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**COMPETENCY  
FRAMEWORK FOR  
SCHOOL CORPORATE  
SERVICES STAFF**



Department of  
Education

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## **FROM THE DIRECTOR GENERAL**

As we continue to create an increasingly autonomous school environment, principals and their staff have greater decision making authority and flexibility to lead and manage their schools in concert with their school communities.

In this context, corporate services staff in schools have a much greater role and influence than in the past in the running of effective schools and in contributing to an environment conducive to high quality teaching and success for students. They contribute directly to our focus in [Classroom First](#) on a strong public school system where every school is a good school, every teacher is effective and every student is successful.

This competency framework is part of our commitment to develop the capability of school corporate services staff. We are also committed to developing staff through professional learning and career development opportunities – and the framework will also assist in this regard.

I believe the framework will enhance the effectiveness of the many dedicated and committed staff who support their schools every day to deliver high quality education to children and young people across Western Australia.

SHARYN O'NEILL  
DIRECTOR GENERAL

## **THE FRAMEWORK**

Changes across all areas of school operations in recent years, including corporate services roles, acknowledge that principals need effective corporate services teams.

The registrar's role has evolved from administering enrolments and processing fees to managing the school as a business across the areas of human resources, finance, general administration, assets and facilities.

This framework is designed to assist staff in schools support school operations and provide the competencies required to deliver these services effectively.

The framework describes the necessary knowledge, skills and attributes needed across six corporate services areas. It provides benefits for individual staff as well as principals and their leadership teams.

For individual staff, the framework:

- helps identify the necessary skills required to undertake various roles
- establishes performance standards
- provides a tool for self-reflection and career development planning
- informs selection of professional learning
- supports performance management planning.

For principals and their leadership teams, the framework:

- promotes the use of a common language for developing a performance culture
- provides examples of baseline competencies to assist in job classification determination
- facilitates more effective employment of new staff
- provides comparisons to align performance standards with job description forms (JDFs)
- identifies competencies for developing skills in the short and long term through workforce planning and deployment activities
- supports and informs strategies for succession planning
- provides a tool to assist in the identification of competency gaps
- provides a resource to assist in assessing and designing corporate services staffing profiles.

The framework applies to all corporate services roles in and includes both generic and specific roles. The framework is subject to ongoing review.

## **UNDERSTANDING THE FRAMEWORK**

The framework may be used as a tool across a broad range of corporate services roles.

The framework does not replace JDFs; it clarifies competencies expected in the roles identified in JDFs. Where reference to a particular role is made in a JDF, the framework may be used to identify the specific competency.

Where new corporate services roles are being considered, the framework acts as a guide for determining the required competencies at relevant classification levels.

All staff are expected to work in a manner that reflects the Department's values and establish a culture to support and maintain these values. Ten corporate services

generic competencies are identified that underpin all corporate services roles in schools.

Corporate services roles are divided into six functional areas. Within each area, various roles are classified at different levels according to work value principles.

Classification levels are determined by the extent of knowledge, skills and experience required to perform duties effectively, as well as the context in which those duties are performed.

The framework has four components:

1. The Department's values
2. Generic competencies
3. Corporate services functional areas
4. Classification and specific competencies.

Together, these components describe the behavioural and operational requirements, and the classification of corporate services roles in schools.

Figure 1 (page 6) shows how the four elements of the framework are related.

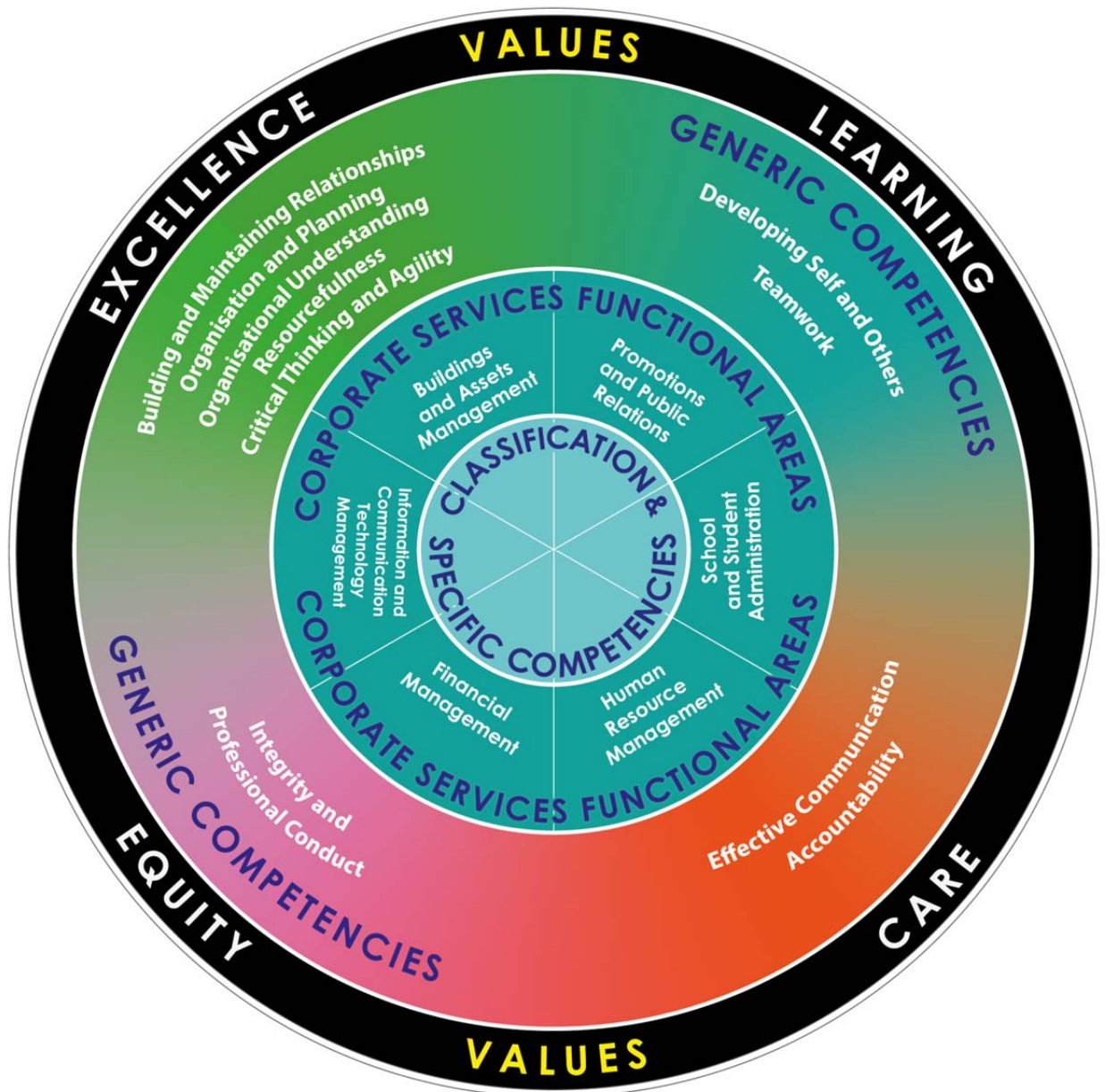
## 1. The Department's values

The framework's first component, the Department's values, describes how staff are expected to behave at work in the performance of their duties:

- **Learning** is valued and encouraged in all roles.
- **Excellence** reflects the standards of excellence set and the high expectations for students and staff to meet them.
- **Equity** allows for different circumstances and needs of others to be recognised, and the Department is dedicated to achieving the best possible outcomes for all.
- **Care** means that everyone is treated with care, and working relationships are based on trust, mutual respect and acceptance of responsibility.

The Department's values provide a basis for establishing a harmonious, respectful and positive working culture in which corporate services competencies are demonstrated.

Figure 1: How the four elements of the framework are related



## 2. Generic competencies

The second component of the framework is 10 generic competencies included in the range of corporate services positions, regardless of their specific duties and classification levels.

Competency refers to how a person's knowledge, skills, and attributes are combined to perform a job. Where goals or objectives describe "what" a staff member is expected to accomplish, competencies describe "how" they are to be accomplished

(Halogen Strategic Talent Management, 2014).<sup>1</sup> Competencies are the skills, knowledge, experience and attributes required to perform a job.

The following generic competencies are included in school corporate services roles:

- effective communication
- building and maintaining relationships
- accountability
- organisation and planning
- resourcefulness
- critical thinking and agility
- teamwork
- developing self and others
- organisational understanding
- integrity and professional conduct.

A JDF incorporates a range of these generic competencies depending on the nature and level of the role. The table below describes behaviours that exemplify each competency.

**Table 1: Generic competencies and indicators**

Generic competency	Indicators
Effective communication	<ul style="list-style-type: none"> <li>• Conveys messages clearly and succinctly, and speaks at an appropriate volume and pace.</li> <li>• Explains information using language appropriate for the audience.</li> <li>• Listens to, considers and acknowledges different ideas.</li> <li>• Structures written communication so it is easy to follow.</li> <li>• Is aware of how their own communication style affects others.</li> <li>• Adheres to relevant communication protocols.</li> </ul>
Building and maintaining relationships	<ul style="list-style-type: none"> <li>• Establishes and maintains positive relationships with stakeholders within, across and external to the Department.</li> <li>• Responds to changes to client needs and expectations.</li> <li>• Obtains and shares information, ideas and problems, and solicits advice.</li> <li>• Keeps clients informed on progress and outcomes.</li> <li>• Provides courteous, prompt and professional service to clients.</li> <li>• Remains calm and focused when dealing with difficult people and circumstances.</li> </ul>

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<sup>1</sup> Halogen Strategic Management, *The Basics of Competency Management*, [www.halogensoftware.com/au](http://www.halogensoftware.com/au)

(accessed 16 September 2013).

Generic competency	Indicators
Accountability	<ul style="list-style-type: none"> <li>• Takes ownership of responsibilities and decisions, and honours commitments.</li> <li>• Clearly defines mutual expectations of self and others, and takes appropriate actions to ensure obligations are met.</li> <li>• Operates in compliance with Department policies and procedures, and relevant legislative and industrial frameworks.</li> <li>• Delivers outputs for which they have responsibility within prescribed time, cost and quality standards.</li> </ul>
Organisation and planning	<ul style="list-style-type: none"> <li>• Develops clear goals consistent with agreed strategies.</li> <li>• Creates and maintains their own work schedules, with daily tasks meeting performance expectations and team outcomes.</li> <li>• Identifies and understands issues that may impact on designated work tasks, and thinks and plans ahead accordingly.</li> <li>• Monitors work progress against performance expectations and provides alerts within appropriate timeframes if work is behind schedule.</li> <li>• Reschedules and reorganises work to reflect changes in priority.</li> <li>• Applies attention to detail.</li> </ul>
Resourcefulness	<ul style="list-style-type: none"> <li>• Gets on with the job at hand and applies themselves with energy and enthusiasm.</li> <li>• Seeks out solutions of their own accord when obstacles are encountered.</li> <li>• Identifies what needs to be done and takes action to achieve standards of excellence in line with the role classification.</li> </ul>
Critical thinking and agility	<ul style="list-style-type: none"> <li>• Works through problems by breaking down information into specific, workable components that clearly identify relevant issues</li> <li>• Makes logical conclusions, anticipates obstacles and considers different approaches to decision-making process.</li> <li>• Foresees and identifies risks and uncertainties and incorporates these in planning and setting priorities.</li> <li>• Researches information pertinent to an issue and selects the best option from a range of potential solutions.</li> <li>• Develops and implements practical and timely solutions in line with the role classification</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>• Actively listens to colleagues and clients</li> <li>• Works collaboratively and operates as an effective team member to achieve common goals.</li> <li>• Shares knowledge, skill and expertise with others.</li> <li>• Encourages and reinforces individual and professional development.</li> <li>• Ensures others are kept informed of issues.</li> <li>• Values the contributions of others.</li> </ul>



Generic competency	Indicators
Developing self and others	<ul style="list-style-type: none"> <li>• Proactively seeks opportunities to develop new capabilities, skills, and knowledge, and acquire skills needed to continually enhance their contributions.</li> <li>• Seeks feedback from the supervisor on the performance of assigned tasks and incorporates this into the performance of new tasks.</li> <li>• Uses mistakes as learning opportunities.</li> <li>• Serves as a role model to others.</li> <li>• Identifies development opportunities for themselves and shares learning with others.</li> <li>• Celebrates the achievements of others.</li> </ul>
Organisational understanding	<ul style="list-style-type: none"> <li>• Understands and reflects the Department's values and supports the school's business objectives.</li> <li>• Takes time to learn about other areas of the Department.</li> <li>• Understands and applies Department policies and procedures in daily operations</li> <li>• Is aware of the WA public sector legislative and policy framework.</li> <li>• Understands Department structure and culture as well as and the political, social and economic issues affecting the Department and how these may impact on school operations.</li> </ul>
Integrity and professional conduct	<ul style="list-style-type: none"> <li>• Consistently behaves in an honest, ethical and professional manner in accordance with WA Public Sector Code of Ethics and Department's Staff Conduct and Discipline policy.</li> <li>• Uses Department resources (human, natural, financial and physical) in a responsible and accountable manner.</li> <li>• Treats people with respect, courtesy and sensitivity, and recognises their interests, rights, safety and welfare.</li> <li>• Complies with applicable legislation, industrial instruments, policies, procedures and regulatory frameworks, including equity and diversity.</li> <li>• Maintains appropriate levels of confidentiality.</li> </ul>

### 3. Corporate services functional areas

The framework's third component describes six functional areas across the broad range of corporate services roles:

- Human resource management
- Financial management
- Information and communication technology management
- Building and asset management
- Promotions and public relations
- School and student administration

The table below has examples of the various activities in each functional area.

**Table 2: Functional areas and examples of activities**

<b>Functional area</b>	<b>Examples of activities</b>
Human resource management	<ul style="list-style-type: none"> <li>• Managing recruitment, selection and appointment</li> <li>• Coordinating and delivering induction</li> <li>• Managing leave</li> <li>• Managing performance processes</li> <li>• Delivering workforce planning</li> <li>• Managing change</li> <li>• Managing occupational safety and health</li> </ul>
Financial management and accounting	<ul style="list-style-type: none"> <li>• Managing financial planning, accounting and reporting</li> <li>• Developing and managing processes to ensure compliance</li> <li>• Managing costings for locally raised revenue</li> <li>• Managing contracts and procurement</li> <li>• Adhering to relevant taxation compliance requirements and obligations</li> <li>• Operating and managing financial systems</li> </ul>
Information and communication technology management	<ul style="list-style-type: none"> <li>• Retaining and disposing of records</li> <li>• Maintaining physical and online filing systems</li> <li>• Maintaining information and communication technology systems</li> </ul>
Building and asset management	<ul style="list-style-type: none"> <li>• Maintaining and monitoring assets and resources</li> <li>• Managing facilities</li> <li>• Managing building and equipment faults, repairs and replacements</li> </ul>
Promotions and public relations	<ul style="list-style-type: none"> <li>• Promoting the school and presenting a good public image</li> <li>• Producing school publications</li> <li>• Coordinating and managing high profile marketing campaigns to secure sponsorships and enrolments</li> <li>• Acting as the first contact point for students, parents and members of the community</li> </ul>
School and student administration	<ul style="list-style-type: none"> <li>• Preparing correspondence</li> <li>• Answering telephone calls and undertaking reception duties</li> <li>• Undertaking photocopying</li> <li>• Assisting with timetabling</li> <li>• Processing enrolments</li> <li>• Processing staff records</li> <li>• Monitoring and addressing risk</li> </ul>

#### **4. Classification and specific competencies**

The fourth component of the framework describes competencies specific to a functional area and their relationship to classification levels.

Each functional area has relevant specific competencies. Competency expectations in a functional area vary depending on the classification. Classification levels represent a hierarchy of increasing work value and complexity, with each level building on and encompassing the knowledge and skills in the level or levels below.

The table on pages 12 to 17 shows the relationship between classification and competencies in the six corporate services functional areas. The competency indicators are not exhaustive.

Each corporate service position has a JDF that identifies the skills, knowledge and experience required to undertake the role and therefore the competency requirements.

If a responsibility in a functional area is included in a JDF then the relevant specific competency reflects the expected standard of performance at that classification level.

**Table 2: Classification and specific competencies**

This table outlines specific competencies in each of the six corporate services functional areas across a range of classification levels. The lists of specific competency indicators are not exhaustive. The table also shows that at Level 2 or above specific competencies build on and are an extension of those at lower levels.

**Human resource management (HRM)**

Specific competencies					
Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
<p>Demonstrates developing knowledge of HRM principles and processes.</p> <p>Demonstrates developing skills in HRM and administration.</p>	<p>Demonstrates basic understanding of HRM principles, concepts, legislation, Public Sector Standards, Commissioner's Instructions, approved procedures and Department policies and procedures.</p> <p>Demonstrates basic skills in HRM and administration.</p>	<p>Demonstrates proficient understanding of HRM principles, concepts, legislation, Public Sector Standards, Commissioner's Instructions, approved procedures and Department policies, procedures and resources.</p> <p>Demonstrates proficient skills in HRM and administration and mentors others.</p>	<p>Demonstrates accomplished understanding of HRM principles, concepts, legislation, Public Sector Standards, Commissioner's Instructions, approved procedures and Department policies, procedures and resources.</p> <p>Demonstrates accomplished skills in HRM and administration and undertakes a leadership role.</p>	<p>Demonstrates highly accomplished understanding of HRM principles, concepts, legislation, Public Sector Standards, Commissioner's Instructions, approved procedures and Department policies, procedures and resources.</p>	<p>Demonstrates highly accomplished understanding and practice in HRM in the context of large secondary schools or schools that offer a range of programs and courses that significantly increase the complexity of school operations.</p>
<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Provides assistance in supporting induction and training.</li> <li>Sources and conveys appropriate information from various sources.</li> <li>Relates to others in a professional manner.</li> <li>Prioritises work within boundaries of office procedures.</li> <li>Enters simple data under supervision.</li> <li>Seeks clarification, when required.</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Assists and understands the school's process for induction and training of new staff.</li> <li>Undertakes basic HRM research and analysis.</li> <li>Problem solves effectively to assist staff with basic HRM queries.</li> <li>Supports and contributes to local occupational safety and health processes under the guidance of the registrar.</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Researches and analyses workplace HRM matters under guidance of line manager and/or central office staff.</li> <li>Coordinates and/or undertakes site inductions.</li> <li>Manages people effectively.</li> <li>Contributes to school planning activities under the guidance of the principal.</li> <li>Ensures adequate performance standards are maintained.</li> <li>Coordinates local occupational safety and health processes under the guidance of the principal.</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Manages and leads corporate services staff effectively.</li> <li>Diagnoses HRM problems and applies effective responses.</li> <li>Identifies and researches potential trends and solutions to HRM matters.</li> <li>Contributes to school planning activities under the guidance of the leadership team.</li> <li>Contributes to establishing and maintaining a performance culture that reflects Department values.</li> <li>Identifies and recommends system improvements.</li> <li>Contributes to workforce planning and change management processes.</li> <li>Coordinates local occupational safety and health management processes in collaboration with the principal.</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Provides guidance to others in HRM and administration, and undertakes leadership role.</li> <li>Diagnoses complex HRM problems and applies effective responses.</li> <li>Develops workforce plans and incorporates staff succession and development plans.</li> <li>Establishes and maintains a performance culture and delivers effective performance management processes.</li> <li>Develops and implements school HRM policies and procedures.</li> <li>Implements change management processes.</li> <li>Implements and manages local occupational safety and health processes in line with the school's plan and Department policies.</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Provides effective HRM guidance and strategic leadership as an executive member to the school council/board.</li> <li>Participates in strategic planning and contributes to decision making processes.</li> <li>Undertakes appropriate succession and workforce planning to ensure ongoing provision of trained HR staff to support school operations.</li> <li>Establishes corporate objectives, including formulating and implementing school business plans.</li> <li>Develops and implements policy frameworks based on school and system priorities.</li> <li>Leads change management processes.</li> <li>Develops, implements and manages occupational safety and health processes and strategies in line with the school's plan and Department policies.</li> </ul>

## Financial management

Specific competencies					
<p><b>Level 1</b></p> <p>Shows awareness of the legislative framework for school financial management.</p> <p>Demonstrates ability to complete tasks accurately to support school financial management processes.</p>	<p><b>Level 2</b></p> <p>Demonstrates basic knowledge and skills in financial and accounting principles and practices.</p> <p>Demonstrates basic understanding of the legislative framework for school financial management and School Information System application software.</p>	<p><b>Level 3</b></p> <p>Demonstrates proficient knowledge and practice in undertaking school financial and accounting processes in accordance with relevant legislation, financial principles and Department policies.</p>	<p><b>Level 4</b></p> <p>Demonstrates accomplished knowledge and skills in managing school financial and accounting processes in accordance with relevant legislation, financial principles and Department policies.</p>	<p><b>Level 5</b></p> <p>Demonstrates highly accomplished knowledge and skills and leads in managing school financial and accounting processes in accordance with relevant legislation, financial principles and Department policies.</p>	<p><b>Level 6</b></p> <p>Demonstrates highly accomplished understanding and practice in leading and managing school financial and accounting processes in the context of large secondary schools or schools that offer a range of programs and courses that significantly increase the complexity of school operations.</p>
<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Operates school databases, records management and information systems.</li> <li>Undertakes receipting procedures.</li> <li>Assists in recording physical resources.</li> <li>Completes basic data entry.</li> <li>Uses basic software applications.</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Provides assistance and undertakes GST coding, reconciliations, invoice processing and financial reporting.</li> <li>Undertakes basic bookkeeping, receipting and banking tasks.</li> <li>Contributes to the annual school budget and school financial planning.</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Undertakes a range of financial, administrative and operational tasks.</li> <li>Plans and manages the school's financial plan, including budgeting.</li> <li>Contributes to annual school budget and school financial planning.</li> <li>Undertakes financial and physical resource management.</li> <li>Provides information on financial management.</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Conducts analyses, planning and forecasting.</li> <li>Manages and delegates financial processes.</li> <li>Provides training, support and advice to financial stakeholders.</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Provides guidance to others in financial management and accounting, and undertakes a leadership role.</li> <li>Develops and evaluates the school financial plan.</li> <li>Supervises and delegates financial processes as appropriate.</li> <li>Contributes to strategic analysis and planning.</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Counsels others and delivers strategic leadership as a member of the executive team and school council/board.</li> <li>Undertakes strategic management of school financial and physical resources.</li> <li>Develops and manages the school's financial policy.</li> <li>Sources and implements funding opportunities.</li> <li>Develops and implements adequate financial controls.</li> <li>Develops cost effective service delivery strategies for the school.</li> </ul>

## Building and asset management

Specific competencies					
<p><b>Level 1</b> Demonstrates developing knowledge of school buildings and resources.</p> <p>Demonstrates ability to complete tasks accurately to support school building and asset management activities and processes.</p>	<p><b>Level 2</b> Demonstrates basic knowledge and ability to apply principles of asset management, resources and disposal in accordance with the Public Sector framework and Department policies for asset management.</p>	<p><b>Level 3</b> Demonstrates proficient knowledge and skills in applying the principles of asset management, resources and disposal in accordance with the Public Sector framework and Department policies for asset management.</p>	<p><b>Level 4</b> Demonstrates accomplished understanding and operation of the building and asset management environment and context, including risk management.</p>		
<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>• Enters data on the resource list or asset database accurately.</li> <li>• Assists in maintaining a stocktake inventory.</li> <li>• Assists with maintenance of school facilities, assets and resources.</li> <li>• Organises repairs and reports faults.</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>• Undertakes stocktake procedures.</li> <li>• Coordinates facilities and ground maintenance and management under guidance,.</li> <li>• Administers and manages community use of school facilities.</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>• Coordinates facilities and ground maintenance and management.</li> <li>• Implements internal controls to manage assets and resources, including risk strategies.</li> <li>• Manages acquisition, deployment and recording of assets.</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>• Provides guidance to others in managing and administering school assets and resources.</li> <li>• Develops procedures, systems and controls for school asset management.</li> <li>• Contributes to the development of a facilities improvement plan.</li> <li>• Oversees strategic procurement to maximise available funding.</li> <li>• Manages capital and minor works, upgrades of existing facilities, building works and school improvements.</li> </ul>		

## Information and communication technology (ICT) management

**Note:** There are two types of roles in the ICT functional area – those that occur in and as part of a range of generalist corporate service positions (eg school officers, registrars, business managers) and those that occur in specialist ICT positions in a school (e.g. network support officers, network administrators). Indicators marked # are examples of duties of specialist ICT positions.

Specific competencies					
<p><b>Level 1</b> Demonstrates developing knowledge and skills in ICT in a school context to support projects, plans and administration.</p>	<p><b>Level 2</b> Demonstrates basic knowledge and skills in ICT to support school projects, plans and activities.</p>	<p><b>Level 3</b> Demonstrates proficient knowledge and skills to support school ICT plans, projects and activities, including an understanding of Department ICT policies, procedures and obligations.</p>	<p><b>Level 4</b> Demonstrates accomplished knowledge and skills in delivering support for school ICT plans, projects and services, including an understanding of Department ICT policies, procedures and obligations.</p>	<p><b>Level 5</b> Demonstrates highly accomplished understanding of Department and school ICT legislative and policy frameworks and operating networks.</p>	
<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>• Undertakes basic computer application tasks.</li> <li>• Uses computer-based technologies/software to create, manipulate, store and retrieve information.</li> <li>• Reports faults and/or difficulties to the responsible officer.</li> <li>• Participates in computer-based training.</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>• Provides technical support to users in schools #.</li> <li>• Monitors and supports school ICT systems #.</li> <li>• Adopts policies relating to the use of school computing devices. Monitors and responds appropriately to technology changes #.</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>• Administers information systems to ensure school ICT requirements are met.</li> <li>• Ensures school ICT systems comply with relevant legislation and Department policies and guidelines.</li> <li>• Supports implementation of ICT plans.</li> <li>• Processes procurement requirements in relation to ICT.</li> <li>• Maintains and operates ICT resources in the school #.</li> <li>• Provides technical support and training to users throughout the school #.</li> <li>• Applies Department/school ICT standard operating environment on all desktop and notebook computers #.</li> <li>• Ensures security of school systems and data #.</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>• Contributes to strategic planning and monitoring of school ICT requirements.</li> <li>• Maintains school ICT network where it is not maintained centrally #.</li> <li>• Applies risk strategies including effective back-up procedures, data security and disaster recovery #.</li> <li>• Provides advice on system requirements and implementation of new software (where school-specific software is required) #.</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>• Provides guidance to others in ICT management and undertakes a leadership role.</li> <li>• Integrates ICT with school business requirements and future plans accordingly. Provides advice about, and coordinates appropriate professional learning, to meet school needs for ICT.</li> </ul>	

## Promotions and public relations

Specific Competencies					
<p><b>Level 1</b> Demonstrates developing customer service skills to support school activities and processes.</p>	<p><b>Level 2</b> Demonstrates basic knowledge of school promotion programs, providing a professional, responsive and high standard of communication and customer service.</p>	<p><b>Level 3</b> Demonstrates proficient knowledge and skills in providing effective communications and school promotions.</p>	<p><b>Level 4</b> Demonstrates accomplished knowledge and skills in delivering effective communications and marketing, including legislative and policy frameworks that govern marketing and relevant service principles and practices.</p>	<p><b>Level 5</b> Demonstrates highly accomplished knowledge and skills in leading the school's communications and marketing functions, and building the school's brand, image and reputation.</p>	<p><b>Level 6</b> Demonstrates highly accomplished knowledge and skills in leading strategic marketing and communications directions in the context of large secondary schools or schools that offer a range of programs and courses that significantly increase the complexity of school operations.</p>
<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>• Applies customer service skills to resolve queries accurately and in a timely manner.</li> <li>• Applies empathy and understanding when dealing with staff, students and parents.</li> <li>• Listens, understands and adapts communication to audience.</li> <li>• Applies appropriate computer skills in producing communication and marketing materials.</li> <li>• Sources appropriate information and seeks clarification where required.</li> <li>• Provides effective administrative assistance to support customer service and communication functions.</li> <li>• Develops and maintains effective working relationships with internal and external stakeholders.</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>• Creates and disseminates communication and marketing materials in an accurate and timely manner.</li> <li>• Applies a range of computer and software applications (particularly databases, spread sheets and word processing packages) in coordinating communication and marketing activities.</li> <li>• Sources appropriate information to support communication and marketing activities.</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>• Uses relevant communication and marketing strategies and techniques to promote the school.</li> <li>• Provides operational input into developing, implementing and monitoring school business and marketing plans.</li> <li>• Delivers appropriate and timely marketing activities.</li> <li>• Builds effective working relationships with internal and external stakeholders to promote the school's image and reputation.</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>• Leads the school's communication and customer service functions, building and maintaining appropriate standards.</li> <li>• Promotes marketing strategies and techniques that reflect the school's context, plans, structure and culture and wider social environment (political, economic).</li> <li>• Builds effective working relationships with internal and external stakeholders to promote the school and facilitate identification of funding opportunities.</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>• Provides guidance to others in public relations and undertakes a leadership role in the area.</li> <li>• Plans, implements, monitors and evaluates communications and marketing functions.</li> <li>• Manages physical aspects that reflect the school's brand, image and reputation.</li> <li>• Identifies and/or creates sponsorship opportunities, using commercial awareness and acumen.</li> <li>• Builds relationships and successfully negotiates with sponsors and community partners.</li> <li>• Assesses risks, and develops and implements effective mitigation strategies.</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>• Manages and negotiates sponsorship and funding in consultation with the leadership team.</li> <li>• Promotes the school, its brand and reputation using strategic communication channels and tools.</li> <li>• Builds and maintains external State and national stakeholder relationships, and community and industry experts networks, ensuring school alignment with current trends and practices.</li> </ul>



## School and student administration

Specific competencies					
<p><b>Level 1</b> Demonstrates developing skills and knowledge in providing general administrative services to support the learning outcomes of students.</p>	<p><b>Level 2</b> Demonstrates basic skills in providing general administrative services to support the learning outcomes of students.</p> <p>Demonstrates basic knowledge of Department policies and procedures related to school administration and understanding of the school's operational context, structure and culture and the wider environment (social, political, economic) in which it operates.</p>	<p><b>Level 3</b> Demonstrates proficient understanding of general administrative services principles to support the learning outcomes of students.</p> <p>Demonstrates proficient knowledge of Department policies and procedures related to school administration and understands the school's operational context, structure and culture and the wider environment (social, political, economic) in which it operates.</p>	<p><b>Level 4</b> Demonstrates accomplished administrative professional knowledge and skills to provide administrative services to support the learning outcomes of students.</p> <p>Demonstrates accomplished understanding of administrative roles, practices and systems and understands Department strategic directions and how they relate to the school.</p>	<p><b>Level 5</b> Demonstrates highly accomplished administrative professional knowledge and skills to provide administrative services to support the learning outcomes of students.</p> <p>Demonstrates highly accomplished planning, development, evaluation and presentation skills and understands Department strategic directions and how they relate to the school.</p>	<p><b>Level 6</b> Demonstrates highly accomplished administrative professional knowledge and skills to lead administrative services in the context of large secondary schools or schools that offer a range of programs and courses that significantly increase the complexity of school operations.</p> <p>Demonstrates expert understanding of the principles and context of school business planning.</p>
<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Responds to general enquiries on school operations and administration to a range of clients.</li> <li>Provides responsive reception service that promote a positive image of school.</li> <li>Follows and applies the requirements for student records administration.</li> <li>Follows and applies school administrative procedures.</li> <li>Uses relevant computer applications.</li> <li>Applies accurate data entry skills.</li> <li>Shows awareness of how school administrative elements work together.</li> <li>Shows awareness of Department screening requirements that apply to all staff, volunteers, visitors and external providers.</li> <li>Recognises cultural differences when communicating.</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Provides effective customer service to a range of internal and external clients.</li> <li>Undertakes basic research and information analysis on administration matters.</li> <li>Applies Department policies, procedures and guidelines.</li> <li>Develops routine administrative processes.</li> <li>Applies initiative to understand and process non-routine information and resolves routine problems.</li> <li>Operates school systems and reporting databases</li> <li>Supports and trains other staff in administrative processes.</li> <li>Applies a range of computer software applications.</li> <li>Understands Department policies and procedures on copyright and intellectual property.</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Delivers comprehensive administration and customer service to a range of internal and external clients.</li> <li>Researches, analyses and solves problems in a range of administration matters.</li> <li>Develops and implements effective administrative processes.</li> <li>Develops, supports and maintains administrative roles, practices and systems.</li> <li>Maintains high level confidentiality.</li> <li>Participates in school and regional committees and working groups.</li> <li>Applies various software applications with confidence.</li> <li>Monitors and maintains the school's risk and business continuity management plans and procedures.</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Provides leadership and motivation to support the team.</li> <li>Applies legislation applicable to school administration.</li> <li>Provides operational input to the development of the school plan.</li> <li>Researches, analyses and presents solutions to complex administration matters.</li> <li>Ensures continuous improvement of administrative roles, practices and systems.</li> <li>Applies Department communication protocols.</li> <li>Applies various software applications and advises staff on their use.</li> <li>Monitors and maintains the school's risk and business continuity management plans and procedures.</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Represents the school and Department in a range of forums.</li> <li>Leads the development of a culture that inspires and promotes commitment and builds a cohesive team.</li> <li>Actively promotes Department policies and procedures to work legally and ethically.</li> <li>Contributes to planning, development, enhancement and evaluation of effective school administrative operations.</li> <li>Identifies opportunities for change and system improvements.</li> <li>Uses a variety of approaches to influence and persuade others</li> <li>Provides effective consultancy and advice in the management of school business operations. Manages the school's risk and business continuity management plans and procedures.</li> </ul>	<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>Represents the Department in a professional capacity and participates as an active member of the executive leadership team and school board/council.</li> <li>Leads planning, development, delivery and evaluation of effective school administrative operations.</li> <li>Strategically manages administrative roles, practices and systems.</li> <li>Designs and implements strategies for school initiatives.</li> <li>Leads and implements change and systems improvement.</li> <li>Navigates complex, ambiguous and political environments to solve administration matters.</li> <li>Contributes to the development of, and manages the school's risk and business continuity management plans and procedures</li> </ul>

## GLOSSARY

Term	Definition
<b>Classification</b>	The level, grade or class assigned to a position. Classification is determined by using approved public sector classification and review procedures.
<b>Competency indicator</b>	Observable actions or behaviours that exemplify the competencies.
<b>Corporate services functional areas</b>	<p>The six functional areas across the broad range of corporate services roles:</p> <ul style="list-style-type: none"> <li>• human resource management</li> <li>• financial management</li> <li>• building and asset management</li> <li>• information and communication technology management</li> <li>• promotions and public relations</li> <li>• school and student administration</li> </ul>
<b>Generic competencies</b>	General skills, attributes and behaviours required to perform a job.
<b>Job Description Form (JDF)</b>	The Department's official record that describes the role, outcomes and selection criteria related to a position.
<b>The framework</b>	The Competency Framework for School Corporate Services Staff that describes the knowledge, skills and attributes needed in roles in six corporate services functional areas.
<b>Work value</b>	A concept used to determine the appropriate level at which a position is classified. The work value of a job is arrived at by a process of evaluation of a number of components of the job including duties, responsibilities, organisational structure and relativities to other positions across the public sector and in the Department.

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