

## POSITION DESCRIPTION

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| <b>Position Title</b>                 | Head of Department   |
| <b>Position No</b>                    |  |
| <b>Department</b>                     | Community and Social Studies   |
| <b>Faculty/Centre</b>                 | Health Science, Community and Social Studies   |
| <b>Classification</b>                 | Head of Department – Level 1   |
| <b>Prepared By</b>                    | Executive Director - Education and Applied Research<br>Dean - Health Science, Community and Social Studies   |
| <b>Date</b>                           | January, 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 and strategic leadership to: <ul style="list-style-type: none"> <li>▪ efficiently and effectively manage the human, physical and financial resources allocated</li> <li>▪ promote an environment of customer service and continuous improvement through the management, review and evaluation of departmental processes which ensure the achievement of educational and organisational objectives</li> <li>▪ support the department's strategic planning, operational management and business development processes and the achievement of departmental and faculty key result areas.</li> </ul> </li> <li>2. Initiate and lead the development, review and implementation of strategic educational plans and initiatives and support the strategic directions of the Institute through the identification, planning, implementation, marketing and promotion of existing and new programs.</li> <li>3. Identify Vocational Education and Training (VET) programs and qualifications to enable innovative and flexible delivery modes, facilitate strategic collaborations with industry and other key stakeholders and drive and implement business strategies for student recruitment and promotions.</li> <li>4. Manage department compliance requirements and ensure course delivery and assessment is in accordance with the vocational education and training standards detailed in: <ul style="list-style-type: none"> <li>▪ the Australian Skills Quality Authority (ASQA) current Standards for Registered Training Organisations</li> <li>▪ Training Package qualifications and/or Accredited Course rules</li> <li>▪ contractual and funding agreement requirements.</li> </ul> </li> </ol> |
| <b>Manager/Supervisor</b>             | Dean - Health Science, Community and Social Studies  |
| <b>Subordinates</b>                   | <ul style="list-style-type: none"> <li>▪ Education Managers and senior educational staff within the department.</li> <li>▪ Course leaders and coordinators.</li> </ul>   |

### **Internal Communication Requirements**

- Supervisory responsibility for a range of full time, part time and casual teaching staff, as well as administrative, technical and other support staff which support teaching and training across the Community and Social Inclusion department.
- The Chief Executive, the Executive Director – Education and Applied Research and the Dean to support the strategic directions and operational objectives of the Institute and the department.
- Faculty deans, Institute managers, senior educational staff, as well as teaching and support staff, to ensure the integration and maximisation of facilities and resources as well as program compliance and consistency.
- Specialist support managers, and other relevant staff, to report and address operational matters which support the operations of the department.
- Participate in internal activities as required, and communicate the Institute's strategic directions, representing the views of the Institute, department and the campus locations supported.
- Management and staff in departments and faculties across all levels of 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.

### **External Communication Requirements**

- Develop and maintain appropriate networks within the Vocational Education and Training sector including:
  - government agencies and regulatory authorities
  - public and private Registered Training Organisations (RTOs), universities and secondary colleges
  - relevant industry organisations, industry reference committees and relevant Industry Advisory Groups
  - industry representatives and industry regulators as appropriate.
- Participate in external events and activities and communicate the Institute's strategic directions, representing the views of the Institute, department and the campus locations supported.
- Educational and business contacts to develop and maintain effective working relationships in the provision of educational services, advice and information relevant to the operations of the department.

### **Specific Accountabilities**

1. Design and structure the annual department program profile, including the operational budget, for approval and ensure programs are delivered in accordance with contractual and registration agreements.
2. Ensure that all activities of the department are consistent with faculty key performance indicators and Institute strategic objectives.
3. Provide leadership within the department that is inclusive, supports change and motivates and encourages all staff to perform to their full potential to maximise learner outcomes.
4. Identify and manage innovative training delivery through a variety of existing and new partnerships.
5. Identify resource requirements, including human, physical and financial, and structure program delivery to reflect agreed program profile and report as required on the outcomes of agreed targets across all programs within the department.

6. Provide authoritative leadership and management to the department by:
  - recruiting, inducting and scheduling staff to deliver agreed program profiles efficiently and within allocated resources
  - establishing, communicating and reviewing the allocation of duties through the annual performance review process
  - reviewing the currency and vocational competency of teachers/trainers/assessors annually and planning appropriate professional development as required
  - leading innovative and strategic practices including course delivery and assessment methodologies
  - managing enrolments and monitoring the timely and accurate completion of on-line claiming and resulting for courses
  - preparing and maintaining quality and compliance documentation for courses and programs being delivered and assessed
  - guiding and supporting relevant departmental staff in the effective management of difficult student/classroom situations
  - maintaining communication processes to ensure that course evaluation occurs and providing feedback to students/apprentices on the progress of their units of competency
  - leading and participating in curriculum development and maintenance, and resource development, to ensure course compliance, currency and relevance to industry and student need
  - fostering an environment that encourages and supports scholarship and research among VET academic staff
  - forecasting future staffing needs to ensure delivery of the program profile
  - preparing employer and Institute reports as required.
7. Ensure that all aspects of course scheduling in the department are undertaken by appropriate staff in a timely manner including:
  - allocation, authorisation and sign off of Course Reference Numbers (CRN) and block reports
  - the creation of timetables including the approval of delivery hours for units/subjects
  - the availability and appropriate allocation of facilities and resources.
8. Ensure timely and appropriate communication within the department in relation to:
  - key Institute initiatives, business processes and policies
  - regulatory guidelines and changes to regulatory requirements
  - employee code of conduct.
9. Provide timely, concise and accurate reports in relation to program performance, department action plans and improvement strategies
10. Provide timely, concise and accurate reports in relation to program performance, department action plans and improvement strategies.
11. Liaise with internal service departments to ensure that reporting, enrolment and resulting submission timelines are met.
12. Ensure required educational governance meetings are held in accordance with Institute policy.
13. Market and promote departmental programs and operations by:

- representing the department and the Institute at professional events, forums and conferences
  - participating in external industry programs which further enhance the reputation of the Institute
  - developing a promotional plan for programs in accordance with Institute and faculty marketing plans, scheduling appropriate staff to participate in a range of promotional activities
  - developing, promoting and maintaining effective relationships and partnerships with employers, industry groups, government and community organisations necessary to maximise potential new business opportunities
  - identifying opportunities that may be utilised by the department/ faculty and proactively initiate promotional activities, within resource parameters, to achieve profile/ budget targets.
14. Assist in the preparation of tenders, applications, business cases and other documents for the purposes of advocating Holmesglen as a service provider for public or private benefit.
15. 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
  - ensure full and accurate course information is provided to the student
  - verify student eligibility to be issued with AQF Certification and ensure that a minimum of 25% of the qualification is completed and assessed at the Institute to ensure eligibility for a Holmesglen testamur
  - ensure all teachers/trainers/assessors enter results into the Institute Student Management System within seven (7) working days of submission/observation of student work
  - ensure the retention of records in accordance with current Standards for RTOs, VET funding contracts and current VET Student Rules, as well as retention and disposal schedules.
  - monitor course progress and student completions
  - manage student grievances in a timely manner in and consistent with Institute policy and procedures
  - approve result amendments/course transfers and deletions in accordance with delegated authority and stated timelines.
16. Foster collaboration with other departments within the faculty, and across the Institute, in relation to continual improvement activities, course delivery and strategic projects.
17. Ensure all programs, staffing matters and purchasing of resources are undertaken within scope of delegated authority and in accordance with regulatory requirements, funding agreements, and Institute procedures.
18. Monitor current educational and relevant industry developments, and lead innovative and strategic program delivery and assessment methodologies to ensure programs are compliant, current and relevant to industry and student need.
19. Monitor course quality, evaluation and review by:
- managing course material including assessments, unit outlines, student handbooks and mapping documents to ensure currency, accuracy and consistency
  - ensuring that all programs are delivered in accordance with relevant training package/curriculum requirements

- conducting regular course meetings, and managing operational processes, to enable the effective planning, monitoring, moderation, validation and evaluation of courses
- seeking industry input into the development, structure and delivery of programs
- reviewing programs in accordance with Institute policy and ensuring any improvement strategies are documented, monitored and evaluated
- undertaking environmental scanning and consultation to identify opportunities for the delivery of new accredited and non-accredited programs, skill sets and short courses.

20. Manage curriculum by:

- consulting with stakeholders regarding the development of new programs, course accreditation, re-accreditation and course benchmarking activities
- identifying, planning and managing changes in training packages and curriculum to enable implementation in accordance with compliance requirements
- ensuring that all learners are appropriately transitioned from old to new training package versions and that learning resources are provided to enable full participation and maximisation of completion rates.

21. Ensure that all programs contain appropriate occupational health and safety risk mitigation measures to prevent injury/hazards to students and staff.

22. Foster a 'zero tolerance' culture to bullying and harassment and act in accordance with Holmesglen's safety policies and procedures to ensure the department is compliant with Occupational Health and Safety legislation.

23. Ensure compliance with the requirements of Holmesglen policies, procedures and processes, applicable legislation and relevant regulatory and governance authorities.

24. Support the Institute's strategic plan and vision and work to ensure that all activities align to the Institute's commitment to quality.

25. 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.

## Qualifications

### Minimum

- An approved degree in a vocational area relevant to the operations of, and courses offered by, the department 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 - TAE 40122 or equivalent predecessor or successor qualifications.

### Preferred

- Post graduate qualifications in a vocational field relevant to the department.

## **Knowledge**

- Post graduate qualifications in Adult Education or relevant educational field.
- A relevant post graduate management qualification or commitment to undertake a qualification in management and leadership.
- Membership of a relevant professional or industry association.
  
- 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 knowledge of the aged, disability and community services sector, including current and future trends.
- Comprehensive understanding of current issues and developments in the VET sector and in relevant industries served by the Institute and supported by the department.
- Understanding and application of the legal and regulatory requirements of the VET environment.
- Demonstrated knowledge of compliance requirements, and the development and maintenance of compliance documentation, for ASQA and agreed funding and regulatory authorities.
- Experience in and/or knowledge of the following:
  - implementation of training packages
  - curriculum/course material, and on-line learning material development
  - industry liaison
  - marketing of programs and courses.
- Knowledge of innovative teaching and learning strategies, including an understanding of a variety of educational models and delivery methods necessary to support and meet the diverse needs of students.
- Comprehensive knowledge of the post-secondary education environment.

## **Experience**

- Demonstrated extensive experience in an educational environment, including a sound background in teaching and administration, preferably in a vocational education and training context.
- Demonstrated experience in:
  - the effective management and strategic leadership of a teaching department within a large education institution, including associated financial responsibility
  - the development and maintenance of effective industry relationships and partnerships.
  - the development, implementation and evaluation of educational programs within the VET context.
  - effectively leading and managing change.
- Relevant industry experience and the ability to demonstrate currency in vocational workplace competencies appropriate to the areas of responsibility.
- Significant teaching experience, including significant experience as a TAFE teacher post teacher training would be advantageous.

## Skills

- Excellent organisational and administrative skills, proven time management skills with the demonstrated ability to manage projects, meet deadlines, achieve goals and to work concurrently on and prioritise competing demands.
- Strong interpersonal and written and verbal communication skills as well as the ability to negotiate effectively and work through issues constructively with staff, students and relevant stakeholders.
- Excellent networking and stakeholder management skills and the ability to implement business, marketing and workforce development plans within a strategic framework.
- Demonstrated ability to:
  - work towards a defined vision and organisational strategic goals
  - 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
  - set and maintain appropriate workplace and operational standards and to unite and lead a team toward the achievement of agreed goals and objectives
  - lead change management and continuous improvement initiatives
  - understand and apply project management principles
  - negotiate, consult and liaise with relevant education and industry stakeholders and contacts.
- Ability to work with staff with varying experiences, and from a variety of backgrounds, and influence subordinates in implementing the department, faculty and Institute vision.
- Computer literacy including MS office, student management systems, timetabling, and financial and other reporting applications.

## Key Selection Criteria

- In addition to qualification requirements the incumbent will have:
1. A clear vision for the ongoing development of industry-focused, flexible and innovative teaching and learning programs and a demonstrated capacity to lead and implement educational change across a large and complex educational organisation.
  2. Demonstrated experience in the:
    - effective leadership, management and delivery of aged, disability and community services programs within the vocational and/or higher education system
    - initiation, implementation and evaluation of new programs.
  3. Excellent communication and interpersonal skills with demonstrated experience in the development and maintenance of effective stakeholder relationships and partnerships.
  4. Demonstrated highly developed conceptual, analytical and planning skills and a demonstrated ability to interrogate, manipulate and interpret educational and business information/data to provide meaningful advice, recommendations and evaluations.

5. Demonstrated ability to establish effective working relationships which motivate and gain co-operation from key stakeholders as well as the ability to negotiate effectively and work through issues constructively with relevant stakeholders.
6. Human, financial and physical resource management and budgeting skills and demonstrated ability to develop and implement relevant operational, strategic and financial management plans.

**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 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.
- Holmesglen cultivates a workforce that embraces and values student voice and partnership.