

Manager ,Community Services

SE3

POSITION NUMBER	962382
ORGANISATIONAL UNIT	Victoria University (VU) TAFE – College of Health, Early Childhood Education and Community Services
POSITION REPORTS TO	Senior Manager Early Childhood Education and Community Services
OVERALL PURPOSE	<p>The overall purpose of the position is to lead and manage staff, planning, programs and financial accountability of the Community Services and Early Childhood Education Portfolio within the College of Health, Early Childhood Education and Community Services. This includes the continued development and growth of the programs that are offered to international, domestic students inclusive of: traineeships and VDSS cohorts.</p> <p>This position works in collaboration with industry and the community to meet the needs of the sector, foster innovative practice, increase student participation and retention. This position works collaboratively with internal and external stakeholders to ensure quality indicators are met, student administrative arrangements including assessment and resulting are implemented efficiently and effectively. This position is required to establish and retain strategic alliance with key community and industry partners within the Western Region.</p>
ORGANISATIONAL CONTEXT AND RELATIONSHIPS	<p>Within the University the position:</p> <ul style="list-style-type: none"> ◆ Works closely with the Executive Director, Senior Manager, Managers and broader staff including senior educators on all matters regarding program areas under the scope of the position, including contractual compliance and growth functions. ◆ Works with various departments across the VU TAFE, including senior counterparts in Higher Education, Systems and Reporting, Student Services and Administration, People & Culture, Governance Committees and the Quality, Risk and Compliance team. ◆ Supervises all TAFE Teaching and Professional Staff reporting directly to this role <p>Outside the University the position liaises with:</p> <ul style="list-style-type: none"> ◆ Relevant external stakeholders
LOCATION/CAMPUS	The position is currently located at the Footscray Nicholson Campus of the University to assist, advice and support students as required. The position and incumbent may be relocated to any other existing or future University work locations where it conducts its operations.

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KEY CAPABILITIES

Victoria University is committed to building core capability across VU through investment in our staff, our systems and our processes. We will develop the capabilities of our staff to:

Deliver – Excellence Results-driven, accountability, problem solving focus.

Engage – Customer service mind-set internally, externally and particularly for students.

Collaborate and Partner – Build successful relationships, communicate effectively, influence and negotiate.

Innovate – Entrepreneurship, growth, continuous improvement, digital transformation.

Lead – Inspire direction, lead change, manage and develop people.

OUR ORGANISATION

Victoria University has a bold and ambitious new vision and a seven-year strategic plan characterised by five strategic drivers. Victoria University's [Strategic Plan 2022-2028. Start Well, finish brilliantly.](#) also commits the University to the bold ambition to be a global leader in dual-sector learning and research by 2028.

VU has innovated a new pedagogic and curriculum approach: the VU Block Model. This, along with the VU First Year College, has been one of the leading learning and teaching innovations in the Australian tertiary education sector over the past decade. Our embedded VU Polytechnic is a leading TAFE provider, renowned for its industry collaboration and its digital innovation in delivery. As a result, Doing Dual Differently is one of our five core drivers and points of uniqueness.

At Victoria University, our research is focused on the development and sustained application of ethical knowledge in all its forms, done in partnership and collaboration, to address the challenges of people, places and planet. In 2022, VU launched its [Research and Impact Plan 2023-2028](#) and is one of the top ten sports science universities in the world with more recent, yet equally profound, achievements in health sciences; immunology; green engineering; the circular economy; and First Nations.

STRATEGIC DRIVERS

To achieve our vision, we have identified five Strategic Drivers, with a high-level objective, and the goals to get us to our 2028 target. Our vision is big and ambitious. It is also achievable.

1. Doing Dual Differently
2. Partnering with Principle
3. Maximising Research with Impact
4. Protecting Country
5. A Thriving Place to Study and Work

VISION

To be a global leader in dual-sector learning and research by 2028.

PURPOSE

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Victoria University emboldens its people to design their future and has a deep commitment to Protecting Country.

ORGANISATIONAL UNIT

Victoria University (VU) TAFE is the vocational education division of Victoria University which offers job-ready qualifications, upskilling and reskilling for existing workers, pathways to further studies, workforce development and exposure to real-life work skills. VU TAFE offers nationally accredited qualifications from Certificate I – IV, Diploma and Advanced Diploma as well as Higher Education Diplomas and Foundation Programs, short courses and professional development for a diverse range of vocational fields. VU TAFE offers English Language programs, VCE/VCAL and VET programs for secondary school students.

The TAFE brings VU's vocational education offer together in specialist delivery areas, which include the College of Trades, Technology and Hospitality, the College of Health, Early Childhood and Community Services and the Centre of VU Transitions.

In line with VU's Strategic Drives, especially Doing Dual Differently and Partnering with Principles, VU TAFE works very closely with industry partners, few of whom are co-located on our campuses that assist in enhancing student industry experience. The success of VU TAFE is based on the high quality of our delivery, core values and our people.

VU TAFE is a leader in digital innovation, with an award-winning blended learning model (LearnXAwards), expertly designed to equip learners with the technical skills and the thinking abilities needed to adapt and thrive in a modern work setting.

Note: This position sits in the College of Health, Early Childhood Education and Community Services.

The College of Health, Early Childhood and Community focuses on disciplines that will equip students to develop their skills and knowledge in areas such as healthcare and community service in communities. These courses include Youth Work and Mental Health, Nursing, Paramedicine, Community Health, Early Childhood Education and Community Services. The modules delivered have a strong emphasis on placements and the training provided is tailored to directly address the demands of the industry. Students will develop and practice their skills in interactive simulation labs as well as gain real-world experience in day care placements, hospitals or student-run clinics supervised by qualified staff. This College benefits most from extensive exposure to local communities, hospitals and community services.

* The organisation chart is on page 7.

MAJOR TASKS AND ACCOUNTABILITIES

In performing the duties of this position, the incumbent is required to work within the University policies, procedures and other legislative/regulatory requirements, and to work independently, as well as within a collaborative environment.

1. Lead and manage quality compliance of ASQA, VRQA, HESG service agreements within the program area.
2. Plan, develop and manage innovative education provision and services to individuals and the community and industry both locally and nationally by coordinating engagement with all levels of community, government, industry stakeholders and peak bodies to develop new initiatives and validate

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existing course content, delivery and assessment strategies.

3. Implement strategies to ensure that delivery within these programs and activities meet the needs of learners, with emphasis on modern and contemporary approaches to pedagogy and ensure all quality and compliance requirements are met.
4. Actively engage with and lead positive change in program delivery that encompasses blended learning models and engagement with the community and its current and emerging industries.
5. Manage the development and performance of any staff within the program area.
6. Manage the development of programs demonstrating a commitment to quality and compliance, continuous improvement and customer service in line with University policy, including the delivery of learning support programs and initiatives to support students and staff of VU TAFE.
7. Plan and manage the annual and commercial operations budget for the program area to ensure that they are of high quality, cost effective and profitable to drive new community and industry initiatives and training opportunities.
8. Be responsible for the operational management and reporting of all resources and educational activities ensuring a focus on financial and environmental sustainability of the program area.
9. Lead the promotion and representation of the program area locally, regionally and nationally, including the development and use of an effective marketing strategy to promote and publicise to students, staff, employers and enterprises.
10. Identify, assess, prioritise and control risks to the health and safety of staff, students, visitors and contractors to the environment arising from the operation of the area under their responsibility and ensure that a safe system of work is developed and followed through appropriate training, supervision and monitoring in line with the OHS Plan.
11. Perform Teaching and Assessment duties when required.

TYPICAL/MAJOR CHALLENGES

- ◆ Achieving objectives to support the development and implementation of strategic and operational planning processes.
- ◆ Managing **the unit, including** financial obligations, operating budgets, administration and academic delivery processes and staff to deliver effective performance.
- ◆ Developing and managing key relationships ensuring internal and external obligations are being met.
- ◆ Contributing to the implementation of the University's compliance framework, ensuring internal processes and practices are compliant, including review of policies and procedures to efficiently and effectively manage business operations.

LEVEL OF SUPERVISION

Operates under broad direction from the Executive Director, College of Health, Early Childhood Education and Community Services and may be required to manage other administrative, technical and/or professional staff.

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PROFESSIONAL AND ORGANISATIONAL KNOWLEDGE

- ◆ Significant expertise and knowledge in area of responsibility, especially high-level communication, key stakeholders, TAFE processes and protocols, strategic functions within a professional environment with a multi-sector perspective and understanding of key issues in VET and Higher Education to inform development and implementation initiatives.
- ◆ Sound ability to plan, develop, implement and review outputs and projects ensuring their alignment to the VU TAFE's Operational Plan and the University's strategic priorities with capacity to drive transformational change with 'built in quality' and continuous improvement strategies.
- ◆ Good understanding of the day-to-day operations and demonstrated capacity to take a lead role in working effectively and collaboratively with multi- disciplinary teams.
- ◆ Strong understanding of VET and the regulatory environment in which they operate and a broad understanding of University operations, governance and decision making processes, including quality assurance policies and procedures and other relevant legislative requirements at Federal and State levels.

KEY SELECTION CRITERIA

Essential:

1. **Knowledge or training equivalent to:** an accredited degree, diploma, or an equivalent tertiary qualification relevant to the programs offered, accompanied by leadership/management skills or equivalent professional experience.
2. Completion of a teacher training course at the Australian Qualifications Framework Level 5, inclusive of supervised teaching practice and studies in teaching methodology, or an equivalent qualification, along with a Certificate IV in Training and Assessment.
3. Proven people leadership skills, demonstrating ability to inspire, motivate, guide to effectively manage and coordinate teams of delivery staff in the development, implementation and evaluation of educational programs, products and services within the department to successfully implement organisational change initiatives by modelling effective time management skill to prioritise tasks / projects, effectively manage resources and meet deadlines.
4. Proven track record in implementing and supporting flexible and innovative approaches to learning and teaching, responding adeptly to evolving market needs, and incorporating new technologies into instructional delivery to lead initiatives that result in successful achievement of outcomes for learners, including increased student retention and achievement rates.
5. Demonstrated ability to manage quality and compliance procedures to align with the standards of ASQA, VRQA and HESG, and the capability to lead and manage service agreements whilst complying with University policies, procedures and other relevant legislation.
6. Demonstrated ability to manage budgets, facilities and various resources efficiently and responsibly, with an adeptness in identifying and securing additional funding sources through strategic grants and partnerships.
7. Proven capacity to identify, cultivate and sustain robust network connections and partnership arrangements with the government, industry stakeholders and relevant university staff to optimise external and internal business opportunities for the department and college.

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VU TAFE

Position Description

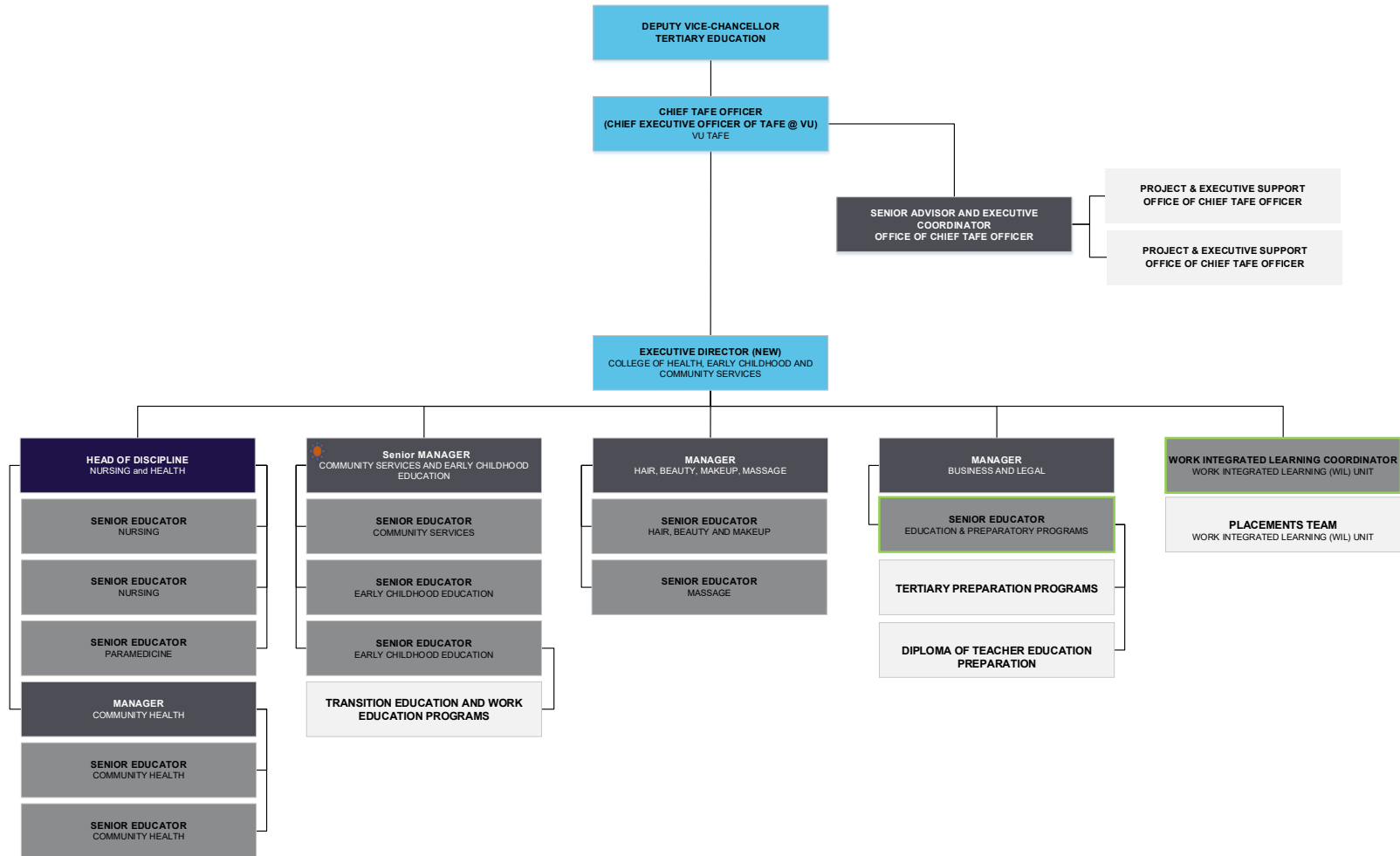
8. High-level interpersonal, cross cultural with clear, concise verbal and written communication skills including effective negotiation abilities to address issues collaboratively with staff, students, industry clients and other stakeholders.


Desirable

1. A post graduate qualification relevant to a vocational/further educational leadership role.
2. Experience in managing and understanding a large education portfolio.

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Organisational Chart



 denotes the position