|  |  |
| --- | --- |
| **Cluster** | Climate Change, Energy, The Environment and Water |
| **Agency** | Department of Climate Change, Energy, the Environment and Water (DCCEEW) |
| **Division/Branch/Unit** | National Parks & Wildlife Service / Business Delivery / Policy and Engagement Branch / Education and Volunteer Programs Unit |
| **Location** | Various |
| **Classification/Grade/Band** | Clerk Grade 5/6 |
| **Role Number** | Generic |
| **ANZSCO/OSCA Code** | 249111/432231 |
| **PCAT Code** | 119192 |
| **Date of Approval** | April 2025 (updated from July 2017, January 2022) |
| **Agency Website** | [www.dcceew.nsw.gov.au](http://www.dcceew.nsw.gov.au) & [www.nationalparks.nsw.gov.au](http://www.nationalparks.nsw.gov.au)  |

*Ensuring a sustainable NSW through climate change and energy action, water management, environment and heritage conservation and protection.*

**Who we are**

The NSW Department of Climate Change, Energy, the Environment and Water (DCCEEW) works to protect the state’s environment and heritage. It leads the way on climate change, driving the sustainable transition to a net zero economy, powered by affordable, reliable, and clean energy.

NSW DCCEEW conserves and protects the state’s natural environment. It manages the NSW national park estate, including its rich and diverse biodiversity and Aboriginal cultural heritage for future generations. DCCEEW also ensures sustainable management of water resources across the state, to support the environment, communities and industry.

We acknowledge the ongoing custodial responsibilities of the Aboriginal peoples of NSW to care for Country and water and are committed to establishing meaningful partnerships with Aboriginal peoples in the management of the environment.

**National Parks & Wildlife Service overview**

National Parks & Wildlife Service (NPWS) is one of the world’s oldest and most respected national parks agencies.  We manage more than 890 national parks and reserves, covering over 7.6 million hectares or 9.5% of the landmass of NSW ranging from rainforests and towering eucalypt forests to rich woodlands, spectacular deserts and precious alpine systems. We deliver effective conservation for our biodiversity and cultural heritage and provide world class visitor experiences for the whole community to enjoy. We carry out fire management, threatened species conservation, land and infrastructure management, sustainable tourism and visitation, and research and education programs. We work together with Aboriginal communities to manage and protect our parks on behalf of the people of NSW.

Primary purpose of the role

Support the development and implementation of innovative student, schools and visitor education and Discovery guided tour programs, in partnership with internal and external suppliers to achieve sustainable visitation, increased knowledge of NPWS’ natural, cultural and heritage assets, and to enhance the overall visitor experience.

# Key accountabilities

* Support the development and implementation of innovative student, schools and visitor education programs, in partnership with internal and external suppliers.
* Support the development, implementation and evaluation of relevant strategic plans. .
* Collect, collate and provide routine analysis of performance and assessment data to support the analysis of current education and Discovery programs and inform the development of new or improved programs.
* Distribute information in relation to education and Discovery programs to internal and external stakeholders to support the promotion of NPWS programs.
* Maintain communication and information with industry and external stakeholders to enable services to be delivered effectively and to monitor that external services are provided to the performance standards and expectations of NPWS.
* Attend relevant forums including meetings, conferences, workshops, committees and working groups, both government and private sector organisations to drive an integrated approach to learning through the visitor education experience.
* Undertake a range of support tasks using a variety of computerised management systems to monitor and report on the effective delivery of programs including financial information, student, school and visitor statistics.
* Support project planning, scoping and management including maintaining project management systems, processes and reporting.

Key challenges

* Supporting the development and implementation of comprehensive and cohesive education and information training programs within a complex and dynamic environment, including delivery and assessment methods to a geographically dispersed client base with often disparate education and information needs.
* Maintaining current knowledge of education and Discovery programs including comprehensive knowledge relating to development, delivery and assessment methods, and new technologies.
* Balancing the demands of delivering projects, meeting deadlines and achieving milestones, to the required quality standards and targets, and within budget.

Key relationships

| Who | Why |
| --- | --- |
| **Internal** |  |
| Manager | Receive and clarify guidance and instructions, and report on progress against work plansEscalate and discuss issues |
| Work team | Work collaboratively to contribute to achieving business outcomesParticipate in meetings, share information and provide input on issuesFoster effective working relationships to facilitate opportunities for engagement, consultation, issue resolution and information sharing. |
| Stakeholders | Foster effective working relationships Provide advice, guidance, and facilitate issue resolution  |
| **External** |  |
| External Organisations and Stakeholders  | * Develop and maintain effective relationships with stakeholders and explore collaborative marketing opportunities and other partnerships to promote the products, services and programs of NPWS.
 |

# Role dimensions

## Decision making

The Assistant Education Officer operates with some autonomy in respect to their day to day work priorities and workload management within an agreed work plan, and must ensure the quality, integrity and validity of marketing activity, content and outcomes. The role is directed by the Manager of the business area on more complex issues, project planning and all matters requiring a higher authority to determine and resolve.

## Reporting line

The role reports to the Team Leader Education

## Direct reports

Nil

## Budget/Expenditure

Nil

Knowledge and experience

* Demonstrated experience providing support for the development, delivery, assessment and improvement of contemporary learning and education methodologies and new technologies, especially online/digital applications and platforms.
* Demonstrated experience in the detailed analysis and reporting on education and/or guided tour programs and activities using a variety of analytical tools to determine effectiveness and improvements to performance and engagement.

Essential requirements

* Current NSW Drivers Licence.

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** |
| personal-attributes | **Display Resilience and Courage**Be open and honest, prepared to express your views, and willing to accept and commit to change | Be flexible and adaptable and respond quickly when situations changeOffer own opinion and raise challenging issuesListen when ideas are challenged and respond appropriatelyWork through challengesRemain calm and focused in challenging situations | Intermediate |
| relationships | **Communicate Effectively**Communicate clearly, actively listen to others, and respond with understanding and respect | Focus on key points and speak in plain EnglishClearly explain and present ideas and argumentsListen to others to gain an understanding and ask appropriate, respectful questionsPromote the use of inclusive language and assist others to adjust where necessaryMonitor own and others’ non-verbal cues and adapt where necessaryWrite and prepare material that is well structured and easy to followCommunicate routine technical information clearly | Intermediate |
| relationships | **Commit to Customer Service**Provide customer-focused services in line with public sector and organisational objectives | Focus on providing a positive customer experienceSupport a customer-focused culture in the organisationDemonstrate a thorough knowledge of the services provided and relay this knowledge to customersIdentify and respond quickly to customer needsConsider customer service requirements and develop solutions to meet needsResolve complex customer issues and needsCooperate across work areas to improve outcomes for customers | Intermediate |
| relationships | **Work Collaboratively**Collaborate with others and value their contribution | Build a supportive and cooperative team environmentShare information and learning across teamsAcknowledge outcomes that were achieved by effective collaborationEngage other teams and units to share information and jointly solve issues and problemsSupport others in challenging situationsUse collaboration tools, including digital technologies, to work with others | Intermediate |
| results | **Think and Solve Problems**Think, analyse and consider the broader context to develop practical solutions | Identify the facts and type of data needed to understand a problem or explore an opportunityResearch and analyse information to make recommendations based on relevant evidenceIdentify issues that may hinder the completion of tasks and find appropriate solutionsBe willing to seek input from others and share own ideas to achieve best outcomesGenerate ideas and identify ways to improve systems and processes to meet user needs | Intermediate |
| business-enablers | **Technology**Understand and use available technologies to maximise efficiencies and effectiveness | Demonstrate a sound understanding of technology relevant to the work unit, and identify and select the most appropriate technology for assigned tasksUse available technology to improve individual performance and effectivenessMake effective use of records, information and knowledge management functions and systemsSupport the implementation of systems improvement initiatives, and the introduction and roll-out of new technologies | Intermediate |

## 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** |
| personal-attributes | Act with Integrity | Be ethical and professional, and uphold and promote the public sector values | Intermediate |
| personal-attributes | Manage Self | Show drive and motivation, an ability to self-reflect and a commitment to learning | Intermediate |
| personal-attributes | Value Diversity and Inclusion | Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives | Foundational |
| relationships | 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 |
| results | Plan and Prioritise | Plan to achieve priority outcomes and respond flexibly to changing circumstances | Intermediate |
| results | Demonstrate Accountability | Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines | Foundational |
| business-enablers | Finance | Understand and apply financial processes to achieve value for money and minimise financial risk | Foundational |
| business-enablers | Procurement and Contract Management | Understand and apply procurement processes to ensure effective purchasing and contract performance | Foundational |
| business-enablers | Project Management | Understand and apply effective planning, coordination and control methods | Intermediate |