



THSC Position Description

1. Position Details

| | |
|--------------------------|---------------------------------------|
| Position Title | S0400 Senior Customer Service Officer |
| Team | Library Services |
| Group | Customer, Community Services Group |
| Report To | S0400 Coordinator Library Branches |
| Number of Direct Reports | 0 |
| Max Grade | S07 |
| Min Grade | S06 |

2. Organisational Values

| Core Value | Expectation |
|-------------------|---|
| Honesty | Sets an honest and ethical example for others to follow. This means acting truthfully, transparently and fairly and holding others accountable to do the same. |
| Integrity | Monitors confidentiality and guide others to respond to inappropriate conduct and conflicts of interest. This means facilitating a work environment that encourages reporting of inappropriate conduct and taking responsibility for own actions. |
| Loyalty | Commits to facilitating the delivery of best outcomes for the organisation. This means fulfilling the obligations of your role and leading by example. |
| Leadership | Knows own strengths and limitations and can develop them in others. This means taking action to put in place initiatives to coach and assist individuals and teams to apply their capabilities productively in the workplace. |
| Safety | Facilitates resources to implement safe work practices and act on reports of incidents and hazards immediately. This means taking action to provide resources to implement Workplace Health and Safety policies and procedures and make changes to improve safe work practices. Adheres to the responsibilities under Council's WHS Policy and WHS Responsibilities and Accountabilities Procedure. |

3. Primary Purpose

This role will undertake the direct delivery of Library and Council services through Council's libraries in a face to face, phone and online environment. Supervise daily operations of the library service desk/library branch, act as referral point for Customer Service Officers, and efficiently and effectively resolve customer enquiries and complaints whilst working well in a team. Actively participate in the planning and delivery of Library programs and activities targeting customers from diverse cultures and age groups.

4. Skills & Competencies

| Item | Description |
|---------------------------|--|
| PLAN & PRIORITISE | Understands the strategic direction of Council and contributes to the delivery of team goals and outcomes. |
| FINANCE | Undertakes tasks and duties with a financially responsible approach. |
| TECHNOLOGY | Identifies ways to leverage technology to achieve better outcomes and uses corporate systems. |
| PROCUREMENT | Complies with Council's procurement guidelines. |
| FLEXIBILITY & CHANGE | Is flexible and able to adjust to changes in their working environment. Listens and takes action to make changes when provided with feedback. Can bounce back after setbacks and failures and use them as an opportunity to learn. |
| WORKING WITH PEOPLE | Can work as a member of a team and develop meaningful and productive workplace relationships. |
| COMMUNICATE & COLLABORATE | Can engage team members and internal stakeholders. Can tailor communication style to the needs of the audience, actively listens to others and provides input where appropriate. Develops respectful working relationships with team and |



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| | colleagues. |
| INFLUENCE & NEGOTIATE | Influences and negotiates with other internal and external stakeholders from a position that is well informed of the key issues. Works towards mutually beneficial outcomes. |
| LEGISLATION & POLICY | Works within defined legislation and policies relevant to their role. |

5. Duties

| |
|--|
| Process customer transactions. |
| Resolve customer phone and online enquiries. |
| Assist in the delivery of programs and activities. |
| Assist in the training of new team members. |
| Assist with maintenance of standard operating procedures and processes. |
| Assist with marketing and customer engagement initiatives. |
| Assist with projects and undertake research. |
| Supervise day to day operations of the library service desk/library branch. |
| Participate in service planning activities. |
| Recommend system improvements and enhancements. |
| Provide mentoring and coaching to team members. |
| Resolve high level or escalated customer requests, enquiries and complaints. |
| Other duties specified by the supervisor/manager. |
| Work at any of Council's libraries as rostered. |

6. Risk Management

Act at all times in a manner which does not place at risk the work health and safety of themselves or any other person in the workplace. Be responsible and accountable for taking practical steps to minimise Council's exposure to risks insofar as is reasonably practicable within your area of activity and responsibility.

7. Qualifications and Accreditations

| |
|---|
| Tertiary qualifications in Library & Information Services or related field or currently undertaking |
| Working with Children Check |
| Drivers Licence (Class C) - NSW |

8. Knowledge and Experience

| |
|---|
| >3 years in a similar role |
| Experience in a high volume, fast paced customer focussed service environment |
| Experience in supervising staff |
| Experience in dealing with challenging customer interactions |

Managers Signature

28/02/2024

Date



THSC Position Description

Employees Signature

Date

Employee Name

Job Demands Checklist for: Senior Customer Service Officer

| PHYSICAL DEMANDS | Definition | Freq. |
|--|--|--------|
| 1. Sitting | Remaining in a seated position to perform tasks | C |
| 2. Standing | Intermittent standing to perform tasks | C |
| 3. Walking | Intermittent walking various floor type: even / uneven / indoors / outdoors / slopes | F |
| 4. Running | floor type: even / uneven / indoors / outdoors / slopes | N |
| 5. Bending/Leaning Forward from Waist | Forward bending from the waist to perform tasks | C |
| | | |
| 6. Trunk /Twisting | Turning from the waist while sitting or standing to perform tasks | C |
| 7. Kneeling | Remaining in a kneeling posture to perform tasks | O |
| 8. Squatting/Crouching | Adopting a squatting or crouching posture to perform tasks | F |
| | | |
| 9. Leg / Foot Movement | Use of leg and / or foot to operate machinery | O |
| 10. Climbing (stairs/ladders) | Ascend / descend stairs, ladders, steps | F |
| 11. Lifting/Carrying | Light lifting and carrying: 0 – 9kgs | C |
| 12. Lifting/Carrying | Moderate lifting and carrying: 10 – 15kgs | O |
| 13. Lifting/Carrying | Heavy lifting and carrying: Up to 20kg (not required) | N |
| 14. Reaching | Arms fully extended forward or raised above shoulder | F |
| 15. Pushing/Pulling/Res training | Pushing/pulling: 0-9kgs (documents/laptop) Pushing/pulling: 10 – 15kgs | C O |
| 16. Head/Neck Postures | Holding head in a position other than neutral (facing forward) | F |
| 17. Hand/Arm Movements | Repetitive movements of hands and arms for administration work | C |

| SENSORY DEMANDS | Definition | Freq. |
|---|--|-------|
| 1. Sight | Use of sight is an integral part of work performance. E.g. Computer screens used for administrative work | C |
| 2. Hearing | Use of hearing is an integral part of work performance. Operating a telephone for administrative duties | C |
| 3. Smell | Use of smell is an integral part of work performance. | N |
| 4. Taste | Use of taste is an integral part of work performance. | N |
| 5. Touch | Use of touch is an integral part of work performance. For administration work and other tasks | F |
| | | |
| PHSYCHOLOGICAL DEMANDS | Definition | Freq. |
| 1. Distressed People | Emergency situations | O |
| 2. Aggressive & Uncooperative People | Dementia, mental illness, drug or alcohol | O |
| 3. Unpredictable People | Dementia, mental illness, drug or alcohol | O |
| | | |
| ENVIRONMENTAL DEMANDS | Definition | Freq. |
| 1. Dust | Exposure to atmospheric dust onsite | O |
| 2. Gases | Working with explosive or flammable gases requiring precautionary measures | N |
| 3. Fumes | Exposure to noxious or toxic fumes | N |
| 4. Liquids | Working with corrosive, toxic or poisonous liquids or chemicals requiring PPE | N |
| 5. Hazardous Substances | Dry chemicals, glues, etc. | O |
| 6. Noise | Environmental / background noise necessitates people to raise their voice to be heard | N |
| 7. Inadequate Lighting | Risk of trips, falls or eyestrain | O |
| 8. Sunlight | Risk of sunburn exists from spending more than 10 minutes per day in sunlight | N |
| 9. Extreme Temperatures | Environmental temperatures are less than 15°C or more than 35°C | N |

| | | |
|--|--|---|
| 18. Grasping/ Fine Manipulation | <i>Gripping, holding, clasping with fingers or hands</i> | C |
| 19. Work at Heights | <i>Using ladders, footstools, scaffolding, or other objects to perform work.</i> | O |
| 20. Driving | <i>Operating motor vehicle</i> | O |

| | | |
|--|--|---|
| 10. Confined Spaces | <i>Areas where only one egress (escape route) exists</i> | N |
| 11. Slippery or Uneven Surfaces | <i>Greasy or wet floor surfaces, ramps, uneven ground</i> | N |
| 12. Inadequate Housekeeping | <i>Obstructions to walkways and work areas cause trips and falls</i> | O |
| 13. Working at Heights | <i>Using ladders, footstools, scaffolding, or other objects to perform work.</i> | N |
| 14. Biological Hazards | <i>Exposure to body fluids, bacteria, infectious diseases</i> | N |
| 15. Vibration | <i>Whole body vibration, upper or lower body vibration</i> | N |
| 16. Hot works | <i>Asphalt or other hot work</i> | N |

FREQUENCY KEY:

| | | | |
|----------|-------------------|---------|---|
| C | Continuous | 67-100% | Occurring continuously over a period of time |
| F | Frequent | 34-66% | Occurring or done many times at short intervals |
| O | Occasional | 1-33% | Occasional or done infrequently or irregularly |
| N | Never | 0% | Never |

Work Arrangements & Requirements

| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Hours/Days of work | Variable working hours | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Variable hours | <input type="checkbox"/> Overtime <input type="checkbox"/> On Call <input type="checkbox"/> Call Outs | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Break/Rest Periods | 1 hour lunch break | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Equipment used | Desktop computers, iphone, ipad, trolley, automated booking sorting machine, lifter trolley. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Personal Protective Equipment | <table border="1"> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | |
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| Number of Direct Reports | 0 |
| Max Grade | S07 |
| Min Grade | S06 |

2. Organisational Values

| Core Value | Expectation |
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| Honesty | Sets an honest and ethical example for others to follow. This means acting truthfully, transparently and fairly and holding others accountable to do the same. |
| Integrity | Monitors confidentiality and guide others to respond to inappropriate conduct and conflicts of interest. This means facilitating a work environment that encourages reporting of inappropriate conduct and taking responsibility for own actions. |
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Managers Signature

21/02/2024

Date



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Employees Signature

Date

Employee Name

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| 4. Liquids | <i>Working with corrosive, toxic or poisonous liquids or chemicals requiring PPE</i> | N |
| 5. Hazardous Substances | <i>Dry chemicals, glues, etc.</i> | O |
| 6. Noise | <i>Environmental / background noise necessitates people to raise their voice to be heard</i> | N |
| 7. Inadequate Lighting | <i>Risk of trips, falls or eyestrain</i> | O |
| 8. Sunlight | <i>Risk of sunburn exists from spending more than 10 minutes per day in sunlight</i> | N |
| 9. Extreme Temperatures | <i>Environmental temperatures are less than 15°C or more than 35°C</i> | N |














| | | |
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| 18. Grasping/ Fine Manipulation | <i>Gripping, holding, clasping with fingers or hands</i> | C |
| 19. Work at Heights | <i>Using ladders, footstools, scaffolding, or other objects to perform work.</i> | O |
| 20. Driving | <i>Operating motor vehicle</i> | O |

| | | |
|--|--|---|
| 10. Confined Spaces | <i>Areas where only one egress (escape route) exists</i> | N |
| 11. Slippery or Uneven Surfaces | <i>Greasy or wet floor surfaces, ramps, uneven ground</i> | N |
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Work Arrangements & Requirements

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| Hours/Days of work | Variable working hours | | | | | | | | | | | | |
| Variable hours | <input type="checkbox"/> Overtime <input type="checkbox"/> On Call <input type="checkbox"/> Call Outs | | | | | | | | | | | | |
| Break/Rest Periods | 1 hour lunch break | | | | | | | | | | | | |
| Equipment used | Desktop computers, iphone, ipad, trolley, automated booking sorting machine, lifter trolley. | | | | | | | | | | | | |
| Personal Protective Equipment | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/>  | <input type="checkbox"/>  |