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

Primary purpose of the role

The End User Computing Administrator is responsible for providing broad-ranging Tier 1 support to users utilising a range of desktop services (including the managed operating environment and software, delivered locally and remotely) to troubleshoot and resolve issues of moderate complexity across the organisations’ ICT environment.

Key accountabilities

* Utilise appropriate tools and methods to address user support queries and return user’s ICT systems and networks to optimum efficiency.
* Manage set-up activities for ICT devices and systems and monitor their performance to limit or prevent loss of service to end users.
* Create and maintain support documentation to assist others in restoring services and reduce the impact of unplanned outages.
* 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.
* Place the customer at the centre of all decision making.
* Work with the Line Manager to develop and review meaningful performance management and development plans

Key challenges

* Balancing competing demands to ensure customer Service Level Agreements are met.
* Developing and maintaining knowledge and technical capability across diverse and dynamic hardware, technologies, platforms and applications

Key relationships

| Who |  Why |
| --- | --- |
| **Internal** |  |
| Manager | * Receive leadership, advice and support
* Escalate issues, keep informed, advise and receive instructions
 |
| Work Team | * Participate in meetings to obtain work group perspective and share information.
* Work collaboratively to contribute to achieving the team’s business outcomes
 |
| Agency manager and staff | * Provide advice and assist with solving issues
 |
| **External** |  |
| N/A |  |

# Role dimensions

## Decision making

* Makes decisions using good judgement, expertise and knowledge, under limited guidance from more senior staff, on tasks/assignments with considerable complexity and sensitivity.
* • Matters requiring a higher level of approval are referred to the Reporting Line Manager Reporting line

## Direct reports

n/a

## Budget/Expenditure

n/a

# 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 | * 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 icon | **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 | * 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 |
| Results icon | **Deliver Results** Achieve results through the efficient use of resources and a commitment to quality outcomes | * Use own and others’ expertise to achieve outcomes, and take responsibility for delivering intended outcomes
* Make sure staff understand expected goals and acknowledge staff success in achieving these
* Identify resource needs and ensure goals are achieved within set budgets and deadlines
* Use business data to evaluate outcomes and inform continuous improvement
* Identify priorities that need to change and ensure the allocation of resources meets new business needs
* Ensure that the financial implications of changed priorities are explicit and budgeted for
 | Adept |
| Business Enablers icon | **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 tasks
* Use available technology to improve individual performance and effectiveness
* Make effective use of records, information and knowledge management functions and systems
* Support the implementation of systems improvement initiatives, and the introduction and roll-out of new technologies
 | Intermediate  |

| **Occupation specific focus capability set** |
| --- |
| Capability Set / Skill | Category andSub-Category | Level Descriptions | Level and Code |
| Customer service supportSkills Framework for the Information Age logo | Relationships and engagementStakeholder management | * Acts as the routine contact point, receiving and handling requests for support.
* Responds to a broad range of service requests for support by providing information to fulfill requests or enable resolution.
* Provides first line investigation and diagnosis and promptly allocates unresolved issues as appropriate.
* Assists with the development of standards, and applies these to track, monitor, report, resolve or escalate issues.
* Contributes to creation of support documentation.
 | CSMGLevel 3 |
| Methods and toolsSkills Framework for the Information Age logo | Strategy and architecture Technical strategy and planning | * Provides advice and guidance to support adoption of methods and tools and adherence to policies and standards.
* Tailors processes in line with agreed standards and evaluation of methods and tools.
* Reviews and improves usage and application of methods and tools.
 | METLLevel 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 | 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 |
| Relationships icon | Work Collaboratively | Collaborate with others and value their contribution | Intermediate  |
| Influence and Negotiate | Gain consensus and commitment from others, and resolve issues and conflicts | Foundational |
| Results icon | Plan and Prioritise | Plan to achieve priority outcomes and respond flexibly to changing circumstances | Intermediate |
| 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 | Foundational |
| 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 | Foundational |
| Project Management | Understand and apply effective planning, coordination and control methods | Foundational |

| Occupation specific complimentary capabilities |
| --- |
| **Capability Set / Skill** | **Category and Sub-category** | **Description** | **Level and Code** |
| Incident managementSkills Framework for the Information Age logo | Delivery and operation Service operation | The processing and coordination of appropriate and timely responses to incident reports, including channelling requests for help to appropriate functions for resolution, monitoring resolution activity, and keeping clients appraised of progress towards service restoration. | USUPLevel 4 |