

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

- 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.
- 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.
- Employees attending certain workplace settings, including health and care facilities, may be required to meet mandatory vaccination obligations.