

Senior Educator Level 1 – Mental Health / Community Services

SE1

POSITION NUMBER	954462
COLLEGE / DEPARTMENT	College of Health, Early Childhood Education and Community Services / Community Services
POSITION REPORTS TO	Senior Manager, Community Services and Early Childhood
CLASSIFICATION	Senior Educator Level 1
LOCATION/CAMPUS	The position is currently located at the Footscray Nicholson Campus of the University to assist, advise 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.

OVERALL PURPOSE

The overall purpose of this position is to support the Manager Early Childhood & Community Services to specifically coordinate development and delivery of programs within the Mental Health and Community Services Program Area with a focus on educational leadership and digital learning.

The position will assist in all aspects of the planning, preparation and delivery, and evaluating resource-based programs for every student in the allocated classes.

The position will also be required to co-ordinate administrative requirements within Community Services Programs and ensure students are supported through to successful completion of their studies, as well as to support the Manager in the day-to-day operations of the department.

ORGANISATIONAL ENVIRONMENT

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 TAFE 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.

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VU TAFE

POSITION DESCRIPTION

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

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 (LearnX Awards), 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 Education and Community Services focuses on disciplines that will

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equip students to develop their skills and knowledge through courses in Youth Work and Mental Health, Nursing, Paramedicine, Community Health, Early Childhood Education, Community Services, Transition and Work Education, Business and Legal, Hairdressing, Beauty and Massage. The qualifications 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.

REPORTING TO / FREEDOM TO ACT

The position reports to and receives direction from the Manager Early Childhood & Community Services or appropriate delegate.

This position is required to work independently, as well as with teams. The position is expected to undertake and perform the position's duties effectively and efficiently and may apply judgment to process when they are not established, setting priorities and day-to-day overview of blended delivery projects and their progress, as well as assisting in operations of the hair makeup and beauty department including the development of a contemporary approach and culture to delivery and services with the area.

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

KEY RESPONSIBILITIES AND ACCOUNTABILITIES

In performing the duties the incumbent is required to comply with quality assurance policies and procedures, and other relevant legislative requirements applicable to the University.

1. Manage the design, development, delivery, evaluation and transition of programs into the blended delivery model, as well as providing ongoing support, mentoring and implementation.
2. Partner with the manager to coordinate quality compliance of ASQA, VRQA, HESG and CRICOS (where applicable) service agreements within all of the department's programs.
3. Support teaching teams to develop educational strategies and learning materials for course delivery to address the challenges faced by students
4. Work with and support the Manager where required to complete program operations, training needs, team co-ordination, student results and timetables and sessional teaching requirements for the department.
5. Assist in co-ordination of administrative requirements around student enrolments, retention, completions and assessment including the induction of teaching staff in the department
6. Assist teaching staff to identify professional development opportunities to enable them to maintain currency.
7. Conduct research and initiate continuous improvement strategies in delivery, assessment strategies, modes of learning and reporting.

8. Develop and maintain effective processes for the evaluation and validation of programs and program operations data as per internal and external audit requirements.
9. Provide high-level professional advice and assistance to teaching staff and stakeholders.
10. Adhere to and cooperate with all policies and procedures of the University.
11. Assist to 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 followed.

KEY SELECTION CRITERIA

Essential:

- 1 An approved degree, diploma or certificate or other tertiary qualification/s relevant to the programs to be taught. (Note that an equivalent AQF level qualification is required to the level that is being taught).
- 2 A course of teacher training at Australian Qualifications Framework level 5 which includes adult education, supervised teaching practice and studies in teaching methodology or equivalent.
- 3 A Training and Assessment qualification: Certificate IV in Training and Assessment (TAE40116); or Certificate IV in Training and Assessment (TAE40110) with Address Adult Language, Literacy and Numeracy Skills (TAELLN411 or TAELLN401); and Design and Develop Assessment Tools (TAEASS502, TAEASS502A or TAEASS502B)
- 4 Current Working with Children Check card (WWCC) or VIT registration.
- 5 Capability to facilitate the development of learning and assessment resources in a variety of settings relevant to contemporary VET practice including campus and enterprise-based delivery, online learning or international education. Within the requirements of compliance procedures of ASQA, VRQA and HESG.
- 6 Demonstrated understanding of the application of the full range of teaching methodologies, techniques and standards appropriate to subject areas within management/leadership role.
- 7 Demonstrated ability to manage resources and a team of staff providing services to students/commercial clients.
- 8 Demonstrated excellent communication, interpersonal and team skills relevant to maintaining professional relationships with staff, students, industry and/or community sectors, in a changing educational environment.
- 9 Demonstrated understanding of appropriate behaviours when dealing with young people regardless of their background or diversity of need.
- 10 Demonstrated personal commitment to professional development and maintaining currency of skills/qualifications/licences including a willingness to undertake further formal education.

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POSITION DESCRIPTION

- 11 Understanding of and willingness to comply with National VET Regulator requirements and other relevant legislative and policy requirements applicable to the vocational education system.
- 12 Awareness of OHS responsibilities and be committed to imparting information, activities and actions to students as an ongoing and integral component of all workshop activities and attend OHS training as required.

Organisational Chart

