

POSITION DESCRIPTION



POSITION TITLE:	Trainer and Assessor: VET Technology
CLASSIFICATION LEVEL:	Teacher Level L1.1 - L3.4
POSITION NUMBER:	Type Here
DIVISION/SECTION:	Services and Natural Environment
LOCATION:	Type Here
REPORTS TO:	Coordinator Animal Science
REQUIRED QUALIFICATIONS:	Mandatory • An academic or trade qualification and significant associated industrial experience. • A Certificate IV in Training and Assessment or equivalent. • Current Licence/Certification where legislation, regulation, standards or guidelines requires. • A current motor vehicle (car) driver's licence. Highly Desirable • An academic or trade qualification and significant industrial experience in a teaching area relevant to the Department. • A relevant Tertiary qualification in teaching at Diploma level or above, or equivalent.

ABOUT GOTAFE

GOTAFE has a long history as an education provider in Northern Victoria, acting as the link between education and local community since the 1920s. Our strength as a TAFE provider comes from our experienced staff and quality-assured training programs, preparing the next generation of skilled workers to continue the success of the region. For further information about GOTAFE, please visit www.gotafe.vic.edu.au/about-us

POSITION OVERVIEW

There will be four main focus points around the roles of teachers, these being to prepare sessions through the creation of the session & lesson plans, conduct the sessions then undertake the resulting requirements.

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The final point is around the pastoral care of the students within your classroom/coordination. Teachers will need to be able to work closely with the students in all age groups and cultures to ensure each student has a positive experience whilst undertaking their studies at GOTAFE.

PRIMARY PURPOSE & OBJECTIVES OF THE POSITION

- Prepare and conduct courses and programs for TAFE students and other Institute clients to a standard that will ensure the ongoing quality of programs and courses.
- Implement Equal Opportunity educational programs and classroom strategies that provide for positive outcomes for groups disadvantaged in the labour market.

KEY DUTIES

- Teaching roles will include planning and conducting teaching, conducting and evaluating assessment and pastoral care.
- In addition to the characteristics outlined above, the requirements and typical functions of a Teacher are:
- Work within GOTAFE policies, procedures and other legislative/regulatory requirements.
- Select and deliver appropriate teaching and learning materials.
- Develop and modify appropriate teaching and learning materials.
- Facilitate and assess the learning process of GOTAFE students in a range of settings.
- Maintain accurate records of student, progress and assessment in accordance with established policies and procedures.
- Prepare and maintain teaching and learning resources.
- Supervise and monitor student progress.
- Undertake administrative duties directly related to the teaching function, including the utilisation of GOTAFE systems.
- Participate in meetings and other activities relevant to the role of the position and the organisational area.
- Participate in networks beyond GOTAFE.
- Participate in professional development.
- Provide pre-course advice to students and participate in student selection and induction.

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TYPICAL FUNCTIONS

- Assist others with program related administrative tasks.
- Assist team members with resource evaluation and moderation of standards leading towards interpretation of course materials.
- Provide assistance with staff induction.
- Provide advice and guidance within areas of specialist expertise.
- Assist in providing advice with team developmental needs.
- Assist with counselling.
- Assist with staff selection.
- Determine instructional strategies.
- Coordinate student resources.
- Customise units and courses as appropriate to meet client needs.
- Liaise as appropriate with specialist inter Training Provider networks and learning communities.
- Conduct teaching programs.
- Establish and maintain a learning environment, including encouraging students to take responsibility for their own learning.
- Assist with diagnosing learning difficulties and identifying appropriate teaching strategies.
- Assist in relation to the establishment, maintenance and review of teaching programs.

JUDGEMENT, PROBLEM SOLVING, ACCOUNTABILITY AND EXTENT OF AUTHORITY

- Provide basic pastoral care to students leading to more complex problem resolution.
- Exercise judgement and initiative.
- Supervise and guide entry level Teachers.
- Work independently and in a team environment.
- Plan and prioritise work schedule.
- Set and achieve teaching objectives.
- Manage the learning process, including student participation and preparation of student learning plans.

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- Refer learning difficulties.
- Take an active role in own professional development.
- Provide authoritative advice to stakeholders in relation to learning needs of students and training needs of Employers.
- Encourage and support innovative strategies.
- Provide leadership in specialist areas within the teaching department and across the Institute.
- Set priorities, plan and manage resources.
- Trial and report on innovative delivery strategies.

ORGANISATIONAL RELATIONSHIPS AND IMPACT

- Consult and provide educational services under the direction of Senior Educators.
- Provide a well developed range of teaching strategies to TAFE students and other clients both within and external to the Institute.
- Communicate with course stakeholders as appropriate.
- Plan and conduct information sessions and student selection processes, as appropriate.
- Provide contact point for course content and student issues.
- Undertake a range of administrative, coordination, and learning services activities directly related to the areas taught.

SPECIALIST SKILLS AND KNOWLEDGE

- Research, develop and improve TAFE curriculum and teaching and learning methods.
- Develop teaching and learning strategies and materials.
- Conduct student entry level assessment.
- Research and prepare own teaching materials and for utilisation across the Institute.
- Adapt learning and assessment materials to cater for different students, learning environments, facilities and resources.
- Develop leadership and mentoring skills.
- Develop project and or research skills.
- Moderate validation of outcomes.

- Develop curriculum and/or consultative duties as appropriate.
- Package accredited courses as identified.
- Develop and design courses.

KEY SELECTION CRITERIA

Applicants must be able to demonstrate:

- 1 A sound knowledge of current industry standards and practises.
- 2 Effective communication and interpersonal skills, enabling the delivery of training and educational programs.
- 3 The ability to research, plan, prepare and schedule course and learning materials against agreed timeframes.
- 4 An appreciation of the customer as the focal point of Vocational Education and Training.
- 5 An appreciation of the changing nature of vocational education and training, especially in the areas of delivery and national training packages.
- 6 An ability to work independently and as part of a team.
- 7 An appreciation of the application of Occupational Health and Safety, managing diversity and the current educational, economic and social justice strategies appropriate to TAFE teaching.
- 8 A demonstrated commitment to GOTAFE values.

EMPLOYMENT REQUIREMENTS

To work with GOTAFE you will need to provide a current National Police Records Check and a current Employee Working with Children Check. You will also need to provide evidence of your entitlement to work in Australia, a certified copy of your drivers licence and certified copies of your qualifications.

All employees must adhere to Occupational Health and Safety, Equal Opportunity, Child Safety and other relevant legislative requirements, our policies and procedures and our Codes of Conduct.

All employees of GOTAFE are required to demonstrate in their behaviour, alignment with our values which are: Integrity, Collaboration, Accountability, Respect and Excellence.

OUR COMMITMENT TO DIVERSITY

At GOTAFE, we embrace differences in race, colour, religion, ethnicity, sex, age, disability, nationality, marital status or sexual orientation. We know that diversity and inclusion helps us to attract, recruit, engage and retain a team of talented people.

<u>Employee Acceptance:</u>	<u>Date: / / </u>
<i>Signature</i>	