

POSITION DESCRIPTION

Position Title	Teacher – Work Education
Department	Social Inclusion
Faculty/Centre	Education and Foundation Studies
Classification	Teacher Level 1 to Teacher Level 3
Prepared By	Dean - Education and Foundation Studies
Date	February, 2024
Approved By	Associate Director – People Experience
Primary Objectives of Position	<ol style="list-style-type: none"> 1. Develop delivery and assessment tools, and deliver quality education and training in accordance with the standards detailed in: <ul style="list-style-type: none"> ▪ the Standards for Registered Training Organisations, 2015 ▪ Training Package requirements ▪ Training and Assessment Strategy (TAS) documents and Holmesglen procedures ▪ contractual and funding agreement requirements. 2. Participate in all facets of the learning process from course enquiry and advice to assessing and determining the educational and training requirements of students. 3. Manage the learning process for students using a variety of teaching and assessment strategies appropriate to the diverse learning needs of students. 4. Differentiate teaching and learning to facilitate inclusion of students with a range of support needs within a specialist education setting. 5. Develop resources and assessment tools to support educational delivery, maintaining relationships as appropriate with industry and key stakeholders. 6. 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>Head of Department</p> <p>Teachers also have a functional reporting relationship to relevant Education Managers</p>
Subordinates	Not applicable
Internal Communication Requirements	<ul style="list-style-type: none"> ▪ Head of Department and relevant senior educational management staff, and teaching and support staff, across relevant Vocational Education and Training (VET) courses.

External Communication Requirements

- 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 professional development activities.
- Liaise with other faculties and operational and support areas as required and in accordance with course needs.
- Represent the Department, or Institute, as required to fulfil the requirements of the position.
- 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. Develop and implement innovative teaching and learning strategies and methodologies to meet and support the diverse needs of students.
2. Develop high quality teaching resources and assessment materials and teach in a range of agreed units, subjects and courses in a variety of learning modes and across a range of locations.
3. Participate in the delivery of teaching and educational services to industry including workplace visits, assessment of training needs, development of training plans and the effective delivery of courses.
4. Provide pre-course advice to students and participate in student selection, induction and marketing events such as Open Days, Information nights and Expos.
5. Foster and promote an inclusive learning environment and provide support and advice to students of diverse cultures, backgrounds and abilities.
6. 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.
7. Contribute to departmental evaluation and continuous improvement processes, participate in student administration procedures and undertake operational duties associated with course development, marketing and delivery.
8. 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.
9. Ensure that course evaluation occurs and provide feedback to students on the progress, or assessment of their units of competency.
10. Liaise as appropriate with industry and the community to develop and customise training appropriate to client requirements.
11. Participate regularly in professional development activities, including industry consultation as appropriate, to ensure the maintenance of:

Qualifications and Certificates

- 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.
12. Provide assistance to, and collaborate with, supervisory managers and other teaching staff to ensure the delivery of quality training and the validation of assessments.
 13. Assist with administrative matters such as course and/or class coordination, student assessment and selection and resource management.
 14. Ensure the timely and accurate completion of on-line claiming and resulting for courses and prepare and maintain quality and compliance documentation for courses being delivered.
 15. Support the strategic directions of the Institute through the identification, planning, implementation, marketing and promotion of existing and new courses.
 16. Comply with Holmesglen policies, procedures and processes, and applicable legislative and regulatory requirements, and contribute to the ongoing improvement of systems and processes.
 17. Support the Institute's Strategic Plan and Vision and work to ensure that all activities align to the Institute's commitment to quality.
 18. 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.

Minimum

- A relevant tertiary level qualification in education or similar
- Recognised study at a tertiary level in special needs and inclusive education or relevant experience of teaching in a special development setting and knowledge of inclusive pedagogies or
- Combination of qualifications and experience which contain higher level study in inclusive practice coupled with study and experience of pedagogical practices, eg social work, psychology, primary or secondary school teaching, adult and vocational education or disability.
- Certificate IV in Training and Assessment (TAE 40122) including predecessor or successor equivalent qualifications.

Preferred

- An approved course of adult teacher training accredited at Australian Qualifications Framework (AQF) Level 5 or AQF Level 6 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.
- Graduate Certificate, Graduate Diploma or Master of Inclusive Education or similar

Knowledge

- Provisional or full registration with the Victorian Institute of Teaching.
- In an environment of continuous improvement, 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.
- Current industry knowledge directly relevant to the training and assessment being delivered, with a particular emphasis on current technology and industry practice.
- Aptitude for innovative, flexible and vocationally relevant educational delivery.
- Ability to differentiate curriculum for learners with extra support needs
- Demonstrated understanding of contemporary teaching and learning methodologies.
- Understanding of skills required to promote student autonomy and independent learning strategies.

Experience

- Experience working with secondary school aged students with intellectual disabilities.
- Demonstrated experience in:
 - innovative course design and development in the context of flexible learning environments.
 - implementing latest training and assessment strategies to meet student and course requirements.
 - the use of Information and Communication Technology (ICT) to support student learning.
- Relevant industry experience and the ability to demonstrate currency in vocational 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

- Current industry skills directly relevant to the training and assessment being provided.
- Demonstrated ability to apply contemporary teaching, learning and assessment methodologies, and to select and deliver teaching and assessment strategies, appropriate to the:
 - learning context
 - subject content
 - goals and standards required by the course
 - background of the learners.
- Effective communication and interpersonal skills relevant to a teaching environment.
- Ability to:

Key Selection Criteria

- plan, schedule and meet agreed timelines for the completion of allocated tasks
- effectively convey knowledge, skills and experience appropriate to a diverse student population through the selection and use of a wide range of teaching and assessment strategies
- work autonomously and/or coordinate work effectively and collaboratively in a team environment
- research and develop appropriate teaching materials, resources and methods of assessment.
- Using analytical, ICT and organisational skills, adapt delivery and assessment to meet student needs.

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.
 - foster and promote an inclusive learning environment and ensure a healthy and safe learning environment, promoting student autonomy and independent learning strategies.
 - develop curriculum that is differentiated for students with intellectual disabilities and deliver curriculum using best practice inclusive pedagogies
 - to maintain accurate records, as required by Institute policy, rules, procedures and guidelines
2. 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.
3. Highly developed interpersonal skills and written and verbal communications skills with a demonstrated ability to liaise effectively with students, the public and industry and relevant stakeholders.
4. Comfortable working with students with complex support needs and liaising with their caregivers and supports networks.
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. .

Note

- This position description describes in general terms the normal duties which a TAFE teacher is expected to undertake. A teacher may be allocated duties not specifically mentioned in this document but within the capacity, qualifications and experience normally expected from people occupying positions at the teacher classification level.
- 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.

- Holmesglen Institute is a multi-campus organisation. Teachers may be required to work from any campus or work location controlled by Holmesglen or elsewhere as directed.
- Holmesglen is a child safe organisation. This position requires a valid Working with Children check and National Police Check records.
- Holmesglen cultivates a workforce that embraces and values student voice and partnership.