager.

*Level 3*: The role works with minimal supervision and exercises limited judgement in following instructions given by Supervisor/ Manager.

*Level 4*: The role works with minimal supervision and exercises judgement. The role may also be called upon to perform duties in natural areas and basic security duties (such as locking and unlocking gates, escort and ground patrol).

## Reporting line

This role reports to the Senior Horticulturist or Supervisor at the assigned site.

## Direct reports

Nil

## Budget/Expenditure

Nil

# Key knowledge and experience

* Relevant experience in the development, construction or maintenance of horticultural displays or conservation of natural areas in parks or gardens.
* Sound knowledge and demonstrated capacity to implement occupational health and safety policy and practices.
* Experience in the use and maintenance of relevant horticultural machinery and equipment.

# Essential requirements

* Current driver’s licence with the ability to drive manual vehicles and willingness to undertake fieldwork for extended periods of time and have the ability to lift and carry a minimum 15 kilos.
* Ability to work outside of normal working hours and on weekends if required.

**Capabilities for the role**

The [NSW public sector capability framework](https://www.psc.nsw.gov.au/workforce-management/capability-framework/the-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** |
|  | **Manage Self**  Show drive and motivation, an ability to self-reflect and a commitment to learning | | Adapt existing skills to new situations  Show commitment to achieving work goals  Show awareness of own strengths and areas for growth, and develop and apply new skills  Seek feedback from colleagues and stakeholders  Stay motivated when tasks become difficult | Intermediate |
|  | **Communicate Effectively**  Communicate clearly, actively listen to others, and respond with understanding and respect | | Speak at the right pace and volume for diverse audiences  Allow others time to speak  Listen and ask questions to check understanding  Explain things clearly using inclusive language  Be aware of own body language and facial expressions  Write in a way that is logical and easy to follow  Use various communication channels to obtain and share information | Foundational |
|  | **Deliver Results**  Achieve results through the efficient use of resources and a commitment to quality outcomes | | Seek and apply specialist advice when required  Complete work tasks within set budgets, timeframes and standards  Take the initiative to progress and deliver own work and that of the team or unit  Contribute to allocating responsibilities and resources to ensure the team or unit achieves goals  Identify any barriers to achieving results and resolve these where possible  Proactively change or adjust plans when needed | Intermediate |
|  | **Project Management**  Understand and apply effective planning, coordination and control methods | | Understand project goals, steps to be undertaken and expected outcomes  Plan and deliver tasks in line with agreed project milestones and timeframes  Check progress against agreed milestones and timeframes, and seek help to overcome barriers  Participate in planning and provide feedback on progress and potential improvements to project processes | 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.

| COMPLEMENTARY CAPABILITIES | | | | |
| --- | --- | --- | --- | --- |
| **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 |
|  | Commit to Customer Service | | Provide customer-focused services in line with public sector and organisational objectives | 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 |
| Procurement and Contract Management | | Understand and apply procurement processes to ensure effective purchasing and contract performance | Foundational |