

Senior Educator Literacy, Numeracy and Digital Support– SE1

POSITION NUMBER	
ORGANISATIONAL UNIT	Centre of VU Transitions
POSITION REPORTS TO	Manager, Western Melbourne English Program
OVERALL PURPOSE	The overall purpose of this position is to support the Manager, Western Melbourne English Program to coordinate the development and delivery of VU's Literacy, Numeracy and Digital support programs for eligible Skills First students. This role involves coordinating the delivery of LND support across VU TAFE in liaison with TAFE managers and teachers. It also involves liaising with the Administration and Governance team to ensure students are enrolled appropriately and obligations under the Skills First contract are fulfilled. As a Senior Educator, the position provides leadership and guidance in the development, delivery, and evaluation of the LND program, ensuring appropriate support is targeted and sustainable. This position is crucial in ensuring an effective LND program is accessible to students. The role also involves a teaching component where you will be required to deliver LLD support to students for up to 400 hours per year.
ORGANISATIONAL CONTEXT AND RELATIONSHIPS	Within the University the position: - works closely with Managers and Senior Educators across the TAFE portfolio - works with other delivery areas - works closely with the Learning Hub Outside the University the position liaises with: - external stakeholders
LOCATION/CAMPUS	The position is based at Footscray Nicholson Campus but will work across TAFE campuses. The position and incumbent may be relocated to any other existing or future University work locations where it conducts its operations.

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

People and Culture use only

TAFE

Position Description

Victoria University's Strategic Plan 2022-2030: Start well, finish brilliantly has guided a period of significant growth, innovation, and transformation since 2022. The University has achieved record enrolments, strengthened participation and success for students from equity backgrounds, and exceeded pre-pandemic international student numbers, including expansion to new interstate campuses. Industry partnerships have flourished across all campuses through the Flipped Campus model, and VU continues to hold leading national and global rankings in sport science and young universities. As the tertiary landscape evolves, VU's updated vision positions the institution as a leading impact-driven university, committed to measurable outcomes for students, industry, and communities.

Guiding this direction are eight core principles that reflect VU's identity and purpose:

1. Commitment to partnership and collaboration.
2. Honouring First Nations knowledges and VU's roots in Melbourne's west.
3. Promoting equity, opportunity, and success for all learners.
4. Transforming tertiary education through the VU Block Model® and dual-sector strengths.
5. Delivering focused, creative, adaptive, and excellent learning, teaching, and research.
6. Leading in digital learning and enterprise-wide smart technology adoption.
7. Acting for the health and sustainability of the planet.
8. Being proudly progressive—caring and taking meaningful action.

The strategy is underpinned by VU's values—Always Welcoming, Ethical, Shaping the Future, Together—which guide behaviour, decision-making, and professional practice across the University.

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 2030 target. Our vision is big and ambitious. It is also achievable.

1. Learner-centred for Life
2. Protecting Country
3. Partnering with Principle
4. A Thriving Place to Study and Work
5. Maximising Research with Impact

VISION

To be one of the leading impact-driven universities in the world by 2030.

PURPOSE

We are of Melbourne's west and of the world-championing progressive and excellent education, research, service and 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. 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. TAFE offers

People and Culture use only

TAFE

Position Description

English Language programs, VCE 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 Education and Community Services and the Centre of VU Transitions.

In line with VU's Strategic Drivers, especially Doing Dual Differently and Partnering with Principles, 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 TAFE is based on the high quality of our delivery, core values and our people.

TAFE is a leader in digital innovation, with an award-winning blended learning model (Learn 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 Western Melbourne English program within the Centre of VU Transitions

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. Overseeing high quality, innovative Literacy, Numeracy and Digital support to eligible Skills First students
2. Delivery/Teaching on LND support programs
3. Work with the senior manager, teachers, and VU staff to coordinate the logistics necessary for the delivery of innovative Literacy, Numeracy and Digital support to students and to stakeholders, including student communications, timetabling, learning materials and program resources.
4. Assist in coordination of administrative requirements around student enrolments, retention, completions, and assessment including the induction of LND support teachers.
5. Assist teaching staff to identify professional development opportunities to enable them to maintain currency.
6. Conduct research and initiate continuous improvement strategies in delivery, assessment strategies, modes of learning and reporting.
7. Assist the Manager to lead the development and performance of staff within the Program Area to ensure that students receive high quality teaching and an excellent customer-centric experience with an engaging learning environment. Oversee the sourcing and provision of teaching and assessment duties as required.
8. Provide high-level professional advice and assistance to teaching staff and stakeholders.

9. Adhere to and cooperate with all policies and procedures of the University.
10. Contribute to the operational management and reporting of all resources and educational and business activities ensuring a focus on financial and environmental sustainability of the Program Area.
11. Identify, assess, priorities 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. Raise any OHS items identified with the relevant HSR and Supervisor.

TYPICAL/MAJOR CHALLENGES

- ◆ Achieving key deliverables of the position in a complex and volume environment, adhering to relevant VU policies and procedures.
- ◆ Flexibility to meet the needs of students across the University from a variety of vocational backgrounds, including Victoria University staff.
- ◆ Exercising independent judgement, initiative and problem-solving to resolve issues and emerging requirements and provide high level advice within own area of responsibility, drawing on a depth of expertise developed through extensive relevant experience and application.
- ◆ Actively staying informed about the industry to maintain up-to-date knowledge to inform evaluation of current practice and delivery, its ongoing relevance and to achieve continuous improvement/excellence.
- ◆ Exercising planning and decision making with consideration of the integration or impact of a range of university policies and requirements.

LEVEL OF SUPERVISION

Operates under broad direction from the Manager, Western Melbourne English Program and will be required to provide direction to teaching and other professional staff.

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 TAFE at VU'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.

People and Culture use only

KEY SELECTION CRITERIA

Essential

1. Bachelor of Education Degree with specialisation in Literacy/Mathematics/Numeracy and/or Bachelor Degree and a formal post bachelor qualification in literacy/mathematics/numeracy education and two years relevant teaching experience to a range of cohorts.
2. Current Working with Children Check card (WWCC) or VIT registration.
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. Proven ability to coordinate educational programs in a vocational education setting, ensuring high quality, innovation, and student engagement.
5. Demonstrated knowledge of literacy and numeracy support strategies and the necessary organisational skills to plan and coordinate appropriate resources.
6. Strong understanding of compliance standards with the capacity to lead, educate, and implement regulatory requirements.
7. High-level communication and negotiation skills, with the ability to work effectively with staff, students, industry clients, and stakeholders.
8. Experience in implementing flexible, innovative teaching approaches, particularly using new technologies to enhance student outcomes and support articulation pathways.
9. Effective leadership skills with the ability to motivate and build positive staff engagement.
10. Strong analytical skills for addressing operational issues and managing resources.
11. Awareness of Equal Opportunity, Human Rights, and Equal Employee Opportunity standards, with a commitment to maintaining a safe and inclusive work environment.
12. Commitment to Victoria University's values of Access, Excellence, Respect, and associated behaviours of Engagement, Collegiality and Courage.
13. Willingness to commit to Victoria University's Strategic Drivers.
 - Learner-centred for Life
 - Protecting Country

People and Culture use only

TAFE

Position Description

- Partnering with Principle
- A Thriving Place to Work and Study
- Maximising Research with Impact

Desirable

14. Post graduate qualification relevant to numeracy and literacy education.
15. Previous experience leading and coordinating teams.

Organisational Chart

 denotes the position