# DPE logoRole Description

# Communications Coordinator

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| **Role Description Fields** | **Details** |
| **Cluster** | **Planning and Environment** |
| **Department/Agency** | **Department of Planning and Environment** |
| **Division/Branch/Unit** | **Corporate Services / Performance, Experience and Communications** |
| **Role number** |  |
| **Classification/Grade/Band** | **Clerk Grade 5/6** |
| **Senior executive work level standards** | **Not Applicable** |
| **ANZSCO Code** | **225311** |
| **PCAT Code** | **1221492** |
| **Date of Approval** | **February 2023** |
| **Agency Website** | **www.dpie.nsw.gov.au** |

## Agency overview

Our vision is to create thriving environments, communities and economies for the people of New South Wales. We focus on some of the biggest issues facing our state. We deliver sustainable water resource and environment management, secure our energy supply, oversee our planning system, maximise community benefit from government land and property, and create the conditions for a prosperous state. We strive to be a high-performing, world-class public service organisation that celebrates and reflects the full diversity of the community we serve and seeks to embed Aboriginal cultural awareness and knowledge throughout the department.

## Primary purpose of the role

The Communications Coordinator supports the coordination and delivery of a range of communication channels and projects within the Department of Planning and Environment (DPE) to inspire and inform staff about the important work of the organisation.

## Key accountabilities

* Contribute to the development and implementation of employee communication strategies and plans that connect staff across DPE.
* Research focus topics and liaise with DPE stakeholders to develop communication materials that address key issues and promote DPE programs and initiatives.
* Coordinate the production process of communication materials, from scoping requirements with stakeholders, developing content, written materials, images, video and audio and coordinating approvals.
* Maintain communication and relationships with internal and external stakeholders to identify opportunities for collaboration, and to influence and negotiate scope of work to suit editorial guidelines and project requirements.
* Monitor and evaluate communication materials, post release, to assess effective engagement and provide recommendations to adapt future materials for improvement.
* Provide accurate advice to staff on internal communication processes, channels and content submission guidelines.
* Support the Communications Team on team projects or events where required.

## Key challenges

* Translating complex information into clear and simple concepts that meet audience and stakeholder requirements.
* Maintaining skills and knowledge of contemporary trends, emerging technologies and best practice in communications tools and methodologies to effectively promote DPE programs, services, activities and initiatives.
* Ensuring online communication materials developed meet Web Content Accessibility Guidelines.

## Key relationships

**Internal**

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| --- | --- |
| Who | Why |
| Manager | * Receive instructions and provide required specialist support.
* Provide expert advice regarding digital strategies and seek guidance with regard to project direction.
* Provide progress reports on work outcomes.
* Inform of emerging and sensitive issues or conflicts.
* Contribute to the development and implementation of Branch business plan and work program.
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| Client groups and business units across DPE | * Foster effective working relationships.
* Develop communication materials to promote their work internally.
* Provide advice on our communication channels and content submission processes.
* Liaise to understand program priorities and provide advice on effective community and stakeholder engagement approaches.
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| Team members | * Work collaboratively, exchange information.
* Participate in meetings, share information and provide input on issues.
* Foster effective working relationships to facilitate opportunities for engagement, consultation, issue resolution and information sharing.
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**External**

|  |  |
| --- | --- |
| Who | Why |
| NSW and other government agencies, local government, media, peak bodies, interest groups, industry partners, community representatives and individuals | * Establish and maintain working relations, exchange information, collaborate on cluster projects and respond to enquiries.
* Develop effective partnerships.
* Coordinate the delivery of appropriate information and key messages.
* Liaise to coordinate and resolve interagency issues.
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## Role dimensions

### Decision making

The role:

* Works with supervision and guidance to achieve agreed work plans.
* Has autonomy to determine day-to-day priorities, seeking guidance from Manager as required.
* Escalates risks, issues or conflicts to the Manager, immediately per internal processes.
* Operates within legislative and regulatory provisions, public sector

### Reporting line

Communications Manager

### Direct reports

Nil

### Budget/Expenditure

Nil

## Essential requirements

* Tertiary qualifications in related discipline and/or relevant equivalent experience
* Experience in contributing to communication strategies/plans and coordinating communication channels
* Experience in developing and evaluating digital media content to engage and promote a project, program or product

## 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.

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 | **Act with Integrity**Be ethical and professional, and uphold and promote the public sector values | Represent the organisation in an honest, ethical and professional waySupport a culture of integrity and professionalismUnderstand and help others to recognise their obligations to comply with legislation, policies, guidelines and codes of conductRecognise and report misconduct and illegal and inappropriate behaviourReport and manage apparent conflicts of interest and encourage others to do so | Intermediate |
| personal-attributes | **Manage Self**Show drive and motivation, an ability to self-reflect and a commitment to learning | Adapt existing skills to new situationsShow commitment to achieving work goalsShow awareness of own strengths and areas for growth, and develop and apply new skillsSeek feedback from colleagues and stakeholdersStay motivated when tasks become difficult | Intermediate |
| relationships | **Communicate Effectively**Communicate clearly, actively listen to others, and respond with understanding and respect | Focus on key points and speak in plain EnglishClearly explain and present ideas and argumentsListen to others to gain an understanding and ask appropriate, respectful questionsPromote the use of inclusive language and assist others to adjust where necessaryMonitor own and others’ non-verbal cues and adapt where necessaryWrite and prepare material that is well structured and easy to followCommunicate routine technical information clearly | Intermediate |
| relationships | **Work Collaboratively**Collaborate with others and value their contribution | Build a supportive and cooperative team environmentShare information and learning across teamsAcknowledge outcomes that were achieved by effective collaborationEngage other teams and units to share information and jointly solve issues and problemsSupport others in challenging situationsUse collaboration tools, including digital technologies, to work with others | Intermediate |
| results | **Deliver Results**Achieve results through the efficient use of resources and a commitment to quality outcomes | Seek and apply specialist advice when requiredComplete work tasks within set budgets, timeframes and standardsTake the initiative to progress and deliver own work and that of the team or unitContribute to allocating responsibilities and resources to ensure the team or unit achieves goalsIdentify any barriers to achieving results and resolve these where possibleProactively change or adjust plans when needed | Intermediate |
| results | **Plan and Prioritise**Plan to achieve priority outcomes and respond flexibly to changing circumstances | Understand the team and unit objectives and align operational activities accordinglyInitiate and develop team goals and plans, and use feedback to inform future planningRespond proactively to changing circumstances and adjust plans and schedules when necessaryConsider the implications of immediate and longer-term organisational issues and how these might affect the achievement of team and unit goalsAccommodate and respond with initiative to changing priorities and operating environments | Intermediate |
| business-enablers | **Project Management**Understand and apply effective planning, coordination and control methods | Understand project goals, steps to be undertaken and expected outcomesPlan and deliver tasks in line with agreed project milestones and timeframesCheck progress against agreed milestones and timeframes, and seek help to overcome barriersParticipate in planning and provide feedback on progress and potential improvements to project processes | 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** |
| --- | --- | --- | --- |
| personal-attributes | Display Resilience and Courage | Be open and honest, prepared to express your views, and willing to accept and commit to change | Intermediate |
| personal-attributes | Value Diversity and Inclusion | Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives | Foundational |
| relationships | Commit to Customer Service | Provide customer-focused services in line with public sector and organisational objectives | Intermediate |
| relationships | Influence and Negotiate | Gain consensus and commitment from others, and resolve issues and conflicts | Intermediate |
| results | Think and Solve Problems | Think, analyse and consider the broader context to develop practical solutions | Intermediate |
| results | Demonstrate Accountability | Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines | Foundational |
| business-enablers | Finance | Understand and apply financial processes to achieve value for money and minimise financial risk | Foundational |
| business-enablers | Technology | Understand and use available technologies to maximise efficiencies and effectiveness | Intermediate |
| business-enablers | Procurement and Contract Management | Understand and apply procurement processes to ensure effective purchasing and contract performance | Foundational |