

# Role Description

## School Crossing Supervisor

Cluster	Transport
Agency	Transport for NSW
Division/Branch/Unit	Safety Environment and Regulation/ Transport Safety
Role number	Various
Classification/Grade/Band	Wages
Senior executive work level standards	Not Applicable
ANZSCO Code	899913
PCAT Code	1119192
Date of Approval	September 2021
Agency Website	<a href="http://www.transport.nsw.gov.au">www.transport.nsw.gov.au</a>

### Agency overview

At Transport, we're passionate about making NSW a better place to live, work and visit. Our vision is to give everyone the freedom to choose how and when they get around, no matter where they live. Right now, we're delivering the largest infrastructure program that Australia has ever seen - to keep people and goods moving, connect communities and shape the future of our cities, centres and regions. At Transport, we're also committed to creating a diverse, inclusive and flexible workforce, which reflects the community and the customers we serve.

Our organisation – Transport for NSW – is comprised of numerous integrated divisions that focus on achieving community outcomes for the greater good and on putting our customers at the centre and our people at the heart of everything we do.

### Primary purpose of the role

The role is responsible for providing controlled school crossing services at designated school crossing sites and contributing to improving the safety of people on NSW roads.

### Key accountabilities

- Provide effective school crossing supervisory services by being punctual, vigilant and confident on site during the specified times of coverage.
- Provide clear instructions to school students to assist them cross the road safely at designated school crossing sites in accordance with approved procedures.
- Maintain safe working practices to maximise the personal safety of all crossing users at designated crossing sites and identify and report safety issues as they arise.
- Monitor traffic and ensure traffic flow is not unduly disrupted by the operations of the designated children crossings sites.
- Ensure appropriate signage and warning signals are displayed and observable to traffic and crossing users at specified times.

- Provide a positive customer service experience in a polite and professional manner, consistent with the TfNSW corporate values and commitment to customer service.
- Adhere to the NSW Road Safety Standards and work timings, for more info visit website [www.transport.nsw.gov.au](http://www.transport.nsw.gov.au)

## Key challenges

- Maintaining a working knowledge and understanding of relevant to NSW road safety and rules that are constantly changing.

## Key relationships

Who	Why
<b>Internal</b>	
Coordinator School Crossing Program	<ul style="list-style-type: none"> <li>• Interface between TfNSW and public. Ensure School children and other pedestrians are adhering to the NSW Road Safety during before and after school timings</li> </ul>
<b>External</b>	
Children Parents	<ul style="list-style-type: none"> <li>• Assist adhere to the NSW Road Safety rules and regulations</li> </ul>
Schools	<ul style="list-style-type: none"> <li>• Co-ordinating with School administrations/teacher for the Road Safety programs</li> </ul>
Other pedestrians	<ul style="list-style-type: none"> <li>• Intervene and prevent potential dangers at crossing sites</li> </ul>

## Role dimensions

### Decision making

Follow instructions provided by Coordinator (School Crossing Supervisor Program)

### Reporting line

The role accounts and reports to the relevant reporting line Manager.

### Direct reports

Nil

### Budget/Expenditure

As per the approved TfNSW Financial Delegation

## Essential requirements

- Current working with Children check
- A criminal history record check
- Knowledge and understanding of NSW road safety laws.
- Ability to meet the physical requirements of this position, standing/walking for extended periods, lifting/carrying necessary equipment in any weather.

- Pre-Engagement Medical assessment including an eyesight test (external applicants only)

## Capabilities for the role

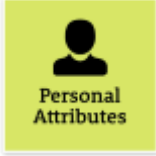
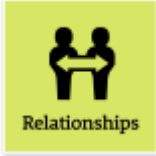
The [NSW public sector capability framework](#) describes the capabilities (knowledge, skills and abilities) needed to perform a role. There are four main groups of capabilities: personal attributes, relationships, results and business enablers, with a fifth people management group of capabilities for 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
	<p><b>Act with Integrity</b></p> <p>Be ethical and professional, and uphold and promote the public sector values</p>	<ul style="list-style-type: none"> <li>• Behave in an honest, ethical and professional way</li> <li>• Build understanding of ethical behaviour</li> <li>• Follow legislation, policies, guidelines and codes of conduct that apply to your role and organisation</li> <li>• Speak out against misconduct and illegal and inappropriate behaviour</li> <li>• Report apparent conflicts of interest</li> </ul>	Foundational
	<p><b>Communicate Effectively</b></p> <p>Communicate clearly, actively listen to others, and respond with understanding and respect</p>	<ul style="list-style-type: none"> <li>• Speak at the right pace and volume for diverse audiences</li> <li>• Allow others time to speak</li> <li>• Listen and ask questions to check understanding</li> <li>• Explain things clearly using inclusive language</li> <li>• Be aware of own body language and facial expressions</li> <li>• Write in a way that is logical and easy to follow</li> <li>• Use various communication channels to obtain and share information</li> </ul>	Foundational
	<p><b>Commit to Customer Service</b></p> <p>Provide customer-focused services in line with public sector and organisational objectives</p>	<ul style="list-style-type: none"> <li>• Recognise the importance of customer service and understanding customer needs</li> <li>• Help customers understand the services that are available</li> <li>• Take responsibility for delivering services that meet customer requirements</li> </ul>	Foundational

- Keep customers informed of progress and seek feedback to ensure their needs are met
- Show respect, courtesy and fairness when interacting with customers
- Recognise that customer service involves both external and internal customers



**Demonstrate Accountability**  
Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines

- Take responsibility for own actions
- Be aware of delegations and act within authority levels
- Be aware of team goals and their impact on work tasks
- Follow safe work practices and take reasonable care of own and others' health and safety
- Escalate issues when these are identified
- Follow government and organisational record-keeping requirements

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.

### COMPLEMENTARY CAPABILITIES

Capability group/sets	Capability name	Description	Level
	Display Resilience and Courage	Be open and honest, prepared to express your views, and willing to accept and commit to change	Foundational
	Manage Self	Show drive and motivation, an ability to self-reflect and a commitment to learning	Foundational
	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Foundational
	Work Collaboratively	Collaborate with others and value their contribution	Foundational
	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Foundational
	Deliver Results	Achieve results through the efficient use of resources and a commitment to quality outcomes	Foundational
	Plan and Prioritise	Plan to achieve priority outcomes and respond flexibly to changing circumstances	Foundational
	Think and Solve Problems	Think, analyse and consider the broader context to develop practical solutions	Foundational
	Finance	Understand and apply financial processes to achieve value for money and minimise financial risk	Foundational
	Technology	Understand and use available technologies to maximise efficiencies and effectiveness	Foundational



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Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Foundational
Project Management	Understand and apply effective planning, coordination and control methods	Foundational

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