

Position Description



holmesglen



Education Manager

Portfolio/Faculty	Engagement and Support
Department/Workgroup	Learning Skills Centre
Position No.	XXXXX
Reports to:	Learning Skills Centre Manager
Classification	Education Manager - Level 1 (EM 1)
Direct reports	Supervisory responsibility for a range of full time, part time and casual teaching staff.
Date	January 2025

Profile of the Faculty

The Engagement and Support portfolio provides a range of Institute wide services that promote student engagement, success and foster a positive Holmesglen experience. The portfolio consists of a range of departments that support the student journey from pre-enrolment to graduation. Departments include:

- Apprentice Central
- Apprentice Success
- Brand, Marketing and Communications
- Learning Skills Centre
- Library
- Registrar
- Student Recruitment
- Student Engagement and Equity
- Student Wellbeing

Overview of the Department/Workgroup

The Learning Skills Centre is dedicated to enhancing learners' language, literacy, numeracy and digital skills across multiple vocational courses and higher education programs. The Learning Skills Centre provides tailored support to ensure that learners at different levels and from diverse backgrounds can effectively engage with their coursework and achieve their academic and vocational goals. By offering in-class, individualised support, group workshops, and digital resources, the Learning Skills Centre addresses specific learning needs and challenges faced by learners. Its services span multiple campuses and online platforms, ensuring consistent and accessible support regardless of location. The department's integrated approach includes collaboration with faculty to embed language, literacy, numeracy and digital skill strategies within the curriculum, fostering a supportive learning environment that empowers learners to build essential skills and confidence for their future endeavours.

About the Role

At this level an Education Manager provides educational leadership and supports the department's strategic planning, operational management and business development processes to ensure that departmental service targets are achieved.

The position supports the Learning Skills Centre Manager to ensure compliance with Australian Skills Quality Authority (ASQA) and funding agreement requirements including implementing, documenting and monitoring compliance processes, the preparation of reports and the interrogation of data to enable quality assurance and consistency of language, literacy, numeracy and digital skills support delivery.

The role of an Education Manager is to effectively manage the provision of language, literacy, numeracy and digital skills support across the institute and ensures the development, delivery, resource organisation, assessment and resulting of students in accordance with Institute policies, relevant training packages, contractual obligations and regulatory requirements.

The position works collaboratively with key stakeholders, and utilises a professional body of knowledge, to determine educational initiatives and operational strategies that facilitate the delivery of superior support models and services to client groups.

Key Accountabilities

1. Lead the design, development, delivery and evaluation of innovative, customised, high quality and flexible language, literacy, numeracy and digital skills support programs within vocational and higher education programs, including on and off-campus, online and industry based.
2. Coordinate, motivate and supervise a team of professional teaching staff in the delivery of educational support services.
3. With the Manager, manage and supervise reporting staff including:
 - the recruitment, selection and the induction of new staff
 - fostering a culture of continuous improvement and customer service
 - preparation of annual program scheduling
 - development of workplans, teacher compliance requirements, key performance indicators and performance management reviews
 - planning relevant professional development activities to optimise staff performance and ensure the delivery of professional educational services.
4. Develop, implement and deliver appropriate teaching, learning and assessment strategies and prepare documentation, to ensure all support delivery processes and assessment materials meet Institute, training package and ASQA requirements to optimise student learning outcomes.
5. With the Manager prepare, monitor and report on the department's budget, make recommendations, and participate in activities which promote the department and its projects.
6. Provide authoritative leadership, motivation and mentoring to a team of teaching staff across the full range of the specified teaching and support models to:
 - monitor vocational and higher education support programs, and industry and client feedback, to ensure support models and programs are effective and meet student demand
 - monitor the timely and accurate completion of on-line claiming and resulting for programs including quality and compliance documentation for support models and programs being delivered
 - conduct regular staff meetings to enable effective planning, monitoring, moderation, validation and evaluation to occur
 - guide and support staff in the effective management of difficult student/classroom situations
 - lead and participate in program development and maintenance, and resource development, to ensure student support compliance, currency and relevance to industry and student needs
 - maintain communication processes to ensure that support model and program evaluation occurs and to provide feedback to faculty on the progress of support outcomes.
 - ensure appropriate professional development is undertaken by all teachers in order to remain current with industry standards and competent in accordance with ASQA requirements
 - prepare Institute reports as required.
7. Be accountable for the monitoring and reporting of student contact hours, student results entry, teaching hours and income and expenditure for each program, and report against relevant key performance indicators.
8. In relation to student administration and support:

- ensure all required student administrative processes, including enrolment and registration, are implemented and completed in accordance with Institute requirements and approved timelines
 - develop training and assessment strategies (TAS) for each student cohort, ensuring involvement with relevant industry representatives, to optimise student outcomes
 - ensure full and accurate course information, including a statement of fees and training plan, is provided to the student
 - conduct validation of assessment in accordance with validation schedules
 - oversee student monitoring and support strategies.
9. Provide or arrange additional educational support for individual students as identified in the pre-training review and plan, implement and evaluate teaching and learning strategies to support student progress.
 10. Encourage educational excellence in the development and delivery of student support and educational services, including fee for service activities
 11. Lead and participate in supporting students with support advice and progress and address student issues and concerns including matters impacting enrolment targets and program delivery.
 12. Maintain an awareness of trends and opportunities in education and training delivery by appropriate networking and professional development activities including participation in external industry activities which promote and enhance the reputation of the Institute, and which provide key client management and support.
 13. Remain informed of expected future developments in curriculum and investigate, design, manage and evaluate projects to support the development of the portfolio's educational objectives and the long-term strategic direction of the Institute.
 14. Ensure compliance with the requirements of Holmesglen policies, procedures and processes, applicable legislation and relevant regulatory and government authorities.
 15. Support the Institute's Strategic Plan and Vision and work to ensure that all activities align to the Institute's commitment to quality.
 16. Act in accordance with Holmesglen safety policies and procedures, including Child Safety Standards, to ensure that departmental work areas and operations comply with relevant Occupational Health and Safety legislation.

Key Selection Criteria

1. Proven educational leadership and management skills, significant experience as a teacher or coordinator of language, literacy, numeracy or digital literacy skills programs and with knowledge of current issues and developments in the VET sector.
2. A demonstrated ability to:
 - supervise, lead and motivate a team of professional staff towards the achievement of defined organisational and educational objectives
 - initiate and manage industry partnerships and strategic alliances.
3. A thorough understanding of the TAFE system, its structures and operations, including knowledge of industry training requirements for the VET sector generally and regulatory, compliance and reporting requirements in the particular areas of responsibility.
4. Capacity to plan educational models, programs and related activities and effectively lead and/or participate in the development of new educational initiatives consistent with strategic directions.
5. Highly developed interpersonal and written and verbal communication skills including the ability to establish strong links with industry as well as the ability to negotiate effectively and work through issues constructively with staff, students and relevant stakeholders.

Qualifications

Mandatory

- An approved degree, diploma or certificate in a vocational area relevant to the department's operations or approved equivalent tertiary qualifications.

- An approved course of adult teacher training accredited at Australian Qualifications Framework (AQF) Level 6 or above with:
 - studies in adult learning methodology
 - studies in teaching in a Vocational Education environment
 - studies in Applied Research (linked to the Boyer framework of scholarship)
 - 200 hours of supervised teaching practice.
- Certificate IV in Training and Assessment - TAE40122 or predecessor/successor qualifications.

Desirable

- Relevant higher tertiary qualifications in an area relevant to the programs offered by the department such as an approved qualification relevant to language and literacy or the delivery of English language programs or a course of approved teacher training in English as a Second Language, or Language and Literacy, including 60 hours of supervised teaching practicum (such as a Bachelor of Education) or equivalent.
- Post graduate qualifications in Adult Education or relevant field. A relevant management qualification or commitment to undertake a qualification in management and leadership.
- Membership of a relevant professional or industry association.

Knowledge

- Demonstrated knowledge of compliance requirements, and the development and maintenance of compliance documentation, for ASQA and agreed funding and regulatory authorities.
- An experienced educational professional and leader with high level theoretical, educational and operational knowledge necessary to support the achievement of educational and business objectives.
- Demonstrated understanding of:
 - the application of a range of adult teaching methodologies, techniques and standards appropriate to the educational models and programs of the department.
 - current issues and developments in the VET sector with particular emphasis on the areas of responsibility and consequent applicability to industry.
 - the impact of Workplace Health and Safety and Equal Opportunity issues within the allocated areas of responsibility.
- Knowledge of:
 - current teaching and learning methodologies, including literacy, numeracy and digital literacy skills are required to promote student autonomy and independent learning strategies analysis, design and development of adult education learning solutions and life cycle
 - implementation and delivery of training packages
 - curriculum/course material and on-line learning material development
 - staff selection and induction processes
 - the marketing of courses including industry liaison.

Skills and Experience

- Proficient educational leader and manager with:
 - acknowledged experience in leading, motivating and supervising a team of professional teaching staff in the delivery of educational services and outcomes
 - acknowledged excellence in academic leadership and a demonstrated ability to continue to develop, implement and evaluate the educational areas of responsibility.
- Approved relevant educational experience and the ability to demonstrate currency in language, literacy, numeracy and/or digital literacy competencies.

- Significant teaching experience, including significant experience as a TAFE teacher in one or more course areas of the department post teacher training.
- Experience in:
 - the management and coordination of courses and educational resources, ideally within a post-secondary education institution
 - effectively leading and managing change
 - delivering high level customer service providing courteous, informative and accurate responses to all enquiries.
- Sound educational background with high level interpersonal, organisational, management and communication skills, both written and verbal.
- Excellent organisational and administrative skills, proven time management skills with the demonstrated ability to manage projects, meet deadlines and achieve goals.
- Demonstrated ability to:
 - work with, lead and motivate a team of professional staff in a specialist or functional unit towards defined organisation, education and personal goals
 - negotiate, consult and liaise with relevant education and industry stakeholders and contacts
 - maintain expenditure within given budget limits
 - co-ordinate the development and implementation of new and existing courses
 - operate with a high degree of responsibility and operational autonomy
 - work under pressure whilst continuing to exercise high level judgement and sound business, educational and operational decisions in an environment of competing demands
 - deal with sensitive and confidential information, as well as the ability to use initiative to identify appropriate and relevant solutions to identified issues
 - adapt to and lead change management and continuous improvement processes.
- Significant initiative, sound judgment and reliable leadership at all times in carrying out the requirements of the position.

Other Relevant Information

- This position description describes in general terms the normal duties which this position is expected to undertake. Duties not specifically mentioned in this document, but within the capacity, qualifications and experience normally expected from people occupying positions classified at this level may be allocated.
- Employees attending certain workplace settings, including health and care facilities, may be required to meet mandatory vaccination obligations.
- Due to the nature of the position, there may be a requirement to accommodate flexible working hours and attendance requirements.
- The incumbent may be required to perform their duties at any campus or location controlled by Holmesglen Institute or elsewhere as directed.
- Holmesglen is a child safe organisation. This position requires a valid Victorian Employee Working with Children check and National Police Records check.
- Holmesglen cultivates a workforce that embraces and values student voice and partnership.

About Holmesglen – Who we are

Holmesglen is a leading Australian provider of vocational and higher education and one of the largest government-owned TAFEs in the state of Victoria. With 40 years' experience and more than 140,000 graduates, we are TAFE at its best by transforming lives, building workforce capability and enriching communities through education and training.

We are a leader in education, training and applied research, renowned for its innovation and its commitment to learner and industry success. We offer industry training, certificate, diploma, and degree programs across six locations and seven campuses.

Locations include Chadstone, Drummond Street, City, Moorabbin, North Melbourne, Glen Waverley and Eildon.

As a multi-award-winning institute, you can learn more and do more at Holmesglen. holmesglen.edu.au.

**We uphold our
ASPIRE values**



AMBITION



SCHOLARSHIP



PASSION



INTEGRITY



RESPECT



EXCELLENCE

POSITION DESCRIPTION

Position Title	Support Teacher
Position No	
Department	Learning Skills Centre
Faculty/Centre	Engagement and Support
Classification	Teacher Level 1 to Teacher Level 3
Prepared By	Executive Director - Engagement and Support
Date	October, 2022
Reference No	<i>(To be completed by Human Resources Department)</i>
Approved By	Associate Director - Human Resources
Primary Objectives of Position	<ol style="list-style-type: none"> 1. Develop delivery and assessment tools, and deliver quality education and training support services in accordance with the standards detailed in: <ul style="list-style-type: none"> ▪ the Standards for Registered Training Organisations, 2015; ▪ Training and Assessment Strategies (TAS). ▪ contractual and funding agreement requirements. 2. Deliver language, literacy, numeracy and academic skills support to meet the needs of a range of Skills First funded students as well as International student groups. 3. Manage the learning process for students using a variety of teaching and assessment strategies appropriate to their diverse learning needs. 4. In the provision of exemplary customer service, work effectively as a member of a team and be involved in a range of course and coordination activities which support the effective operation of the department and the achievement of learning outcomes for students.
Manager/Supervisor	<p>Manager - Learning Skills Centre.</p> <p>Teachers also have a functional reporting relationship to relevant Education Managers.</p>
Subordinates (Where Applicable)	Not applicable
Internal Communication Requirements	<ul style="list-style-type: none"> ▪ The Manager and team of the Learning Skills Centre.

External Communication Requirements

- Relevant senior educational management staff, and teaching and support staff, across Vocational and Higher Education and Training courses.
- Establish and maintain a network of working relationships with staff at all levels of the Institute to ensure a coordinated, effective and efficient approach to teaching, training and educational opportunities and the achievement of educational outcomes for students.
- Participate in staff and interdepartmental meetings, curriculum days and staff development activities.
- Liaise with relevant department coordinators and academic staff to ensure the development of resources and assessment tools which support educational delivery.
- Liaise with other faculties and operational and support areas as required to ensure learning skills support.
- Represent the Learning Skills Centre or Institute, as required to fulfil the requirements of the position.
- Participate in communities of practice relevant to the role including the Victorian Adult Literacy and Basic Education Council (VALBEC) and the Association for Academic Language and Learning (AALL)
- As required negotiate, consult and liaise with a range of organisations and personnel outside the Institute and at a variety of levels.
- Liaise with students, employers, industry organisations and the community as required.

Specific Accountabilities

1. Provide support and advice to students of diverse cultures, backgrounds and abilities and implement and deliver appropriate support strategies and/or learning programs and strategies as required.
2. Liaise with faculty staff to determine and implement the most effective model of support and provide feedback on the value of and engagement with the support provided.
3. Provide or arrange additional educational support for individual students as identified in the pre-training review and plan, implement and evaluate teaching and learning strategies to support student progress.
4. Foster and promote an inclusive learning environment and provide support and advice to students of diverse cultures, backgrounds and abilities.
5. Develop and implement innovative teaching and learning strategies, methodologies and resources to meet and support the diverse needs of students.
6. Contribute to departmental evaluation and continuous improvement processes, participate in student administration procedures and undertake operational duties associated with course development, marketing and delivery.
7. Record student attendance, retain evidence of participation for students in each unit and conduct assessments in accordance with Principles of Assessment, Rules of Evidence and Holmesglen policies, rules, procedures and guidelines.

8. Contribute to the Learning Skills Centre team and assist with administrative matters such as course and/or class coordination, student assessment and selection and resource management.
9. Participate regularly in professional development activities, including industry consultation as appropriate, to ensure the maintenance of:
 - industry currency, including any necessary licences, directly relevant to the training and assessment being delivered
 - currency in vocational training, learning and assessment knowledge and skills specific to the units being delivered, and use this to inform training and assessment
 - and complete associated relevant Institute documentation to meet the requirements for regulatory compliance and professional competence as a VET teacher.
10. Ensure the timely and accurate reporting of support requirements and prepare and maintain quality and compliance documentation appropriate to the position.
11. Work with the Learning Skills Centre team to ensure that the requirements of the faculties and effective record keeping are achieved.
12. Comply with Holmesglen policies, procedures and processes, and applicable legislative and regulatory requirements, and contribute to the ongoing improvement of systems and processes.
13. Support the Institute's Strategic Plan and Vision and work to ensure that all activities align to the Institute's commitment to quality.
14. Act in accordance with Holmesglen Safety policies and procedures, including Child Safety Standards, to ensure that departmental operations comply with Occupational Health and Safety legislation.

Qualifications, Licences and Certificates

Minimum

- An approved degree relevant to language and literacy or the delivery of English Language programs or approved equivalent qualifications at least to the level being delivered and assessed; and
- Certificate IV in Training and Assessment (TAE40116); or
- Certificate IV in Training and Assessment (TAE40110) including the units TAELLN411 and TAEASS502

Preferred

- An approved course of adult teacher training accredited at Australian Qualifications Framework (AQF) Level 5 or AQF Level 6 with:
 - a relevant specialisation
 - studies in adult learning methodology
 - studies in teaching in a Vocational Education environment
 - studies in Applied Research (linked to the Boyer framework of scholarship)
 - 200 hours of supervised practicum.

Knowledge

- A course of approved teacher training in English as a Second Language, or Language and Literacy, including 60 hours of supervised teaching practicum (such as a Bachelor of Education) or equivalent.
- A higher degree, or post graduate qualifications, in language and literacy or related field.
- Knowledge of:
 - current issues and developments in the VET sector relevant to the area of expertise;
 - vocational training and learning that informs training and assessment;
 - vocational education and training including awareness of national VET policies and frameworks, relevant state and commonwealth legislation and guidelines and key sources of VET information and advice
 - on-line resources relevant to the learning skills role.
- Demonstrated understanding of contemporary teaching and learning methodologies, including literacy and numeracy.
- Understanding of skills required to promote student autonomy and independent learning strategies.

Experience

- Experience as a teacher of literacy/numeracy and vocational and/or higher education and training programs including experience in the provision of learning skills support.
- Experience in:
 - using Information and Communication Technology (ICT) to adapt delivery and assessment to meet student needs and support student learning
 - multi-cultural issues and/or relevant industry experience demonstrating currency in vocational education and workplace competencies at least to the level being delivered and assessed.
- Experience and/or current involvement in industry/community relevant to vocational education and training specifically and the discipline of education generally.

Skills

- Effective communication and interpersonal skills, and proficient analytical, ICT and organisational skills, relevant to a teaching environment.
- Ability to:
 - effectively convey knowledge, skills and experience appropriate to a diverse student population through the selection and use of a wide range of delivery styles and teaching and assessment support strategies
 - plan, schedule and meet agreed deadlines for the completion of allocated tasks
 - liaise effectively with staff and students, to build professional educational relationships and show empathy when engaging students
 - research and develop appropriate teaching materials and resources

- work as a self-directed member of a team including a demonstrated ability to foster a spirit of teamwork to ensure the achievement of common goals.

Key Selection Criteria

In addition to qualification requirements the incumbent will have:

1. Demonstrated ability to research and develop appropriate teaching materials, resources and methods of assessment based on the Principles of Assessment and Rules of Evidence, including the ability to adapt delivery and assessment to meet student needs.
2. Demonstrated ability to foster and promote an inclusive learning environment and ensure a healthy and safe learning environment promoting student autonomy and independent learning strategies.
3. Ability to instruct a range of students, and adapt suitable strategies, including multi-cultural awareness and a commitment to working with students from diverse backgrounds.
4. Highly developed interpersonal skills and written and verbal communications skills with a demonstrated ability to liaise effectively with students, the public and relevant stakeholders.
5. The ability to work as a self-directed member of a team including a demonstrated ability to foster a spirit of teamwork to ensure the achievement of common goals.
6. Demonstrated ability to maintain accurate records, as required by Institute policy, rules, procedures and guidelines.

Note

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