POSITION DESCRIPTION

Position Title	Widening Participation Officer		
Organisational Unit	First Peoples and Equity Pathways		
Functional Unit	Equity Pathways		
Nominated Supervisor	National Manager, Equity Pathways		
Higher Education Worker (HEW) Level	HEW 7	**Campus/Location**	**Blacktown**
CDF Achievement Level	1 All Staff	**Position Number**	TBC
Employment Type	Fixed-term, part-time	**Date reviewed**	Jan 2020

ABOUT AUSTRALIAN CATHOLIC UNIVERSITY

Mission Statement: *Within the Catholic intellectual tradition and acting in Truth and Love, Australian Catholic University is committed to the pursuit of knowledge, the dignity of the human person and the common good.*

At ACU we pride ourselves on offering a welcoming environment for everyone. At the same time, we are a university committed to standing for something clear. We stand up for people in need and causes that matter. ACU's Mission is central to the University and informs every area – integrating the dignity of the human person, the common good, and ethical and social justice considerations into our core activities of student learning and teaching, research and service.

We are a publicly-funded university which has grown rapidly over the past few years. We're young, but we are making our mark: ranking among the top universities worldwide. We have got seven campuses around Australia, more than 200 partner universities on six continents, and a campus in Rome, Italy.

We know that our people make us a university like no other. It's your values, action and passion that makes the difference. Whatever role you may play in our organisation: it's what you do that defines who we are.

We value staff, offering excellent leave and employment conditions, and foster work environments where they have the ability grow and develop. We continue to invest in our facilities and workplaces, and actively involve staff in shaping the future direction of the organisation.

In order to be agents of change in the world, we all need to see life through the eyes of others. We believe that our role as a university is to inspire and equip people to make a difference – and that means cultivating their ability to act and think empathetically.

We hope that you might champion these values, and work with us to create a place of learning that is not only the envy of the world, but the making of it.

The structure to support this complex and national University consists of:

- Provost and Deputy Vice-Chancellor (Academic)
- Chief Operating Officer & Deputy Vice-Chancellor (Administration)
- Deputy Vice-Chancellor (Research)
- Deputy Vice-Chancellor (Education and Innovation)
- Deputy Vice-Chancellor (Coordination)
- Vice President

Each portfolio consists of a number of Faculties, Research Institutes or Directorates. The Vice President drives both the Identity and the Mission of the University. In addition, five Associate Vice-Chancellors and Campus Deans focus on the University's local presence and development of the University at the local 'campus' level.

ABOUT THE EDUCATION AND INNOVATION PORTFOLIO

The Education portfolio is responsible for strategy and programs in the University that centre on students, learning and teaching and the staff responsible for program and service delivery. The Deputy Vice-Chancellor (Education), supports the Vice-Chancellor in providing leadership to:

- First Peoples and Equity Pathways
- Library
- Learning and Teaching Centre
- Office of Student Success
- Strategic Partnerships and Executive Education
- ACU College
- Advancement and Alumni
- Education Pathways and ACU Centre of Languages
- National School of Arts (Innovation, Strategy, and Academic Culture)

ABOUT THE FIRST PEOPLES AND EQUITY PATHWAYS DIRECTORATE

The First Peoples and Equity Directorate comprises the Office of Director, Indigenous Higher Education Units, Equity Pathways team and Clemente Australia team. The First Peoples and Equity Directorate has two key responsibility areas:

1. Supporting the implementation of ACU's Aboriginal and Torres Strait Islander education and employment objectives that seek to:
   - Engage the ACU community in a deeper understanding of Aboriginal and Torres Strait Islander peoples' knowledges, histories and cultures;
   - Contribute to improved participation and success of Aboriginal and Torres Strait Islander students;
   - Enhance the belonging of Aboriginal and Torres Strait Islander peoples by providing a culturally safe and enabling higher education environment;
   - Take a leadership role in engagement with Aboriginal and Torres Strait Islander communities;
   - Provide cultural, pastoral and academic support and referrals to Aboriginal and Torres Strait Islander students; and
   - Manage key external stakeholder engagement, targeted recruitment and promotion of ACU to Aboriginal and Torres Strait Islander communities.

2. Supporting the implementation of ACU's Equity and Widening Participation objectives through longer term planning and effective delivery of programs to:
   - Contribute to improved access and participation in higher education for people from low socioeconomic backgrounds (including Aboriginal and Torres Strait Islander students and Regional and Rural students) ;
   - provide widening participation programs in partnership with schools and community organisations and with ACU students to improve the access, participation and success of people from low socioeconomic backgrounds in higher education
   - Develop and implement widening participation pre-access, access and participation programs in collaboration with ACU Indigenous Higher Education Units and Clemente Australia.
   - Collaborate with other universities on evaluative research and outreach initiatives.

POSITION PURPOSE

The purpose of this position is to build awareness of the benefits of higher education, inform aspirations for higher education, increase access into higher education and improve participation and successful completion of higher education for potential domestic undergraduate students from low SES backgrounds, including Aboriginal and Torres Strait Islander students. This will be achieved through:

- Implementation of widening participation pre-access, access and participation programs and projects on specific ACU campuses with a focus on students from low SES backgrounds, including Aboriginal and Torres Strait Islander students
- Building and sustaining strong relationships with schools and community organisations, and internal ACU stakeholders
- Collaboration with ACU Indigenous Higher Education Unit to develop and implement widening participation programs
- Evaluating and reporting on project and program outcomes
- Contributing to planning and promotion of widening participation programs and projects consistent with the Equity Pathways widening participation agenda across the student lifecycle
- Contributing to and protecting the safety and wellbeing of students in ACU widening participation programs including children and vulnerable people.

POSITION RESPONSIBILITIES

Introduction

A number of frameworks and standards express the University's expectations of the conduct, capability, participation and contribution of staff. These are listed below:

- ACU Strategic Plan 2015-2020
- Catholic Identity and Mission
- ACU Capability Development Framework
- Higher Education Standards Framework
- ACU Service Delivery Model
- ACU Staff Enterprise Agreement including provisions in relation to Performance Excellence

The Capability Development Framework in particular is important in understanding the core competencies needed in all ACU staff to achieve the University's strategy and supports its mission.

Key responsibilities

Key responsibilities specific to this position	Relevant Core Competences (Capability Development Framework)	Scope of contribution to the University			
		Within the work unit or team ✓	School or Campus ✓	Faculty or Directorate ✓	Across the University ✓
Leading development, implementation and promotion of widening participation pre-access, access, transitioning and participation programs to increase the access, participation, retention and success of students from low SES backgrounds (including Aboriginal and Torres Strait Islander and students from Regional and Remote areas) in higher education.	• Collaborate Effectively • Communicate with Impact • Be Responsible and Accountable for Achieving Excellence			✓	
Develop and build strong internal and external support for widening participation programs through initiating and fostering positive relationships with key internal and external stakeholders and partners.	• Collaborate Effectively • Communicate with Impact				✓
Develop and sustain strong relationships with schools and community organisations to increase awareness of the benefits of higher education, inform aspirations for higher education, increase access into, participation and successful completion of higher education. This will involve building relationships with primary and secondary school students and school staff, and ACU students.	• Collaborate Effectively • Communicate with Impact		✓		
Establish sustainable relationships with VET and industry partners to build pathways into higher education for students from low SES backgrounds.	• Collaborate Effectively • Communicate with Impact		✓		
Work closely with ACU Schools and Faculties, ACU Indigenous Higher Education Unit and other ACU units to deliver widening participation pre-access, access, participation and attainment programs.	• Collaborate Effectively • Communicate with Impact • Be Responsible and Accountable for Achieving Excellence			✓	

Key responsibilities specific to this position	Relevant Core Competences (Capability Development Framework)	Scope of contribution to the University			
		Within the work unit or team ✓	School or Campus ✓	Faculty or Directorate ✓	Across the University ✓
Report on and evaluate all activities through the given evaluative and reporting mechanisms as well as be responsible for reporting directly to the National Manager, Equity Pathways about initiatives undertaken and their progress on the campus. All evaluations and reports to inform internal reports and reporting to the Commonwealth government.	• Be Responsible and Accountable for Achieving Excellence		✓		
Contribute to the planning and development of future initiatives with the Equity Pathways national team that further enhance and develop outcomes aligned with the First People's and Equity Pathways widening participation agenda and the mission of ACU.	• Collaborate Effectively			✓	

HOW THE ROLE OPERATES

Key Challenges and Problem Solving

- Initiating, developing and maintaining effective partnerships with schools and communities to implement widening participation programs which target regional and rural, refugee and Aboriginal and Torres Strait Islander students from low SES backgrounds.
- Promoting and developing the Widening Participation Equity Pathways agenda within the university to foster collaborative working partnerships that support widening participation strategies and the wider ACU Strategic Plan.

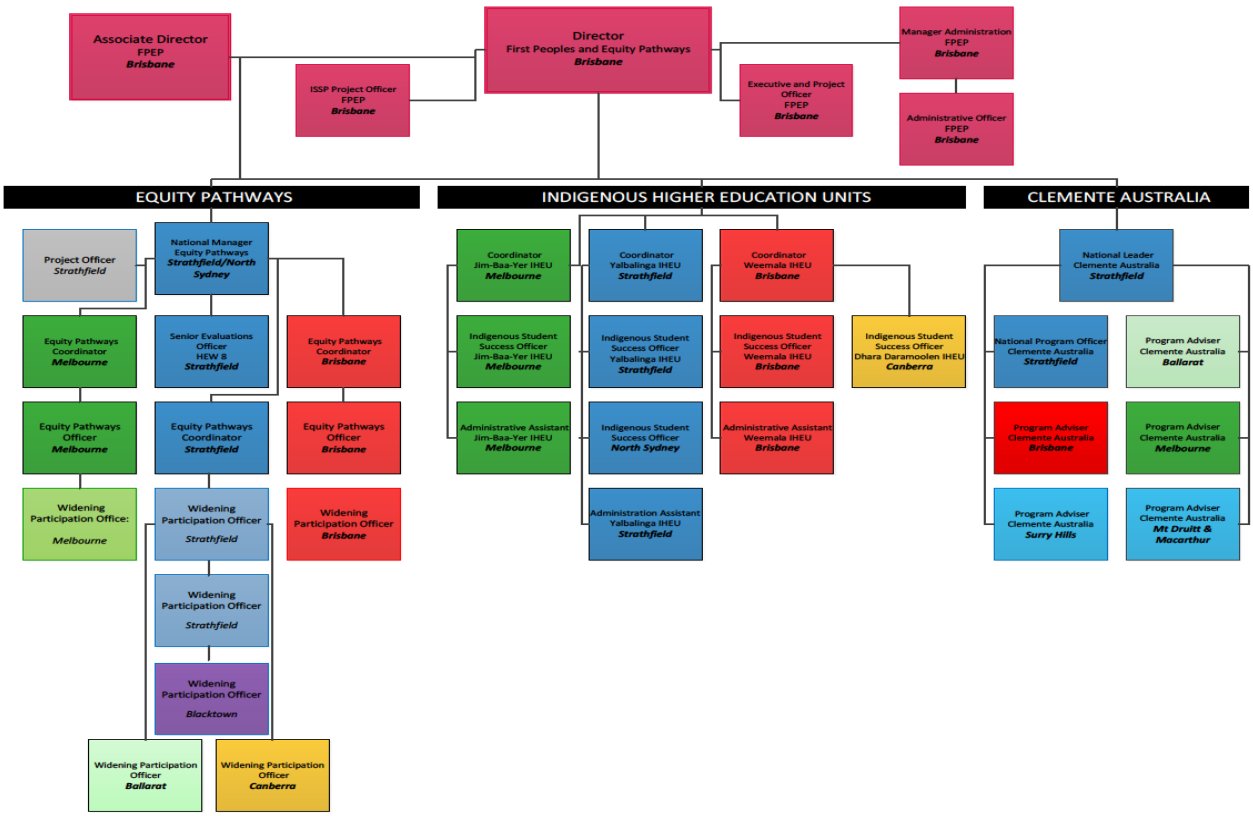
Decision Making / Authority to Act

- The position holder responds to non-routine problems that require innovative and experiential solutions solved through a collaborative and consultative process.
- The position holder adheres to particular Equity Pathways objectives but is required to call on their own knowledge and experience to be flexible and innovative in order to meet the needs of the many and varied partners.

Communication / Working Relationships

- The position holder will be required to communicate with professionals from other Universities, school partners and community partners and relevant external organisations to coordinate joint initiatives.
- The position holder communicates internally with staff and clients and is responsible for communicating policies, procedure, initiatives and direction consistent with guidelines and relevant legislation to those delivering the services.
- The position holder communicates appropriately with students, caregivers and members of the general public.

Reporting Relationships



For further information about structure of the University refer to the organisation chart.

SELECTION CRITERIA

Qualifications, skills, knowledge and experience.

1.	A relevant degree with demonstrated relevant experience, or an equivalent combination of demonstrated relevant experience and/or education/training.
2.	Excellent oral and written communication skills including the ability to effectively communicate with and support students, including those who may have barriers to participation in higher education such as Low SES, Aboriginal and Torres Strait Islander background and from regional and remote areas
3.	Demonstrated administrative, organisational, problem-solving and decision-making abilities.
4.	Proven high level skills in the use of Microsoft Office software, including Excel, Word and PowerPoint to analyse and present data, and prepare and present professional reports and briefings and engaging material for school students and tertiary students if required.
5.	Proven sound interpersonal and relationship management skills and the ability to interact with University staff across different levels and with external Equity Pathways stakeholders and clients.

Core Competencies (as per the Capability Development Framework)

6.	Live ACU's Mission, Vision and Values: Demonstrate confidence and courage in achieving ACU's Mission, Vision and Values by connecting the purpose of one's work to ACU's Mission, Vision and Values.
7.	Know ACU Work Processes and Systems: Plan work activity, prioritise time and resources using established ACU processes and technology to achieve optimum efficiency and effectiveness.

Other Attributes

8.	Demonstrated commitment to cultural diversity and ethical practice principles and demonstrated knowledge of equal employment opportunity and workplace health and safety, appropriate to the level of the appointment.
9.	Evidence of ability to work with children and contribute to and protect their safety and wellbeing. The successful applicant will be required to hold a valid working with children clearance for the State or Territory in which the position is located.