Role Description
Technical Officer

Role Description Fields	Details
Cluster	Education
Department/Agency	TAFE NSW
Division/Branch/Unit	As Assigned
Position Description no	10050-01
Classification/Grade/Band	TAFE Worker Level 4
Senior executive work level standards	Not Applicable
OSCA Code	259331
PCAT Code	1337131
Date of Approval	May 2023
Agency Website	https://www.tafensw.edu.au/

Agency overview

TAFE NSW's purpose is to skill the workforce of the future. It is Australia's leading provider of vocational education and training with over 500,000 annual enrolments and a proud history for setting the benchmark for quality service. As the NSW public provider, it supports the NSW Government's priority to grow skills for the economy and jobs of tomorrow. Critically, TAFE NSW plays a vital role in providing vocational education in rural and regional NSW, and job training pathways for the most vulnerable in the community.

TAFE NSW offers the best of campus-based delivery as well as flexible, online and work-based learning. The TAFE NSW values of Customer First, Collaboration, Integrity and Excellence guide our team in strengthening communities, delivering world-class training for our students and producing job ready graduates for employers. The operating environment for TAFE NSW is dynamic as we leverage our scale, expertise, passion and reputation to meet the rapidly changing VET landscape.

TAFE NSW is committed to its students and customers and the role it plays in changing lives and opening up opportunities through learning.

Primary purpose of the role

This position is responsible for preparing, designing/constructing, demonstrating and maintaining various equipment, technology, instruments, and /or other resources to support the practical aspects of student learning, dependent on the nature of the applicable course skills area. The role supports the preparation and maintenance of learning environments to meet specific technical purposes and performs a range of associated administration and support activities to assist in education program delivery.

Key accountabilities

1. Demonstrate and assist with equipment, instruments, techniques, procedures, and other resources in collaboration with teaching staff during practical classes, to support safe, competent use and deliver appropriate class support.
2. Prepare and maintain teaching/learning aids and learning environments to support technical requirements of particular course skills areas such as laboratories, trades and arts workshops and studios, and simulations in consultation with teaching staff.
3. Operate, repair, carry out modifications, and maintain equipment, fittings, technology, instruments and other items supporting applicable course skills areas to ensure safe working order and condition.
4. Take appropriate action in order to ensure the security of learning environments such as workshops and laboratories and associated technology, equipment and fittings.
5. Maintain stocks of consumable items, keep appropriate records and assist in ordering/purchasing of equipment and materials to ensure provision of appropriate learning aids and resources.
6. Maintain equipment database, standard operating procedures, manuals and associated records for applicable course areas and perform/arrange scheduled servicing to meet TAFE NSW and regulatory safety and condition requirements.
7. Maintain a register for chemical substances, ensure appropriate storage of hazardous materials, and assist with the disposal of contaminated waste to ensure compliance with safety and regulatory requirements.
8. Provide related technical, practical and administrative support services to the applicable teaching team/section to assist with a range of broader team functions, educational events and student experiences such as record keeping, writing of procedures, teaching resources, student projects, displays and exhibitions.
9. Supervise outside contract staff working on equipment in learning environments and apprentices as required.
10. Reflect TAFE NSW's values in the way you work and abide by policies and procedures to ensure a safe, healthy and inclusive work environment.
11. Place the customer at the centre of all decision making.
12. Work with the Line Manager to develop meaningful performance development and review plans.

Key challenges

- Managing competing demands in a time sensitive work environment.
- Maintaining currency of technical/industry knowledge and creatively applying to requirements supporting educational delivery.
- Delivering quality and efficient technical and practical support while maintaining a safe and healthy work and learning environment.
- Applying technical knowledge and experience to create practical teaching/class aids and resources to meet specific and sometimes unique learning requirements.

Key relationships

Internal

Who	Why
Line Manager	• Receive leadership, advice and support.
Head Teacher	• Receive guidance from and provide updates on activities.

Teaching Staff	• Provide technical and practical advice and information relating to equipment and resources to support learning delivery and environment. • Support in preparation and during class sessions with equipment and resources.
Students	• Provide demonstration and guidance on use of equipment and resources.
Facilities, Stores and Systems	• Liaise if required on site facilities, equipment, security, stores, ordering, repair and technology matters

External

Who	Why
Contractors, external trades, maintenance or related service providers	• Supervise when working on equipment. • Liaise on quotes and delivering equipment for repairs

Role dimensions

Decision making

- Makes decisions that may have a minor impact externally within defined parameters and based on sound subject matter knowledge and professional judgment.
- Matters requiring a higher level of approval are referred to the Reporting Line Manager

Reporting line

Staffing Pool Coordinator

Direct reports

Nil

Budget/Expenditure

TBA

Essential requirements

1. A valid Working with Children Check (required prior to commencement).
2. Certificate IV in relevant discipline or equivalent skills, knowledge and experience appropriate to the role and particular trade/vocation/skills area.
3. Demonstrated technical knowledge and experience of use, care and maintenance of tools, equipment, materials and techniques used in trade/vocation/skills area applicable to the role.
4. Proven ability to create, modify or adapt equipment or other resources to meet particular requirements.
5. Demonstrated organisational skills and ability to work as a member of a team with minimal supervision in area relating to the role.

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
	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	Focus on key points and speak in plain English Clearly explain and present ideas and arguments Listen to others to gain an understanding and ask appropriate, respectful questions Promote the use of inclusive language and assist others to adjust where necessary Monitor own and others' non-verbal cues and adapt where necessary Write and prepare material that is well structured and easy to follow Communicate routine technical information clearly	Intermediate
	Commit to Customer Service Provide customer-focused services in line with public sector and organisational objectives	Focus on providing a positive customer experience Support a customer-focused culture in the organisation Demonstrate a thorough knowledge of the services provided and relay this knowledge to customers Identify and respond quickly to customer needs Consider customer service requirements and develop solutions to meet needs Resolve complex customer issues and needs Cooperate across work areas to improve outcomes for customers	Intermediate

	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
	Procurement and Contract Management Understand and apply procurement processes to ensure effective purchasing and contract performance	Understand and comply with legal, policy and organisational guidelines and procedures relating to purchasing Conduct delegated purchasing activities in line with procedures Work with providers, suppliers and contractors to ensure that outcomes are delivered in line with time and quality requirements	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
	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
	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
	Project Management	Understand and apply effective planning, coordination and control methods	Foundational