Role Description
Teacher

Role Description Fields	Details
Cluster	Education
Department/Agency	TAFE NSW
Division/Branch/Unit	Learning and Teaching Group
Position Description no	10000-03
Classification/Grade/Band	Teacher - Base Grade
Senior executive work level standards	Not Applicable
OSCA Code	252231
PCAT Code	1119192
Date of Approval	July 2025
Agency Website	www.tafensw.edu.au

Agency overview

TAFE NSW's purpose is to skill the workforce of the future. It is Australia's leading provider of vocational education and training with over 500,000 annual enrolments and a proud history for setting the benchmark for quality service. As the NSW public provider, it supports the NSW Government's priority to grow skills for the economy and jobs of tomorrow. Critically, TAFE NSW plays a vital role in providing vocational education in rural and regional NSW, and job training pathways for the most vulnerable in the community.

TAFE NSW offers the best of campus-based delivery as well as flexible, online and work-based learning. The TAFE NSW values of Customer First, Collaboration, Integrity and Excellence guide our team in strengthening communities, delivering world-class training for our students and producing job ready graduates for employers. The operating environment for TAFE NSW is dynamic as we leverage our scale, expertise, passion and reputation to meet the rapidly changing VET landscape.

TAFE NSW is committed to its students and customers and the role it plays in changing lives and opening up opportunities through learning.

Primary purpose of the role

The role of the teacher is influenced by industrial, social, economic, technological and political developments that affect vocational education and training at local, state and national levels.

The role of the TAFE teacher as a professional educator is to help, construct, guide and enhance the educative process. The teacher delivers educational programs and facilitates learning, enabling students to achieve their desired outcomes.
The role of the teacher involves a broad range of activities which directly and indirectly support learning through the delivery of educational programs. These activities may include:

- providing appropriate variety and flexibility in educational practice;
- undertaking assessment and evaluation of learning outcomes;
- maintaining and developing professional relevance and expertise in educational and technical disciplines;
- contributing to decision making that affects the learning environment;

- liaising with local industry, other educational providers and the community to ensure that education and training are relevant and responsive to needs;
- complying with appropriate legislative requirements, organisational policies and promoting the principles of occupational health and safety, ethical practice and equal opportunity in a culturally diverse society;
- participating cooperatively in the development and implementation of agreed quality improvement processes by reflecting on experience, their own performance and an evaluation of processes and program outcomes.

Key accountabilities

The duties of part-time teachers are essentially the same as a full time teacher's.

The teacher will seek to achieve these objectives by:

1. Being familiar with the details of the current qualification or course and, when considered necessary, recommending to his/her senior officer amendments to keep delivery and assessment materials up to date.
2. Preparing carefully all learning sessions and assessments, and ensuring that their delivery of training conforms to the best educational practices.
3. Ensuring that all students admitted to classes have been properly enrolled.
4. Measuring each student's progress and the effectiveness of teaching by regular and adequate assessment and review.
5. Insisting on a reasonable standard of conduct from students and setting a good example.
6. Training students to be clean and tidy in the learning environment, to be economical in the use of material and to observe recognised safety practices.
7. Being punctual in attendance at classes and not leaving classes unless the circumstances are exceptional.
8. Safeguarding campus property and equipment and reporting any damage or breakage.
9. Keeping abreast of developments in education and in his/her vocational area. If necessary, the teacher should attend appropriate courses to maintain currency and/or improve:
    - knowledge of the vocation, profession or industry relating to their teaching
    - vocational/technical knowledge and skills
    - delivery and assessment methods and techniques. Your Head Teacher can advise you.
10. Keeping all necessary records up to date, neat and accurate and replying promptly to official communications.
11. Taking an interest in the broader life of the campus and cooperating with all members of the staff in extending the scope of technical and further education.
12. Implement and support continuous improvement practices to facilitate cultural change, customer responsiveness, and AQTF/ISO 9001:2008 certification.
13. Carrying out promptly any other duty as directed by the Head Teacher or Campus Manage

Role dimensions

Decision making

TBA

Reporting line

Head Teacher

Direct reports

Nil

Budget/Expenditure

TBA

Essential requirements

1. Appropriate subject knowledge, skills and industry qualifications in the discipline and a commitment to maintain technical currency. (Note: this may include particular levels of experience and or industry qualifications).
2. Minimum of three years post-qualification experience in industry relevant to your qualifications, gained no longer than five years previously.
3. Evidence of holding the appropriate teaching qualifications to deliver Vocational Education and Training. See the candidate support document (here) for details.
4. Be prepared to continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and teacher/assessor competence.
5. Effective and flexible communication skills in English and proven ability to communicate effectively in a wide range of educational, industrial or community environments.
6. Commitment and ability to facilitate learning in an adult environment and demonstrated organisational skills applicable to an educational setting.
7. Demonstrated commitment to quality customer service and demonstrated ability to contribute in a team environment.
8. Proven strengths in problem solving and change management.