

## POSITION DESCRIPTION

<b>Position Title</b>	Education Manager
<b>Position No</b>	
<b>Department</b>	Social Inclusion and Vocational College
<b>Faculty/Centre</b>	Education and Foundation Studies
<b>Classification</b>	Education Manager – Level 1 (EM 1)
<b>Prepared By</b>	Dean – Education and Foundation Studies
<b>Date</b>	February, 2024
<b>Approved By</b>	Associate Director - Human Resource Operations
<b>Primary Objectives of Position</b>	<ol style="list-style-type: none"> <li>1. Provide educational leadership, and support the department's strategic planning, operational management and business development processes to ensure that departmental service targets are achieved.</li> <li>2. Ensure compliance with Australian Skills Quality Authority (ASQA) and funding agreement requirements by: <ul style="list-style-type: none"> <li>▪ supporting the Head of Department to facilitate the implementation of compliance processes</li> <li>▪ preparing and monitoring compliance processes and documentation for the delivery of training programs</li> <li>▪ monitoring faculty data</li> <li>▪ liaising with faculty education managers to enable quality assurance and consistency of program delivery.</li> </ul> </li> <li>3. Effectively manage a range of courses across the department and ensure the development, delivery, resource organisation, assessment and resulting of students is in accordance with Institute policies, relevant training packages, contractual obligations and regulatory requirements.</li> <li>4. Work collaboratively with key clients, and utilise a professional body of knowledge to determine strategies and programs which facilitate the delivery of superior programs and services to client groups.</li> </ol>
<b>Manager/Supervisor</b>	<p>Head of Department – Social Inclusion</p> <p>In relation to faculty specific requirements and responsibilities there may be a need to functionally report to the faculty dean</p>
<b>Subordinates</b>	This position has supervisory responsibility for a range of full time, part time and casual teaching staff, as well as administrative and other support staff, across the Social Inclusion department.
<b>Internal Communication Requirements</b>	<ul style="list-style-type: none"> <li>▪ Head of Department, the Dean – Education and Foundation Studies, senior educational management and teaching, administration and support staff to ensure integration and maximisation of facilities and resources and to ensure course compliance and consistency.</li> </ul>

## External Communication Requirements

- Specialist support managers, and other relevant staff, to report and address operational matters and negotiate proposed solutions.
- Participate in internal activities as required, representing the views of both the department and the campus locations supported.
- Management and staff in departments and faculties across the Institute as required to perform the duties of the position and to ensure a coordinated, effective and efficient approach to teaching, training and educational opportunities.
- Participate in external activities as required, representing the views of the Institute, department and any campus location supported.
- Develop and maintain appropriate networks within the Vocational Education and Training (VET) sector including:
  - education providers. public and private Registered Training Organisations (RTOs) and relevant industry organisations
  - Local Learning and Employment Networks
  - Industry reference committees and relevant Industry Advisory Groups
  - municipal councils, employers, Industry representatives and industry regulators as appropriate
- Negotiate, consult and liaise with a wide range of organisations (government and non-government) and personnel outside the Institute, and at a variety of levels.
- Foster and maintain links with training organisations to maintain consistency of delivery.
- Common interest groups and prospective and existing students including parents and carers of students (where appropriate).

## Specific Accountabilities

*Responsibilities of an Education Manager are consistent with the General Context and Task Level for Teachers, Senior Educators and Education Managers included in the relevant Enterprise Agreement.*

1. Lead the design, development, delivery and evaluation of innovative, customised, high quality and flexible vocational education and training programs, including both on and off-campus, online and industry based.
2. Coordinate, motivate and supervise a team of professional teaching and non-teaching staff in the delivery of professional educational services.
3. Develop, implement and deliver appropriate teaching, learning and assessment strategies to ensure optimum student learning outcomes in the field of foundation education.
4. With the Head of Department manage and supervise reporting staff including:
  - recruitment and selection
  - the induction of new staff
  - preparation of annual program scheduling
  - development of workplans and performance management reviews
  - planning relevant professional development activitiesto optimise staff performance and ensure the delivery of professional educational services.

5. Prepare documentation, and schedules for unit validation, to ensure all delivery processes and assessment materials meet Institute, training package and ASQA requirements.
6. With the Head of Department prepare, monitor and report on the department's budget, make recommendations, and participate in activities which promote the department and its projects both internally and externally.
7. Provide authoritative leadership, motivation and mentoring to a team of teaching and support staff across the full range of the specified teaching and course areas to:
  - monitor the timely and accurate completion of on-line claiming and resulting for courses including quality & compliance documentation for courses and programs being delivered
  - conduct regular course meetings to enable effective planning, monitoring, moderation, validation and evaluation to occur
  - guide and support relevant departmental staff in the effective management of difficult student/classroom situations
  - lead and participate in curriculum development and maintenance, and resource development, to ensure course compliance, currency and relevance to industry and student need
  - maintain communication processes to ensure that program evaluation occurs and to provide feedback to students/ apprentices on the progress of their units of competency
  - ensure appropriate professional development is undertaken by all VET trainers/teachers in order to remain current with industry standards
  - ensure competency is maintained by all VET trainers/ teachers in accordance with ASQA requirements
  - prepare employer and Institute reports as required.
8. Be accountable for the monitoring and reporting of student contact hours, student result entry, teaching hours and income and expenditure for each program within the discipline areas, and report against relevant key performance indicators.
9. 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 pre-training reviews, including Language, Literacy and Numeracy (LLN) assessments are administered for each student prior to enrolment
  - ensure full and accurate course information, including a statement of fees and training plan, is provided to the student
  - oversee student monitoring and support strategies
  - conduct validation of assessment in accordance with validation schedules.
10. 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

11. Liaise with industry contacts to facilitate effective and relevant vocational student placements and oversee field placements through relevant internal and external personnel.
12. Encourage educational excellence in the development and delivery of programs and educational services, including fee for service activities, across the department and faculty.
13. Lead and participate in the student selection process, support students with course advice and progress and address student issues and concerns, including matters impacting enrolment targets and course delivery.
14. Participate in external industry activities which promote and enhance the reputation of the Institute and which provide key client management and support.
15. Maintain an awareness of trends and opportunities in education and training delivery by appropriate networking and professional development activities.
16. Remain informed of expected future developments in curriculum and investigate, design, manage and evaluate projects to support the development of the faculty's educational objectives and the long-term strategic direction of the Institute.
17. Support the Institute's strategic plan and vision and identify, plan, implement, market and promote existing and new courses, working to ensure that all activities align to the Institute's commitment to quality.
18. Ensure compliance with the requirements of Holmesglen policies and procedures, applicable legislation and regulatory and contractual requirements of funding and governance bodies.
19. Act in accordance with Holmesglen safety policies and procedures, including Child Safety Standards, to ensure that staff and departmental work areas and operations comply with relevant Occupational Health and Safety legislation.
20. Foster a culture of continuous improvement and customer service among teaching and administrative staff and ensure that all activities are conducted in accordance with the requirements of the Holmesglen Management System and relevant regulatory authorities.

## Qualifications

### Minimum

- Degree level qualification 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 practicum.
- Certificate IV in Training and Assessment - TAE40122 or predecessor qualifications.
- A post-graduate qualification in education and eligibility for registration with the Victorian Institute of Teachers (VIT).

### Preferred

- Higher level tertiary, or post graduate qualifications, in education, disability or psychology

## **Knowledge**

- Post graduate degree in Adult Education or relevant field.
- A relevant management qualification or commitment to undertake a qualification in management and leadership.
- Provisional or full VIT registration.
  
- Current and in depth industry knowledge directly relevant to the disability and education sectors including knowledge of contemporary best practice inclusive pedagogies.
- Demonstrated knowledge of compliance requirements, and the development and maintenance of compliance documentation for ASQA, 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 teaching methodologies, techniques and standards appropriate to the course areas of the department.
- Knowledge of:
  - the relevant industries supported by the department
  - one or more disciplines within the allocated areas of responsibility
  - staff selection and induction processes
  - implementation and delivery of training packages
  - curriculum/course material and on-line learning material development
  - staff selection and induction processes
  - industry liaison.
- Marketing of programs and courses.
- An understanding of current issues and developments in the VET sector with particular emphasis on the areas of responsibility and consequent applicability to industry.
- An understanding of the impact of Workplace Health and Safety and Equal Opportunity issues within the allocated areas of responsibility

## **Experience**

- Proficient educational leader and manager with acknowledged experience in leading, motivating and supervising a team of professional teaching and non-teaching staff in the delivery of educational services and outcomes.
- Approved relevant industry experience and the ability to demonstrate currency in vocational workplace competencies.
- Significant teaching experience, including significant experience as a TAFE teacher in one or more program 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.

## Skills

- Sound educational background with high level interpersonal, organisational, management and communication skills, both written and verbal.
- A highly skilled educational leader with acknowledged excellence in academic leadership and a demonstrated ability to continue to develop, implement and evaluate the educational areas of responsibility.
- 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
  - 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
  - negotiate, consult and liaise with relevant education and industry stakeholders and contacts
- Significant initiative, sound judgment and reliable leadership at all times in carrying out the requirements of the position.

## Key Selection Criteria

- In addition to qualification requirements the incumbent will have
1. Proven educational leadership and management skills, significant experience as a teacher or coordinator in one or more program areas of responsibility 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.
  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.
    - Victorian Pathways Certificate, Victorian Certificate of Education (VCE) Vocational Major and VCE programs, their structures and operations, including knowledge of registration requirements and regulatory compliance and reporting responsibilities.
  4. Capacity to plan, develop and write training programs and related activities and effectively lead and/or participate in the development of new educational initiatives consistent with strategic directions.

5. Demonstrated ability to initiate and manage industry partnerships and strategic alliances.
6. 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.

**Note**

- 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 is 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.
- This position involves some teaching duties and responsibilities. Direct teaching responsibilities may be undertaken within a subject area where appropriate and relevant vocational and industry qualifications are held and where current and relevant industry experience is evident.
- Holmesglen is a child safe organisation. This position requires a current Victorian Employee Working with Children check.
- Holmesglen cultivates a workforce that embraces and values student voice and partnership.