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| **Cluster** | Stronger Communities | |
| **Department** | Department of Communities and Justice | |
| **Division/Branch/Unit** | Corporate Services/Information and Digital Services/Various | |
| **Location** | Greater Sydney Area | |
| **Classification/Grade/Band** | Clerk Grade 9/10 | |
| **Role Number** | Generic | |
| **ANZSCO Code** | 261312 | |
| **PCAT Code** | 3226892 | |
| **Date of Approval** | 18 December 2019 | **Ref: IDS049** |
| **Agency Website** | www.dcj.nsw.gov.au | |

# Agency overview

The Department of Communities and Justice (DCJ) is the lead agency under the Stronger Communities Cluster. DCJ works to enable everyone's right to access justice and help for families through early intervention and inclusion, with benefits for the whole community. Stronger Communities is focused on achieving safe, just, inclusive and resilient communities by providing services that are effective and responsive to community needs.

# Primary purpose of the role

The Senior Application Developer guides other application developers and leads the creation of large or complex applications that facilitate the achievement of business outcomes through the use of process and technology.

# Key accountabilities

* Assume technical responsibility for all stages of the software development process to ensure compliance with application development standards and achievement of documented requirements.
* Utilise technical expertise in the requirements analysis phase to ensure the solution is both fit for purpose and fit for use.
* Design and execute acceptance testing to improve the quality and reduce operational risk of the developed application.
* Provide ongoing 3rd level support of developed applications to reduce the impact of application defects and related incidents.
* Provide ongoing analysis and review of ICT applications to identify opportunities to improve and enhance service for the organisation as services transition out of DCJ.

# Key challenges

* Balancing competing demands to ensure application development objectives are achieved.

## Key relationships

### Internal relationships

| Who you’ll work with | Why |
| --- | --- |
| Line Manager | * Escalate issues, keep informed, advise and receive instructions |
| Work Team | * Inspire and motivate team, provide direction and manage performance * Guide, support, coach and mentor team members * Review the work and proposals of team members * Encourage team to work collaboratively to contribute to achieving the team’s business outcomes |
| Clients/Customers | * Resolve and provide solutions to issues |

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| --- | --- |
| Other DCJ Divisions | * Liaise to ensure the provision of timely and accurate advice when requested * Develop and maintain effective working relationships * Negotiate/agree on timeframes |
| DCJ Districts and Clusters | * Liaise to ensure consistent engagement with service delivery planning and service providers * Develop and maintain effective working relationships * Negotiate/agree on timeframes |

### External relationships

| Who you’ll work with | Why |
| --- | --- |

|  |  |
| --- | --- |
| Non-government Organisations | * Engage with service providers |
| Community | * Engage with service providers and client groups |

# Role dimensions

## Decision making

The Senior Application Developer needs to make decisions which ensure the ICT Directorate is supported by application design and development to improve business outcomes.

The role:

* Carries a high level of autonomy in setting own priorities, and those of any staff/project staff supervised, in alignment with management
* Maintains a degree of independence to develop a suitable approach in managing the workload, as well as that of supervised staff, and provision of advice and recommendations as well as input to the development of relevant systems, frameworks, team planning and projects.
* Determines own actions undertaken, within government and legislative policies, and for ensuring quality control in the implementation of own, and any staff supervised, workload.
* Ensures recommendations are based on sound evidence, but at times may be required to use their judgment under pressure or in the absence of complete information or as a source of expert advice to internal stakeholders across the Department as well as externally to Ministerial level.
* As necessary, consults with management on a suitable course of action in matters that are sensitive, high-risk or business-critical, or for those issues that have far reaching implications with respect to resources or quality advice provision.

Refer to the financial and/or administrative delegations for this role.

## Reporting line

See divisional structure and supplementary material.

## Direct reports

See divisional structure and supplementary material.

## Budget/Expenditure

Nil.

# Essential requirements

Tertiary qualifications in a related discipline or equivalent knowledge, skills and experience with the applicable technology platform, with demonstrated commitment to ongoing professional development

Appointments are subject to reference checks. Some roles may also require the following checks/ clearances:

* National Criminal History Record Check in accordance with the Disability Inclusion Act 2014
* Working with Children Check clearance in accordance with the Child Protection (Working with Children) Act 2012

# 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 logo | **Display Resilience and Courage**  Be open and honest, prepared to express your views, and willing to accept and commit to change | | * Be flexible and adaptable and respond quickly when situations change * Offer own opinion and raise challenging issues * Listen when ideas are challenged and respond appropriately * Work through challenges * Remain calm and focused in challenging situations | | | Intermediate | |
| Relationships logo | **Communicate Effectively**  Communicate clearly, actively listen to others, and respond with understanding and respect | * Tailor communication to diverse audiences * Clearly explain complex concepts and arguments to individuals and groups * Create opportunities for others to be heard, listen attentively and encourage them to express their views * Share information across teams and units to enable informed decision making * Write fluently in plain English and in a range of styles and formats * Use contemporary communication channels to share information, engage and interact with diverse audiences | | | | Adept | |
| Results logo | **Deliver Results**  Achieve results through the efficient use of resources and a commitment to quality outcomes | * Use own and others’ expertise to achieve outcomes, and take responsibility for delivering intended outcomes * Make sure staff understand expected goals and acknowledge staff success in achieving these * Identify resource needs and ensure goals are achieved within set budgets and deadlines * Use business data to evaluate outcomes and inform continuous improvement * Identify priorities that need to change and ensure the allocation of resources meets new business needs * Ensure that the financial implications of changed priorities are explicit and budgeted for | | | | Adept | |
| Results logo | **Think and Solve Problems**  Think, analyse and consider the broader context to develop practical solutions | * Undertake objective, critical analysis to draw accurate conclusions that recognise and manage contextual issues * Work through issues, weigh up alternatives and identify the most effective solutions in collaboration with others * Take account of the wider business context when considering options to resolve issues * Explore a range of possibilities and creative alternatives to contribute to system, process and business improvements * Implement systems and processes that are underpinned by high- quality research and analysis * Look for opportunities to design innovative solutions to meet user needs and service demands * Evaluate the performance and effectiveness of services, policies and programs against clear criteria | | | | Advanced | |
| Business Enablers logo | **Technology**  Understand and use available technologies to maximise efficiencies and effectiveness | * Identify opportunities to use a broad range of technologies to collaborate * Monitor compliance with cyber security and the use of technology policies * Identify ways to maximise the value of available technology to achieve business strategies and outcomes * Monitor compliance with the organisation’s records, information and knowledge management requirements | | | | Adept | |
| People Management logo | **Manage and Develop People**  Engage and motivate staff, and develop capability and potential in others | * Collaborate to set clear performance standards and deadlines in line with established performance development frameworks * Look for ways to develop team capability and recognise and develop individual potential * Be constructive and build on strengths by giving timely and actionable feedback * Identify and act on opportunities to provide coaching and mentoring * Recognise performance issues that need to be addressed and work towards resolving issues * Effectively support and manage team members who are working flexibly and in various locations * Create a safe environment where team members’ diverse backgrounds and cultures are considered and respected * Consider feedback on own management style and reflect on potential areas to improve | | | | Intermediate | |

This role also utilises an occupation specific capability set which contains information from the Skills Framework for the Information Age (SFIA). The capability set is available at <http://www.psc.nsw.gov.au/workforce-management/capability-framework/access-the-capability-framework/occupation-specific/occupation-specific>

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| **Focus Occupation Specific Capabilities** | | | |
| SFIA logo | **Capability name**  Capability description | **Capability Set** | **Level** |
| **Development & Implementation, Systems Development, Programming/software development**  The planning, designing, creation, amending, verification, testing and documentation of new and amended software components in order to deliver agreed value to stakeholders. The identification, creation and application of agreed software development and security standards and processes. Adopting and adapting software development lifecycle models based on the context of the work and selecting appropriately from predictive (plan-driven) approaches or adaptive (iterative/agile) approaches. | * Takes technical responsibility across all stages and iterations of software development. * Plans and drives software construction activities. * Adopts and adapts appropriate software development methods, tools and techniques selecting appropriately from predictive (plan-driven) approaches or adaptive (iterative/agile) approaches. * Measures and monitors applications of project/team standards for software construction including software security. * Contributes to the development of organisational policies, standards, and guidelines for software development. | **Level 5 – PROG** |
| Development and Implementation, Systems Development, Systems Design  The design of systems to meet specified requirements, compatible with agreed systems architectures, adhering to corporate standards and within constraints of performance and feasibility. The identification of concepts and their translation into a design which forms the basis for systems construction and verification. The design or selection of components. The development of a complete set of detailed models, properties, and/or characteristics described in a form suitable for implementation. The adoption and adaptation of systems design lifecycle models based on the context of the work and selecting appropriately from predictive (plan-driven) approaches or adaptive (iterative/agile) approaches. | * Adopts and adapts appropriate systems design methods, tools and techniques selecting appropriately from predictive (plan-driven) approaches or adaptive (iterative/agile) approaches, and ensures they are applied effectively. * Designs large or complex systems. * Undertakes impact analysis on major design options and trade-off. * Makes recommendations and assesses and manages associated risks. * Reviews others' systems designs to ensure selection of appropriate technology, efficient use of resources, and integration of multiple systems and technology. * Ensures that the system design balances functional and non-functional requirements. * Contributes to development of systems design policies and standards and selection of architecture components. | **Level 5 - DESN** |
| **Change & Transformation, Business Change Management, Requirements Definition and Management**  The elicitation, analysis, specification and validation of requirements and constraints to a level that enables effective development and operations of new or changed software, systems, processes, products and services. The management of requirements throughout the whole of the delivery and operational life cycle of the software, system, processes, products or services. The negotiation of trade-offs that are both acceptable to key stakeholders and within budgetary, technical, regulatory, and other constraints. The adoption and adaptation of requirements management lifecycle models based on the context of the work and selecting appropriately from plan-driven/predictive approaches or more adaptive (iterative and agile) approaches. | * Plans and drives scoping, requirements definition and prioritisation activities for large, complex initiatives. * Selects, adopts and adapts appropriate requirements definition and management methods, tools and techniques selecting appropriately from predictive (plan-driven) approaches or adaptive (iterative/agile) approaches. * Obtains input from, and formal agreement to, requirements from a diverse range of stakeholders. * Negotiates with stakeholders to manage competing priorities and conflicts. * Establishes requirements baselines. Ensures changes to requirements are investigated and managed. * Contributes to the development of organisational methods and standards. | **Level 5 - REQM** |



NSW Government employees can access the ICT set through the [Skills Framework for the Information Age](https://www.sfia-online.org/en)Foundation website by registering as a corporate user via their NSW Government email address.

# 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 is not relevant for recruitment purposes however may be relevant for future career development.

| COMPLEMENTARY CAPABILITIES | | | |
| --- | --- | --- | --- |
| **Capability Group/Sets** | **Capability Name** | **Description** | **Level** |
| Personal Attributes logo |  |  |  |
| Act with Integrity | Be ethical and professional, and uphold and promote the public sector values | Adept |
| Manage Self | Show drive and motivation, an ability to self-reflect and a commitment to learning | Intermediate |
| Value Diversity and Inclusion | Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives | Adept |
| Relationships logo |  |  |  |
| Commit to Customer Service | Provide customer-focused services in line with public sector and organisational objectives | Adept |
| Work Collaboratively | Collaborate with others and value their contribution | Adept |
| Influence and Negotiate | Gain consensus and commitment from others, and resolve issues and conflicts | Intermediate |
| Results logo |  |  |  |
| Plan and Prioritise | Plan to achieve priority outcomes and respond flexibly to changing circumstances | Intermediate |
| Demonstrate Accountability | Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines | Intermediate |
| Business Enablers logo |  |  |  |
| Finance | Understand and apply financial processes to achieve value for money and minimise financial risk | Intermediate |
| Procurement and Contract Management | Understand and apply procurement processes to ensure effective purchasing and contract performance | Intermediate |
| Project Management | Understand and apply effective project planning, coordination and control methods | Intermediate |
| People Management logo |  |  |  |
| Inspire Direction and Purpose | Communicate goals, priorities and vision, and recognise achievements | Intermediate |
| Optimise Business Outcomes | Manage people and resources effectively to achieve public value | Intermediate |
| Manage Reform and Change | Support, promote and champion change, and assist others to engage with change | Intermediate |

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| **Complementary Occupation Specific Capabilities** |

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| SFIA logo | **Capability name** | **Description** | **Level** |
| Development and Implementation, Systems Development, Testing | The planning, design, management, execution and reporting of tests, using appropriate testing tools and techniques and conforming to agreed process standards and industry specific regulations. The purpose of testing is to ensure that new and amended systems, configurations, packages, or services, together with any interfaces, perform as specified (including security requirements) , and that the risks associated with deployment are adequately understood and documented. Testing includes the process of engineering, using and maintaining testware (test cases, test scripts, test reports, test plans, etc) to measure and improve the quality of the software being tested. | Level 5 - TEST |