PROJECT AND EXECUTIVE SUPPORT

HEP Level 6

POSITION NUMBER	908522
ORGANISATIONAL UNIT	VU TAFE
POSITION REPORTS TO	Senior Advisor, Strategic Projects, College of Health, Early Childhood Education and Community Services
OVERALL PURPOSE	The overall purpose of this role is to provide timely, efficient and high-level project and executive support to the Executive Director / Director in the Office of the Chief TAFE Officer, Victoria University. The Project and Executive Support maximises the effectiveness of the Executive Director / Director to ensure the day-to-day operation of Executive Director / Director's Office and successful achievement of the University strategic objectives.
ORGANISATIONAL CONTEXT AND RELATIONSHIPS	**Within the University the position:** ◆ Works closely with the Executive Director, College of Health, Early Childhood Education and Community Services and Director of VU Transitions ◆ Works closely with the Senior Advisor, Strategy Projects ◆ Works closely with managers and staff across all levels of the University. **Outside the University the position liaises with:** ◆ Relevant external stakeholders.
LOCATION/CAMPUS	The position is currently located at the Footscray Nicholson Campus. The position and incumbent may be relocated to any other existing or future University work locations where it conducts its operations and as per business needs.

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 2022-2030, Start Well, finish brilliantly, also commits the University to the bold ambition to be one of the leading impact-driven universities in the world by 2030.

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 TAFE is renowned for its industry collaboration and its digital innovation in delivery. As a result, "Learner-centred for Life' is one of our five core drivers and points of uniqueness.

At Victoria University, our research focuses 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. Learner-centred for Life
2. Partnering with Principle
3. Maximising Research with Impact
4. Protecting Country
5. A Thriving Place to work and Study

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

PURPOSE

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 Drivers, VU TAFE works very closely with industry partners, with several co-located on our campuses to 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.

The College of Health, Early Childhood Education and Community Services focuses on disciplines that will equip students to develop their skills and knowledge through courses in Community Services, Youth Work and Mental Health, Nursing, Paramedicine, Community Health, Early Childhood Education,

Transition and Work Education, Business and Legal, Hairdressing, Barbering, Beauty and Massage.

The qualifications delivered have a strong emphasis on work 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 local businesses, communities, and community services or student-run clinics supervised by qualified staff.

This College benefits most from extensive exposure to local communities and businesses and agencies.

MAJOR TASKS AND ACCOUNTABILITIES

- Provide high-level organisational and administrative, general and specialist executive support to the Executive Director / Director to contribute to the efficient operations of the business unit.
- Provide high level project support to key VU TAFE projects, responding to various requests and undertaking specific information-gathering activities to ensure that the administrative and project management needs of the projects are met.
- Contribute to the achievement of the University's strategic objectives and the priorities of the Office of the Chief TAFE Officer and CEO of TAFE.
- Provide secretarial and administrative support for committee meetings including preparation of agendas, booking venues, distributing papers, arranging technical support, taking minutes and ensuring following up on relevant action items in a timely manner.
- Manage the information flow into and out of the Executive Director / Director's college / centres including the actioning of all items that come into the office, through a referral on to relevant areas or by analysis and preparation of appropriate responses or briefs.
- Liaise with a wide range of internal and external stakeholders and maintain an extensive database for the purpose of network management and issuing invitations to major functions.
- Manage the Executive Director / Director's schedule including arranging meetings, prioritising work, monitoring deadlines and coordinating travel arrangements, as well as ensuring that they are well prepared.
- Provide an effective communication interface between the Office of the Chief TAFE Officer, Office of the Vice-Chancellor and other senior members ensuring that the Executive Director / Director are informed of developing issues, forthcoming meetings and activities.
- Plan, implement, manage and review administrative procedures for the Office to ensure the highest standards of confidentiality, efficiency, and effectiveness are attained for the portfolio. Identify opportunities for increased efficiency and service improvements.
- Manage payment of invoices, the creation of purchase orders, credit card reconciliation and processing of expenses.

TYPICAL/MAJOR CHALLENGES

- Applying a depth of expertise developed through extensive relevant experience and application.
- Exercising a high degree of independent decision making as well as collaborative decision-making in consultation with others.
- Working independently and prioritising work demands to respond to emerging requirements.
- High level of independence and problem-solving skills required in resolving issues and improving processes, with some planning and decision making considering the integration or impact of a range of University policies and requirements.
- Contributing to review of current practice and delivery to ensure ongoing relevance and achieve continuous improvement/excellence.

LEVEL OF SUPERVISION

Operates under broad direction from the Executive Director / Director and may be required to manage other administrative, technical and/or professional staff.

PROFESSIONAL AND ORGANISATIONAL KNOWLEDGE

- Expertise in providing organisational and executive support to senior leaders.
- Understanding dual sector perspective and understanding of TAFE and Higher Education.
- Understanding of roles of the Executive Directors and Managers in their area and how they interact with other parts of the University, clients and partners.
- Knowledge and understanding of operations, governance, and decision-making processes, including quality assurance policies and procedures and other relevant legislative requirements.
- Familiarity with Federal and State government legislation and policies related to the tertiary education sector and its impact in their area of responsibility.
- Advanced knowledge and experience of MS Office Suite.

KEY SELECTION CRITERIA

Essential

1. Knowledge or Training Equivalent to: Completion of a degree with subsequent relevant experience; or extensive experience and specialist expertise or broad knowledge in technical or administrative fields; or an equivalent combination of relevant experience and/or education/training.
2. Excellent administrative and organisational skills and the ability to anticipate and plan for the needs of the Senior Executive member in an efficient and timely manner, including provision of project support to relatively self-contained projects.
3. High level of judgement, initiative, independence and problem-solving skills required in resolving issues and providing advice within own area of responsibility, both individually and as part of a team, whilst exercising discretion and confidentiality applicable to the circumstance. More complex issues to be referred to senior management for advice or decision.
4. Demonstrated experience in independently performing a full range of tasks required in leading a high work- volume office with multiple and sometimes conflicting priorities, utilising excellent organisational, time management and event planning skills.
5. Well-developed verbal, written and interpersonal communication skills, including the ability to produce/prepare briefing papers, presentations and responses to correspondence received by a Senior Executive Manager.
6. Highly developed skills in all aspects of word processing packages including Microsoft Word, Excel, Access, PowerPoint and Outlook, experience in using electronic finance systems and general knowledge of budgeting together with the skill base to quickly gain a working knowledge of any University-based online system.
7. Demonstrated capacity to understand and comply with employer policy and practices in all aspects of work and conduct, including OHS and Anti-Discrimination responsibilities and complete/attend relevant training.

Desirable

1. Experience working with multiple, complex stakeholders such as industry and/or government and/or in a tertiary education institution.
2. Understanding of the University's strategic directions, structure, and decision-making processes.