Position description

Position title:	**TAFE Teacher**
Faculty and/or School/Section/VCO:	**Federation University Australia TAFE**
Campus:	**SMB, Mt Helen and Wimmera Campuses. Travel between campuses may be required.**
Classification:	**Within the TAFE Teacher Range T1.1 to T5 depending on qualifications and experience.**
Employment mode:	**Fixed-term appointment**
Time fraction:	**Full-time**
Further information from:	**Ms Marilyn Morley** **(Acting) Director, VET Operations** **Telephone: (03) 5327 6180** **E-mail: m.morley@federation.edu.au**
Position description approved by:	**Associate Professor Barry Wright** **Executive Director, FedUni TAFE**

This position description is agreed to by:

Employee name	Signature	Date

The University reserves the right to invite applications and to make no appointment.

Position description

Position summary

TAFE Teachers are responsible for the delivery and assessment of quality vocational education and training (VET) programs. Encompassing all facets of the learning cycle, the position is required to manage the end-to-end learning process for students from initial enquiry to final assessment using a variety of teaching strategies including recognition of prior learning, on-line and workplace learning, delivery and assessment as well as traditional classroom delivery. The position will also be involved in a range of course and program coordination activities which support the effective operation of the FedUni TAFE and the achievements of positive learning outcomes for students.

TAFE Teachers work as directed in a range of areas related to their field of expertise, and are responsible for the development of innovative learning activities, resources and assessment strategies and will assist with program-related administrative tasks. Using contemporary industry knowledge and experience, the successful candidate will provide students with the skills they need to succeed in their future careers.

This position may be required to travel and teach at other campuses from time to time or as agreed.

Key responsibilities

1. Plan, prepare, deliver and assess training programs in accordance with training packages and/or course requirements using a variety of training and assessment methods appropriate to student and client needs.
2. Monitor, assess and record student attendance, progress and results, maintaining accurate records and student files in accordance with training package requirements and the VET Quality Management System which incorporates Australian Skills Quality Authority (ASQA) requirements, utilising University systems and processes.
3. Participate in internal and external contractual audits required by Federal and State Training Authorities and undertake follow up actions as required.
4. Plan, prepare, maintain, coordinate and participate in the evaluation of student teaching and learning resources. Participate in course assessment and moderation activities.
5. Undertake administrative and co-ordination duties related to the teaching function.
6. Provide pre-course advice to students, participate in student selection and induction, and conduct student entry level assessment, including assisting with language, literacy and numeracy assessments. Prepare training plans and personal individual work plans.
7. Provide basic counselling and pastoral care to students and refer to appropriate supports within the University.
8. Participate in the development of annual work plans and the annual Performance Review and Development Program, including participating in relevant professional development and industry release activities to maintain currency of qualifications, as agreed.
9. Participate in relevant meetings, activities and in relevant internal and external education networks and learning communities. Liaise with industry, community and educational organisations as required to ensure the establishment of positive and co-operative relationships.

10. Assist and provide guidance to entry level teachers as required within areas of specialist expertise.

11. Work collaboratively as an effective team member and contribute to the achievement of the FedUni TAFE's commercial and strategic targets.

12. Other duties as directed by the Executive Director or other persons with delegated authority within the scope of this position and the provisions of the *Victorian TAFE Teaching Staff Multi-Business Agreement 2009* (MBA) or successor Agreements.

13. Reflect and embed the University's Principles, Objectives and Strategic Priorities when exercising the responsibilities of this position. For a more complete understanding and further information please access the Strategic Plan at: https://federation.edu.au/about-us/our-university/strategic-plan.

14. Undertake the responsibilities of the position adhering to:
    - The Staff and Child Safe Codes of Conduct and Conflict of Interest Policy and Procedure;
    - Equal Opportunity and anti-discrimination legislation and requirements;
    - the requirements for the inclusion of people with disabilities in work and study;
    - Occupational Health and Safety (OH&S) legislation and requirements; and
    - Public Records Office of Victoria (PROV) legislation.

Level of responsibility

Under general direction, TAFE Teachers are responsible for the development, preparation, conduct and evaluation of quality VET programs and related services using best practice teaching methodologies which suit the needs of a diverse range of students and cohorts, including those with disabilities and from other disadvantaged backgrounds.

TAFE Teachers are proactively engaged with the end to end teaching process, using an innovative, student-focussed approach and continuous improvement methodologies to deliver quality learning and teaching offerings. Exercising judgement and initiative, the position is accountable for planning and prioritising work schedules to achieve teaching objectives and managing the student learning process, including student participation, the preparation of student learning plans and assessment of student work. TAFE Teachers are expected to actively pursue on-going personal professional development in order to meet the objectives of the position.

TAFE Teachers are expected to lead in their specialist area and provide advice and guidance to students and customers, managing learning needs in a range of learning environments and contexts, including workplace delivery and meeting the skill requirements of employers. The position is further required to take a proactive, collaborative and commercially focussed approach, working both independently and in a team environment. The position will be expected to be familiar with training packages and adapt learning and assessment materials to cater for a range of student cohorts and learning environments. TAFE Teachers are further be expected to possess leadership, mentoring and project management skills to enhance the quality of teaching provided and student learning.

TAFE Teachers must comply with all relevant University policies, procedures and processes and are required consider the safety and wellbeing of University staff and students at all times.

Training and qualifications

The successful candidate must possess a relevant vocational qualification at the Certificate III, Certificate IV, diploma or degree level combined with an approved number of years industrial/professional experience.

The successful applicant will hold the minimum vocational teaching qualification Certificate IV in Training and Assessment TAE40116 (or equivalent).

Please Note: In order to progress beyond the Teacher 2.2 level, teachers need to have successfully completed an approved course of teacher training accredited at diploma (Australian Qualifications Framework Level 5) which includes supervised teaching practice and studies in teaching methodology or equivalent.

All University positions delivering education and/or services to children (a child for this purpose is considered to be someone below the age of 18 years) must hold a valid Working with Children Check (WWCC) or hold a current registration with the Victorian Institute of Teaching (VIT).

Organisational relationships and impact

TAFE Teachers will report directly to a designated Education Manager, receiving broad direction from the Executive Director, FedUni TAFE and the Director, VET Operations, and working closely with other staff members in their specialist program area.

TAFE Teachers support the University's student retention strategies by providing basic counselling and pastoral care to students. The position will also liaise University support services to ensure that students have access to appropriate, professional supports as needed.

The position will liaise with industry, community and educational organisations to establish positive and co-operative relationships.

Key selection criteria

Applicants must demonstrate they are able to undertake the inherent responsibilities of the position as contained in the position description and are able to meet the following Key Selection Criteria:

1. Relevant vocational qualification at the Certificate III, Certificate IV, diploma or degree level combined with an approved number of years industrial/professional experience.

   A valid Working with Children Check (WWCC) or current registration with the Victorian Institute of Teaching (VIT) is required.

2. Minimum vocational teaching qualification Certificate IV in Training and Assessment TAE40116 (or equivalent).

   Please Note: In order to progress beyond the Teacher 2.2 level, teachers need to have successfully completed an approved course of teacher training accredited at diploma (Australian Qualifications Framework Level 5) which includes supervised teaching practice and studies in teaching methodology or equivalent.

3. Demonstrated current vocational skills and knowledge in the relevant teaching area/s.

4. Demonstrated ability to research, develop and implement innovative and appropriate teaching curriculum, materials, resources and methods of assessment relevant to the TAFE sector to suit a diverse range of student and clients, including those with disabilities and from other disadvantaged groups.

5. Demonstrated ability to effectively utilise online learning platforms and technologies to engage students and facilitate positive learning outcomes.
6. Demonstrated working knowledge and application of the Child Safety Standards.
7. Demonstrated knowledge and application of appropriate behaviours when engaging with children, including children with a disability and from culturally and/or linguistically diverse backgrounds.
8. Demonstrated communication and interpersonal skills, including the demonstrated ability to negotiate and provide guidance and mentoring to a diverse range of students and clients.
9. Demonstrated ability to work independently as well as an effective member of a team and contribute to a safe, respectful and positive workplace culture.
10. Demonstrated knowledge and understanding of the current issues influencing the VET sector, relative to the vocational area.
11. Demonstrated ability to complete administrative tasks, including the ability to maintain accurate online and physical records.