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| --- | --- |
| **Classification/Grade/Band** | Clerk Grade 7/8 |
| **ANZSCO Code** | 261312 |
| **PCAT Code** | NA |
| **Date of Approval** | XXXX |

Primary purpose of the role

Manage the implementation of automated software components, system changes and maintain/monitor the scheduling process ensuring service level agreements are delivered on time to expected standards.

Key accountabilities

* Prepare specialised, quality code that complies with specifications and standards, as required by the user stories (requirements) and aligned to product design to enable on time application development.
* Collaborate with others to review specifications and use agreed specifications, and correct standards and tools applying security standards, best practice methodologies and industry recongised standards, processes and systems to design, code, test and document programs or scripts of medium to high complexity
* Complete unit/system testing and gather feedback to improve quality and reduce operational risk of the developed application, ensuring risks are adequately understood, documented and mitigated
* Undertake post release activities to develop a base of knowledge to be incorporated in future build and release cycles in compliance with release and change management processes
* Provide 3rd level application support and problem resolution to minimise the impact of application related service outages including identifying, locating and competently fixing faults; complying with incident and problem management processes
* Translate user stories and propose development approaches or services to meet needs engaging in meaningful interactions and relationships with users and working collaboratively with Analysts and Testers, contributing to the Agile practice for Development user stories and test scenarios, to ensure an effective delivery system
* Contribute technical expertise to user stories analysis to enhance the quality of the solution design for new or existing products
* Identify and explore opportunities for service and business improvement including analysis and response to customer feedback and insights and contribute to ongoing improvements to products and service delivery; recognising the potential for automation of processes

Key challenges

* Providing high quality development services given tight timeframes
* Responding to requests for information and advice while balancing competing demands to ensure project objectives are achieved
* Providing, concise advice and determinations in a dynamic and complex working environment where user needs may be in conflict with their desires

Key relationships

| Who | Why |
| --- | --- |
| **Internal** |  |
| Manager | * Escalate issues with potential solutions, keep informed, advise and receive instructions * Participate in meetings and discussions to share information and provide input and feedback |
| Work Team | * Contribute in meetings to obtain the work group perspective and share information * Work collaboratively to contribute to achieving the team’s business outcomes |
| **External** |  |
| Client/Customers | * Resolve and provide solutions to issues |

# Role dimensions

## Decision making

This role has autonomy and makes decisions that are under their direct control as directed by their Manager. It refers to a Managers’ decisions that require significant change to program outcomes or timeframes or are likely to escalate or require submission to a higher level of management. This role is fully accountable for the delivery of work assignments on time and to expectations in terms of quality, deliverables and outcomes.

## Reporting line

x

## Direct reports

Nil

## 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 logo | **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 |
| Relationships logo | **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 |
| **Work Collaboratively**  Collaborate with others and value their contribution | * Build a supportive and cooperative team environment * Share information and learning across teams * Acknowledge outcomes that were achieved by effective collaboration * Engage other teams and units to share information and jointly solve issues and problems * Support others in challenging situations * Use collaboration tools, including digital technologies, to work with others | Intermediate |
| Results logo | **Think and Solve Problems**  Think, analyse and consider the broader context to develop practical solutions | * Research and apply critical-thinking techniques in analysing information, identify interrelationships and make recommendations based on relevant evidence * Anticipate, identify and address issues and potential problems that may have an impact on organisational objectives and the user experience * Apply creative-thinking techniques to generate new ideas and options to address issues and improve the user experience * Seek contributions and ideas from people with diverse backgrounds and experience * Participate in and contribute to team or unit initiatives to resolve common issues or barriers to effectiveness * Identify and share business process improvements to enhance effectiveness | Adept |
|  | **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 |
| Programming / software development  Skills Framework for the Information Age logo | Development and implementation  Systems development | * Designs, codes, verifies, tests, documents, amends and refactors moderately complex programs/scripts. * Applies agreed standards and tools, to achieve a well-engineered result. * Collaborates in reviews of work with others as appropriate. | Level 3  PROG |
| Systems integration and build  Skills Framework for the Information Age logo | Development and implementation  Installation and integration | * Defines the software modules needed for an integration build and produces a build definition for each generation of the software. * Accepts completed software modules, ensuring that they meet defined criteria. * Produces software builds from software source code for loading onto target hardware. * Configures the hardware and software environment as required by the system being integrated. * Produces integration test specifications, conducts tests and records and reports on outcomes. * Diagnoses faults and records and reports on the results of tests. * Produces system integration reports. | Level 3  SINT |
| Application support  Skills Framework for the Information Age logo | Delivery and operation  Service operation | * Identifies and resolves issues with applications, following agreed procedures. * Uses application management software and tools to collect agreed performance statistics. * Carries out agreed applications maintenance tasks. | Level 3  ASUP |
| Testing  Skills Framework for the Information Age logo | Development and implementation  Systems development | * Reviews requirements and specifications, and defines test conditions. * Designs test cases and test scripts under own direction, mapping back to pre-determined criteria, recording and reporting outcomes. * Analyses and reports test activities and results. * Identifies and reports issues and risks associated with own work. | Level 3  TEST |

# 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 logo | Display Resilience and Courage | Be open and honest, prepared to express your views, and willing to accept and commit to change | Intermediate |
| 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 |
| Relationships logo | 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 logo | 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 logo | 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 | Foundational |
| 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** |
| **Requirements definition and management**  Skills Framework for the Information Age logo | Change and transformation  Business change management | The elicitation, analysis, specification and validation of requirements and constraints to a level that enables effective development and operations of new or changed software, systems, processes, products and services. The management of requirements throughout the whole of the delivery and operational life cycle of the software, system, processes, products or services. The negotiation of trade-offs that are both acceptable to key stakeholders and within budgetary, technical, regulatory, and other constraints. The adoption and adaptation of requirements management lifecycle models based on the context of the work and selecting appropriately from plan-driven/predictive approaches or more adaptive (iterative and agile) approaches. | Level 2  REQM |
| Systems design  Skills Framework for the Information Age logo | Development and implementation  Systems development | The design of systems to meet specified requirements, compatible with agreed systems architectures, adhering to corporate standards and within constraints of performance and feasibility. The identification of concepts and their translation into a design which forms the basis for systems construction and verification. The design or selection of components. The development of a complete set of detailed models, properties, and/or characteristics described in a form suitable for implementation. The adoption and adaptation of systems design lifecycle models based on the context of the work and selecting appropriately from predictive (plan-driven) approaches or adaptive (iterative/agile) approaches. | Level 4  DESN |