|  |  |
| --- | --- |
| **Classification/Grade/Band** | Clerk Grade 5/6 |
| **ANZSCO Code** | NA |
| **PCAT Code** | NA |
| **Date of Approval** | XXXX |

Primary purpose of the role

The Service Level Analyst assists in the development and reporting of service level agreements, operational level agreements and underpinning contracts to meet the support needs of the business.

Key accountabilities

* Identify support requirements to guide the development of service level agreements so they are in line with organisational standards
* Draft and maintain complex or diverse service level agreements that define the requirements for service delivery
* Analyse performance metrics and make recommendations to assist in the development of service level agreements, seeking continually and proactively to improve service outcomes

Key challenges

* Translating service level agreements to operational level agreements and underpinning contracts that are used by support organisations in the delivery of services

Key relationships

| Who | Why |
| --- | --- |
| **Internal** |  |
| Manager | * Escalate issues, advise and receive instructions * Draft and update service level agreements and underpinning contracts |
| Work team | * Work collaboratively to contribute to supporting the achievement of the organisation’s business goals * Participate in meetings to obtain the work group perspective and share information * Assist peers with the development of service level agreements |
| Internal partners | * Provide actual chargeback information to enable agreed cost recovery |
| **External** |  |
| Vendors/Service Providers and Consultants | * Gather performance information |
| Clients/customers | * Manage expectations, resolve issues and provide solutions to problems * Report on performance metrics agreed in service level agreements |

# Role dimensions

## Decision making

x

## Reporting line

x

## Direct reports

x

## Budget/Expenditure

x

# 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.

This role also utilises an occupation specific capability set which contains information from the Skills Framework for the Information Age (SFIA). The capability set is available at [www.psc.nsw.gov.au/capabilityframework/ICT](https://www.psc.nsw.gov.au/workforce-management/capability-framework/occupation-specific-capability-sets/ict-professionals)

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 icon | **Display Resilience and Courage**  Be open and honest, prepared to express your views, and willing to accept and commit to change | * Be flexible, show initiative and respond quickly when situations change * Give frank and honest feedback and advice * Listen when ideas are challenged, seek to understand the nature of the comment and respond appropriately * Raise and work through challenging issues and seek alternatives * Remain composed and calm under pressure and in challenging situations | Adept |
| Relationships icon | **Communicate Effectively**  Communicate clearly, actively listen to others, and respond with understanding and respect | * Tailor communication to diverse audiences * Clearly explain complex concepts and arguments to individuals and groups * Create opportunities for others to be heard, listen attentively and encourage them to express their views * Share information across teams and units to enable informed decision making * Write fluently in plain English and in a range of styles and formats * Use contemporary communication channels to share information, engage and interact with diverse audiences | Adept |
| Results icon | **Plan and Prioritise**  Plan to achieve priority outcomes and respond flexibly to changing circumstances | * Consider the future aims and goals of the team, unit and organisation when prioritising own and others’ work * Initiate, prioritise, consult on and develop team and unit goals, strategies and plans * Anticipate and assess the impact of changes, including government policy and economic conditions, on team and unit objectives and initiate appropriate responses * Ensure current work plans and activities support and are consistent with organisational change initiatives * Evaluate outcomes and adjust future plans accordingly | Adept |
| Business Enablers icon | **Project Management**  Understand and apply effective planning, coordination and control methods | * Perform basic research and analysis to inform and support the achievement of project deliverables * Contribute to developing project documentation and resource estimates * Contribute to reviews of progress, outcomes and future improvements * Identify and escalate possible variances from project plans | Intermediate |

| **Occupation specific focus capability set** | | | |
| --- | --- | --- | --- |
| Capability Set / Skill | Category and Sub-Category | Level Descriptions | Level and Code |
| Service level management  Skills Framework for the Information Age logo | Delivery and operation  Service design | * Performs defined tasks to monitor service delivery against service level agreements and maintains records of relevant information. * Analyses service records against agreed service levels regularly to identify actions required to maintain or improve levels of service, and initiates or reports these actions. | Level 4  SLMO |
| Supplier management  Skills Framework for the Information Age logo | Relationships and engagement  Stakeholder management | * Collects supplier performance data and investigates problems. Monitors and reports on supplier performance, customer satisfaction, and market intelligence. * Validates that suppliers' performance is in accordance with contract terms. * Engages proactively and collaboratively with suppliers to resolve incidents, problems, or unsatisfactory performance. * Implements supplier management-related service improvement initiatives and programmes. | Level 4  SUPP |
| Contract management  Skills Framework for the Information Age logo | Relationships and engagement  Stakeholder management | * Sources and collects contract performance data (such as pricing and supply chain costs), and monitors performance against KPIs. * Identifies and reports under-performance and develops opportunities for improvement. * Monitors compliance with Terms and Conditions and take appropriate steps to address non-compliance. * Pro-actively manages risk and reward mechanisms in the contract. * Monitors progress against business objectives specified in the business case. * Identifies where change is required, and plans for variations. * In consultation with stakeholders, ensures that change management protocols are implemented. | Level 4  ITCM |

# 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 |
| Personal Attributes icon | Act with Integrity | Be ethical and professional, and uphold and promote the public sector values | Intermediate |
| Manage Self | Show drive and motivation, an ability to self-reflect and a commitment to learning | Adept |
| Value Diversity and Inclusion | Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives | Foundational |
| Relationships icon | Commit to Customer Service | Provide customer-focused services in line with public sector and organisational objectives | Intermediate |
| Work Collaboratively | Collaborate with others and value their contribution | Adept |
| Influence and Negotiate | Gain consensus and commitment from others, and resolve issues and conflicts | Intermediate |
| Results icon | Deliver Results | Achieve results through the efficient use of resources and a commitment to quality outcomes | Foundational |
| Think and Solve Problems | Think, analyse and consider the broader context to develop practical solutions | Intermediate |
| Demonstrate Accountability | Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines | Intermediate |
| Business Enablers icon | 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 | Intermediate |
| Procurement and Contract Management | Understand and apply procurement processes to ensure effective purchasing and contract performance | Intermediate |

| Occupation specific complimentary capabilities | | | |
| --- | --- | --- | --- |
| **Capability Set / Skill** | **Category and Sub-category** | **Description** | **Level and Code** |
| Skills Framework for the Information Age logo | N/A |  |  |