Role Description
Registrar

Cluster	Education
Agency	NSW Department of Education
Classification/Grade/Band	Clerk Grade 7/8
ANZSCO Code	599999
PCAT Code	1118391
Date of Approval	October 2023
Agency Website	http://www.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 Registrar role is responsible to undertake financial management of the school's operations by performing a range of financial and administrative procedures in accordance with department financial and administrative policies and procedures. Including the supervision of staff, administration, asset management, procurement, financial management of the school’s operations including boarding fees and debt recovery and work health and safety.

Key accountabilities

- Undertake a range of financial and administrative functions relating to the operations of the school in accordance with legislation, department policies and procedures.
- Manage the school's financial information management system processing payments and revenue transactions.
- Lead and support a team of Business Support Officers
- Manage accounts payable including the maintaining and monitoring of boarder fees with School Finances.
- Monitor, maintain payments records throughout each term and liaise with school finances to assist with debt recovery action for outstanding boarder debt.
- Manage the school’s procurement of goods and services in accordance with the department’s procurement policy and procedures to optimise school resources.
- Oversee and/or conduct casual employee salary payments.
- Liaise with parents, community and business representatives to ensure key stakeholders are appropriately informed of relevant school operations and activities.

Key challenges

- Effectively and efficiently manage competing priorities to undertake a range of financial and administrative tasks within time-frames.
- Assist with development and monitoring of school budgets, monitor and maintain financial records to enable the school to derive maximum benefit from its allocated resources.
- Ensure financial protocols are followed by all staff.
- Keep abreast of the school financial systems, with regard to the Resource Allocation Model (RAM) and the Department's policy and procedures to provide or source accurate advice to Business Services Manager, principal and staff.

Key relationships

Who	Why
Internal	
Business Services Manager	• Direct Line Manager
Principal	• Provide accurate advice on the school's business functions and emergent issues; Report on school's financial affairs.
School Administration Manager (SAM)	• Work with SAM and the school administrative team to effectively manage business functions.
Field Office and State Office directorates (eg: Finance, Asset Management, Procurement and IT)	• Liaise with key functional areas across the Department to source advise and support and report on matters where needed.
Students	• Facilitate the best educational outcome for students.
External	
School Community	• Liaise with school community and school operations where appropriate as nominated by the principal.
Suppliers and Vendors	• Engage with suppliers and vendors for services required.
School Finance	• Discuss school financial matters and issues.
Human Resources	• Provide information and discuss HR matter for staff pays.

Role dimensions

The role supports the Business Services Manager with the financial and administrative operations of the school ensuring integrity and accuracy of financial information, timely processing of accounts and compliance with business protocols for financial and non financial transactions.

Decision making

This role often acts independently in performing its core work functions and applies knowledge, skills and professional judgement to achieve outcomes. In matters that are sensitive, high-risk or business-critical, the role consults with the Business Services Manager, principal, school executive and/or Department advisors to agree on a suitable course of action.

Reporting line

Report to the Business Services Manager, principal, or as delegated by the principal.

Direct reports

Business Support Officers

Budget/Expenditure

The role is required to exercise financial delegation as required for procurement of goods and/or services up to the position's delegated limit of $25,000.

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.

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**
	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
	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	Intermediate

FOCUS CAPABILITIES

Capability group/sets	Capability name	Behavioural indicators	Level
		• 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	
	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
	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
	Demonstrate Accountability Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	• Assess work outcomes and identify and share learnings to inform future actions • Ensure that own actions and those of others are focused on achieving organisational outcomes • Exercise delegations responsibly • Understand and apply high standards of financial probity with public monies and other resources • Identify and implement safe work practices, taking a systematic risk management approach to ensure own and others' health and safety • Conduct and report on quality control audits • Identify risks to successfully achieving goals, and take appropriate steps to mitigate those risks	Adept

FOCUS CAPABILITIES

Capability group/sets	Capability name	Behavioural indicators	Level
	Finance Understand and apply financial processes to achieve value for money and minimise financial risk	• Understand core financial terminology, policies and processes, and display knowledge of relevant recurrent and capital financial measures • Understand the impacts of funding allocations on business planning and budgets • Identify discrepancies or variances in financial and budget reports, and take corrective action • Know when to seek specialist advice and support and establish the relevant relationships • Make decisions and prepare business cases, paying due regard to financial considerations	Adept
	Manage and Develop People Engage and motivate staff, and develop capability and potential in others	• Clarify the work required, and the expected behaviours and outputs • Clearly communicate team members' roles and responsibilities • Contribute to developing team capability and recognise potential in people • Recognise good performance, and give support and regular constructive feedback linked to development needs • Identify appropriate learning opportunities for team members • Create opportunities for all team members to contribute • Act as a role model for inclusive behaviours and practices • Recognise performance issues that need to be addressed and seek appropriate advice	Foundational