Role Description
Publicity Manager

Role Description Fields	Details
Cluster	Education
Department/Agency	Department of Education
Division/Branch/Unit	School Operation and Performance
Role number	Various
Classification/Grade/Band	Clerk Grade 5/6
ANZSCO Code	531111
PCAT Code	1119192
Date of Approval	December 2021
Agency Website	https://education.nsw.gov.au/

Agency overview

The NSW Department of Education provides, funds and regulates education services for NSW students from early childhood to secondary school, delivering world-class education through its public schools and providing funding support to non-government schools. We employ, develop and support teachers, leaders and other staff to deliver the best outcomes for students and to advance the wellbeing of Aboriginal people.

Primary purpose of the role

The role manages and maintains the public image of its school. The Public Relations Manager liaises with media to promote all aspects of the school. The role maintains the social media profile of the school, with regular written news stories and quality images.

Key accountabilities

- Provide advice to the School Management group and others about the department's policies and
- standards on publicity and media
- Manage priorities and collaborate with colleagues to ensure standards are maintained
- Lead and coordinate the publicity via mainstream and digital and social media outlets
- Manage the School's digital presence

Key challenges

- Delivering excellent levels of service for a large customer base at sites spread across the region using a diverse range of digital and traditional methods for effective publicity and positive promotion of the school.
- Negotiating workable timetables, given competing client demands and priorities, the need to address unforeseen issues, the high volume of work and the need to work independently.

Key relationships

Internal

Who	Why
Manager	• Provides regular status updates • Consults regarding the management of sensitive, high risk or business critical matters • Receives direction and performance feedback
Work team	• Collaborates and communicates to achieve team goals
Clients/customers	• Monitors, addresses and/or escalates requests and provide services • Manages the information flow, seeks clarification and provides advice and responses • Engenders the support and commitment of customers for School initiatives and business reforms

External

Who	Why
Vendors/Service Providers and Consultants	• Coordinates and monitor the supply of goods and services
Key external stakeholders including other NSW Public Sector agencies, diverse professional organisations and media outlets	• Develops and maintains effective working relationships and open channels of communication to facilitate liaison, consultation, engagement and promotion.

Role dimensions

Decision making

This role works both independently and collaboratively with different teams within the school to deliver publicity and media outcomes and positive promotion of the school.

Reporting line

Principal

Direct reports

Nil

Budget/Expenditure

Nil

Key knowledge and experience

- Relevant tertiary qualifications in Journalism, Marketing or Public Relations or equivalent experience
- Extensive experience in photography

Essential requirements

- Knowledge of and commitment to implementing the Department's Aboriginal Education Policy and upholding the Department's Partnership Agreement with the NSW AECG and to ensure quality outcomes for Aboriginal people.
- Valid Working With Children Check clearance
- Current Drivers Licence with a good driving history record

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
	Act with Integrity Be ethical and professional, and uphold and promote the public sector values	• Represent the organisation in an honest, ethical and professional way • Support a culture of integrity and professionalism • Understand and help others to recognise their obligations to comply with legislation, policies, guidelines and codes of conduct • Recognise and report misconduct and illegal and inappropriate behaviour • Report and manage apparent conflicts of interest and encourage others to do so	Intermediate
	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

	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
	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
	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
	Plan and Prioritise Plan to achieve priority outcomes and respond flexibly to changing circumstances	• Understand the team and unit objectives and align operational activities accordingly • Initiate and develop team goals and plans, and use feedback to inform future planning • Respond proactively to changing circumstances and adjust plans and schedules when necessary • Consider the implications of immediate and longer-term organisational issues and how these might affect the achievement of team and unit goals • Accommodate and respond with initiative to changing priorities and operating environments	Intermediate

	Technology Understand and use available technologies to maximise efficiencies and effectiveness	• Display familiarity and confidence when applying technology used in role • Comply with records, communication and document control policies • Comply with policies on the acceptable use of technology, including cyber security	Foundational

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
	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Foundational
	Commit to Customer Service	Provide customer-focused services in line with public sector and organisational objectives	Intermediate
	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	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
	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