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| --- | --- |
| **Classification/Grade/Band** | Clerk Grade 7/8 |
| **ANZSCO Code** | NA |
| **PCAT Code** | NA |
| **Date of Approval** | XXXX |

Primary purpose of the role

Identify, review and document EPICs and user stories that align with the scope to improve business systems and to align solutions with business requirements, organisational strategies and plans.

Key accountabilities

* Analyse and review existing systems, applications, functions and the information used, including the data on which the information is based, to ensure business requirements and strategic ICT objectives are met
* Undertake qualitative and quantitative research to identify trends and assist with determining business priorities, involving users in research to generate deep understanding of user needs and uncover new opportunities for systems, products and services
* Build and maintain key relationships with users, technical staff and stakeholders to determine and resolve issues
* Provide accurate advice about technical issues and solutions to assist with specifying and documenting business requirements for new or existing solutions

Key challenges

* Establishing relationships with stakeholders to develop trust and ensure reliable and accurate information is communicated and documented
* Distilling business needs to identify fit for purpose options while supporting organisational agility and responsiveness to change

Key relationships

| Who | Why |
| --- | --- |
| **Internal** |  |
| Manager | * Escalate issues, keep informed, advise and receive instructions |
| Work Team | * Support team work collaboratively to contribute to achieving the team’s business outcomes |
| **External** |  |
| Client/Customers | * Resolve issues and provide solutions to problems * Provide information regarding agency sector wide rules and standard |

# 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 | **Manage Self**  Show drive and motivation, an ability to self-reflect and a commitment to learning | * Keep up to date with relevant contemporary knowledge and practices * Look for and take advantage of opportunities to learn new skills and develop strengths * Show commitment to achieving challenging goals * Examine and reflect on own performance * Seek and respond positively to constructive feedback and guidance * Demonstrate and maintain a high level of personal motivation | Adept |
| Relationships icon | **Commit to Customer Service**  Provide customer-focused services in line with public sector and organisational objectives | * Take responsibility for delivering high-quality customer-focused services * Design processes and policies based on the customer’s point of view and needs * Understand and measure what is important to customers * Use data and information to monitor and improve customer service delivery * Find opportunities to cooperate with internal and external stakeholders to improve outcomes for customers * Maintain relationships with key customers in area of expertise * Connect and collaborate with relevant customers within the community | Adept |
|  | **Work Collaboratively**  Collaborate with others and value their contribution | * Encourage a culture that recognises the value of collaboration * Build cooperation and overcome barriers to information sharing and communication across teams and units * Share lessons learned across teams and units * Identify opportunities to leverage the strengths of others to solve issues and develop better processes and approaches to work * Actively use collaboration tools, including digital technologies, to engage diverse audiences in solving problems and improving services | Adept |
| Results icon | **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 opportunity * Research and analyse information to make recommendations based on relevant evidence * Identify issues that may hinder the completion of tasks and find appropriate solutions * Be willing to seek input from others and share own ideas to achieve best outcomes * Generate ideas and identify ways to improve systems and processes to meet user needs | Intermediate |
| Business Enablers icon | **Technology**  Understand and use available technologies to maximise efficiencies and effectiveness | * Identify opportunities to use a broad range of technologies to collaborate * Monitor compliance with cyber security and the use of technology policies * Identify ways to maximise the value of available technology to achieve business strategies and outcomes * Monitor compliance with the organisation’s records, information and knowledge management requirements | Adept |

| **Occupation specific focus capability set** | | | |
| --- | --- | --- | --- |
| Capability Set / Skill | Category and Sub-Category | Level Descriptions | Level and Code |
| Business analysis  Skills Framework for the Information Age logo | Change and transformation  Business change management | * Investigates operational requirements, problems, and opportunities, seeking effective business solutions through improvements in automated and non-automated components of new or changed processes. * Assists in the analysis of stakeholder objectives, and the underlying issues arising from investigations into business requirements and problems and identifies options for consideration. * Works with stakeholders, to identify potential benefits and available options for consideration, and in defining acceptance tests. * Contributes to selection of the business analysis methods, tools and techniques for projects; selecting appropriately from predictive (plan-driven) approaches or adaptive (iterative/agile) approaches. | BUAN  Level 4 |
| Requirements definition and management  Skills Framework for the Information Age logo | Change and transformation  Business change management | * Contributes to selection of the requirements approach for projects, selecting appropriately from predictive (plan-driven) approaches or adaptive (iterative/agile) approaches. * Defines and manages scoping, requirements definition and prioritisation activities for initiatives of medium size and complexity. * Facilitates input from stakeholders, provides constructive challenge and enables effective prioritisation of requirements. * Reviews requirements for errors and omissions. * Establishes the requirements base-lines, obtains formal agreement to requirements, and ensures traceability to source. * Investigates, manages, and applies authorised requests for changes to base-lined requirements, in line with change management policy. | REQM  Level 4 |
| Business process testing  Skills Framework for the Information Age logo | Change and transformation  Business change management | * Designs and manages tests of new/updated processes. Specifies test environment for whole life-cycle testing (for example, using a model office concept). * Manages selection/creation of relevant scenarios for testing and ensures that tests reflect realistic operational business conditions. * Ensure tests and results are documented, reported to stakeholders and are available for specification of user instructions. * Highlights issues and risks identified during testing to business stakeholders. * Provides specialist guidance and advice to less experienced colleagues and users to ensure that test are conducted in an appropriate manner. | BPTS  Level 5 |
| Relationship management  Skills Framework for the Information Age logo | Relationships and engagement  Stakeholder management | * Implements stakeholder engagement/communications plan. * Deals with problems and issues, managing resolutions, corrective actions, lessons learned and the collection and dissemination of relevant information. * Collects and uses feedback from customers and stakeholders to help measure effectiveness of stakeholder management. * Helps develop and enhance customer and stakeholder relationships. | RLMT  Level 4 |

# 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 | Display Resilience and Courage | Be open and honest, prepared to express your views, and willing to accept and commit to change | Adpet |
| Act with Integrity | Be ethical and professional, and uphold and promote the public sector values | Intermediate |
| Value Diversity | Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives | Intermediate |
| Relationships icon | Communicate Effectively | Communicate clearly, actively listen to others, and respond with understanding and respect | Intermediate |
| 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 | Intermediate |
| Plan and Prioritise | Plan to achieve priority outcomes and respond flexibly to changing circumstances | 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 |
| Procurement and Contract Management | Understand and apply procurement processes to ensure effective purchasing and contract performance | Intermediate |
| Project Management | Understand and apply effective project planning, coordination and control methods | Intermediate |

| Occupation specific complimentary capabilities | | | |
| --- | --- | --- | --- |
| **Capability Set / Skill** | **Category and Sub-category** | **Description** | **Level and Code** | |
| Business modelling  Skills Framework for the Information Age logo | Change and transformation  Business change management | The production of abstract or distilled representations of real world, business or gaming situations in traditional or trans-media applications, to aid the communication and understanding of existing, conceptual or proposed scenarios. Predominantly focused around the representation of processes, roles, data, organisation and time. Models may be used to represent a subject at varying levels of detail and decomposition. | BSMO  Level 4 | |
| Business process improvement  Skills Framework for the Information Age logo | Strategy and architecture  Business strategy and planning | The creation of new and potentially disruptive approaches to performing business activities in order to create business opportunities; deliver new or improved products/services; or to improve supply chains. The identification and implementation of improvements to business operations, services and models. The assessment of the costs and potential benefits of the new approaches. The analysis and design of business processes in order to adopt and exploit technologies to improve business performance. The development of enterprise process management capabilities to increase organisational agility and responsiveness to change. | BPRE  Level 5 | |
| Organisational capability development  Skills Framework for the Information Age logo | Change and transformation  Business change management | The provision of leadership, advice and implementation support to assess organisational capabilities and to identify, prioritise and implement improvements. The selection, adoption and integration of appropriate industry frameworks and models to guide improvements. The systematic use of capability maturity assessments, metrics, process definition, process management, repeatability and the introduction of appropriate techniques, tools and enhanced skills. The delivery of an integrated people, process and technology solution to deliver improved organisational performance in line with organisation's strategic plans and objectives. The scope of improvement is organisational but may also be highly focussed as necessary for example software development, systems development, project delivery or service improvement. | OCDV  Level 5 | |