Role Description
Theatre Manager

Cluster	Education
Agency	NSW Department of Education
Division/Branch/Unit	School Operations and Performance
Classification/Grade/Band	Clerk Grade 5/6
ANZSCO Code	531111
Role Number	Various
PCAT Code	1117172
Date of Approval	23 January 2018
Agency Website	www.dec.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 Theatre Manager assists the school principal in undertaking the management of the schools Theatre including administration, Community Use Agreements, technical and production management, equipment and venue asset maintenance.

Key accountabilities

- Coordinate daily management of technical and production aspects associated with venue operations.
- Lead student technical and production personnel.
- Implement Emergency Control Plans and Procedures to employees, contractors, volunteers, student, teachers and the public attending live performance and events.
- Prepare cost estimates for live performance events and assist with post event settlements.
- Provide school staff, contractors and clients with operational and technical advice - including Lighting (LX), Sound (SND), Mechanist (MX) and Audio Visual (AV) support and services.
- Develop and maintain all live performance related equipment and inventories and assist with venue asset maintenance and preservation.

Key challenges

- Effectively and efficiently use the school theatre in accordance with the Department policies and procedures to deliver priority outcomes for performing arts students and community hire of school facilities.
- Maintain sophisticated and complex technology needed to operate the venue at an optimum level.
- Leading sound and lighting teams to ensure live performances are delivered at a proficient level at all times often under the pressure of providing immediate solutions.
- Ability to work with highly diverse background staff, students and community.

Key relationships

Who	Why
Internal	
Principal and school executive	• Implement principal and executive decisions.
	• Report on theatre operations.
Business Manager/SAM	• Work with Business Manager to effectively manage business functions.
	• Work with Business Manager on safety procedures.
Teaching Staff	• Provide Theatre technical services and support.
Students	• Facilitate the best educational outcomes for students.
External	
School Community	• Liaise with school community on facility hire.
	• Provide operational and technical advice and support
Contractors	• Engage with contractors for services required.

Role dimensions

Decision making

This role often acts independently on theatre technical issues and functions using industry specific experience. On matters of a financial or contractual nature the role consults with the principal/executive staff and or business manager.

Reporting line

Report to the Principal, or as delegated by the principal.

Direct reports

Nil

Budget/Expenditure

As directed or delegated by the principal.

Essential requirements

- Essential knowledge and/or experience requirements relating to a live performance venue, including but not limited to sound, audio visual and lighting expertise.
- Current relationships with industry contacts in theatre, dance and music to maintain and drive expertise and complex specialised equipment.

Capabilities for the role

The NSW Public Sector Capability Framework applies to all NSW public sector employees. The Capability Framework is available at http://www.psc.nsw.gov.au/capabilityframework

Capability summary

Below is the full list of capabilities and the level required for this role. The capabilities in **bold** are the focus capabilities for this role. Refer to the next section for further information about the focus capabilities.

NSW Public Sector Capability Framework		
Capability Group	**Capability Name**	**Level**
Personal Attributes	Display Resilience and Courage	Foundational
	Act with Integrity	Foundational
	Manage Self	**Intermediate**
	Value Diversity	Foundational
Relationships	Communicate Effectively	**Intermediate**
	Commit to Customer Service	Intermediate
	Work Collaboratively	**Intermediate**
	Influence and Negotiate	Foundational
Results	Deliver Results	Intermediate
	Plan and Prioritise	Intermediate
	Think and Solve Problems	**Intermediate**
	Demonstrate Accountability	**Intermediate**
Business Enablers	Finance	Intermediate
	Technology	**Intermediate**
	Procurement and Contract Management	Intermediate
	Project Management	Intermediate

Focus capabilities for the role

It is expected that an employee new to the role will demonstrate immediate competence in each of the Focus Capabilities. The level indicated is a minimum requirement for immediate competence in the role.

In addition, behavioural indicators need to be specified for each of the focus capabilities (sourced directly from the Capability Framework).

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Focus capabilities		
Capability Group: *Personal attributes*		
Capability Set	**Level**	**Behavioural indicators**
Manage Self	Intermediate	• 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 • Maintain own motivation when tasks become difficult
Capability Group: *Relationships*		
Capability Set	**Level**	**Behavioural indicators**
Communicate Effectively	Intermediate	• Focus on key points and speak in 'Plain English' • Clearly explain and present ideas and argument • Listen to others when they are speaking and ask appropriate, respectful questions • Monitor own and others' non-verbal cues and adapt where necessary • Prepare written material that is well structured and easy to follow by the intended audience • Communicate routine technical information clearly
Work Collaboratively	Intermediate	• Build a supportive and co-operative team environment • Share information and learning across teams • Acknowledge outcomes which were achieved by effective collaboration • Engage other teams/units to share information and solve issues and problems jointly • Support others in challenging situations

Capability Group: *Results*		
Capability Set	**Level**	**Behavioural indicators**
Think and Solve Problems	Intermediate	• Research and analyse information and make recommendations based on relevant experience • Identify issues that may hinder completion of tasks and find appropriate solutions • Be willing to seek out input from others and share own ideas to achieve best outcomes • Identify ways to improve systems or processes which are used by the team
Demonstrates Accountability	Intermediate	• Take responsibility and be accountable for own actions • Understand delegations and act within authority levels • Identify and follow safe work practices, and be vigilant about their application by self and others • Be alert to risks that might impact the completion of an activity and escalate these when identified • Use financial and other resources responsibly
Capability Group: *Business Enablers*		
Capability Set	**Level**	**Behavioural indicators**
Technology	Intermediate	• Demonstrate a sound understanding of technology relevant to the work unit, and identify and select the most appropriate technology for assigned tasks • Apply practical skills in the use of relevant technology