Federation University

Greater together

Position description

Position title	TAFE Teacher, Healthcare Industries
Institute/School/Centre/ Directorate/VCO	Federation TAFE
Campus	Mt Helen Campus. Travel between campuses may be required.
Classification	Within the TAFE Teacher Range L1.1 to L3.4 depending on qualifications and experience
Time fraction	Part-time
Employment mode	Fixed-term employment
Reason for fixed term	Specific task or project
Probation period	This appointment is offered subject to the successful completion of a probationary period.
Further information from	Alicia Wardle, Program Manager: Federation TAFE, Healthcare Industries Telephone: (03) 53278269 Email: a.wardle@federation.edu.au
Recruitment number	JR101523

Position summary

TAFE Teachers are responsible for the delivery and assessment of quality vocational education and training (VET) programs. Encompassing all facets of the learning cycle, the position is required to manage the end-to-end learning process for students; from initial enquiry to final assessment using a variety of teaching strategies including recognition of prior learning, online and workplace learning, delivery and assessment as well as traditional classroom delivery. The position will also be involved in a range of course and program coordination activities which support the effective operation of the Federation TAFE and the achievements of positive learning outcomes for students.

TAFE Teachers work as directed in a range of areas related to their field of expertise and are responsible for the development of innovative learning activities, resources and assessment strategies, and will assist with program-related administrative tasks. Using contemporary industry knowledge and experience, the successful candidate will provide students with the skills they need to succeed in their future careers.

This position may be required to travel and teach at other campuses from time to time, or as agreed.

Portfolio

Federation TAFE is home to vocational education and training delivered by Federation University Australia and offers a broad range of quality education and training programs, reflecting state and national priorities that address the training needs of individuals and industry.

Background

At Federation University, we are driven to make a real difference to the lives of every student, and to the communities we serve.

We are one of Australia's oldest universities, known today for our modern approach to teaching and learning. For 150 years, we have been reaching out to new communities, steadily building a generation of independent thinkers united in the knowledge that they are greater together.

Across our University and TAFE campuses in Ballarat, Berwick, Gippsland, and the Wimmera, we deliver world-class education and facilities. With the largest network of campuses across Victoria, we are uniquely positioned to provide pathways from vocational education and skills training at Federation TAFE through to higher education.

To be successful at Federation University you must be willing to enthusiastically embrace the University's ambition as expressed in Federation University's 2040 Strategic Plan and share the University's values of:

INCLUSION, we champion access and equity for all, creating a welcoming, supportive environment for our diverse learners and staff.

INNOVATION, we innovate to transform, embracing new ideas in teaching, research and operations to continually improve and stay ahead.

EXCELLENCE, we strive for excellence in all that we do, holding ourselves to high standards of quality, integrity and impact.

EMPOWERMENT, we support and trust our people, empowering learners, staff and partners to contribute, lead and succeed.

COLLABORATION, we are stronger together; teamwork and strong partnerships are at the heart of how we operate.

Key responsibilities

1. Plan, prepare, deliver and assess training programs in accordance with training packages and/or course requirements using a variety of training and assessment methods appropriate to student and client needs.
2. Monitor, assess and record student attendance, progress and results, maintaining accurate records and student files in accordance with training package requirements and the VET Quality Management System which incorporates Australian Skills Quality Authority (ASQA) requirements, utilising University systems and processes.
3. Participate in internal and external contractual audits required by federal and state training authorities and undertake follow up actions as required.
4. Plan, prepare, maintain, coordinate and participate in the evaluation of student teaching and learning resources. Participate in course assessment and moderation activities.
5. Undertake administrative and co-ordination duties related to the teaching function.
6. Provide pre-course advice to students, participate in student selection and induction, and conduct student entry level assessment, including assisting with language, literacy and numeracy assessments. Prepare training plans and personal individual work plans.
7. Provide basic counselling and pastoral care to students and refer to appropriate supports within the University.
8. Participate in the development of annual work plans and the annual Your Growth Matters (YGM), including participating in relevant professional development and industry release activities to maintain currency of qualifications, as agreed.
9. Participate in relevant meetings, activities and in relevant internal and external education networks and learning communities. Liaise with industry, community and educational organisations as required to ensure the establishment of positive and co-operative relationships.
10. Assist and provide guidance to entry level teachers as required within areas of specialist expertise.
11. Work collaboratively as an effective team member and contribute to the achievement of the Federation TAFE's commercial and strategic targets.
12. Other duties as directed by the Pro Vice-Chancellor and Director, or other persons with delegated authority within the scope of this position and the provisions of the *TAFE Teaching Staff Agreement 2025-2028* or successor agreements.
13. Reflect and embed the University's strategic plan, and operational purpose, priorities, and goals.

14. Embed effective risk management practices to ensure continuous service delivery. Participate in training and exercises to remain prepared for potential disruptions.
15. Undertaking the responsibilities of the position adhering to:
    - the Staff Code of Conduct, Child Safe Code of Conduct, and Conflict of Interest Policy and Procedure;
    - Equal Opportunity and anti-discrimination legislation and requirements;
    - the requirements for the inclusion of people with disabilities in work and study;
    - Occupational Health and Safety (OHS) legislation and requirements; and
    - Public Records Office of Victoria (PROV) legislation.

Level of supervision and responsibility

Under general direction, TAFE Teachers are responsible for the development, preparation, conduct and evaluation of quality VET programs and related services using best practice teaching methodologies which suit the needs of a diverse range of students and cohorts, including those with disabilities and from other disadvantaged backgrounds.

TAFE Teachers are proactively engaged with the end-to-end teaching process, using an innovative, student-focused approach and continuous improvement methodologies to deliver quality learning and teaching offerings. Exercising judgement and initiative, the position is accountable for planning and prioritising work schedules to achieve teaching objectives and managing the student learning process, including student participation, the preparation of student learning plans and assessment of student work. TAFE Teachers are expected to actively pursue ongoing personal professional development in order to meet the objectives of the position.

TAFE Teachers are expected to lead in their specialist area and provide advice and guidance to students and customers, managing learning needs in a range of learning environments and contexts, including workplace delivery and meeting the skill requirements of employers. The position is further required to take a proactive, collaborative and commercially focused approach, working both independently and in a team environment. The position will be expected to be familiar with training packages and adapt learning and assessment materials to cater for a range of student cohorts and learning environments. TAFE Teachers are further be expected to possess leadership, mentoring and project management skills to enhance the quality of teaching provided and student learning.

TAFE Teachers must comply with all relevant University policies, procedures and processes and are required consider the safety and wellbeing of University staff and students at all times.

Position and organisational relationships

TAFE Teachers report directly to a Program Manager, receiving broad direction and leadership from their Associate Director, whilst also working collegiately with staff members within their specialist program area.

TAFE Teachers support the University's student retention strategies by providing basic counselling and pastoral care to students. The position will also liaise University support services to ensure that students have access to appropriate, professional supports as needed.

The position will liaise with industry, community and educational organisations to establish positive and co-operative relationships.

Key selection criteria

Applicants must demonstrate they are able to undertake the inherent responsibilities of the position as contained in the position description and are able to meet the following key selection criteria:

Training and qualifications

The successful applicant will hold, at a minimum, the following vocational teaching qualifications:

1. Relevant vocational qualification at the Certificate III, Certificate IV, diploma or degree level combined with an approved number of years industrial/professional experience.
2. Current unrestricted registration as a Registered Nurse with Australian Health Practitioner Regulation Agency (AHPRA).

3. Must hold one of the following credentials:
   - TAE40122 Certificate IV in Training and Assessment or its successor;
   - TAE40116 Certificate IV in Training and Assessment or its successor;
   - A diploma or higher-level qualification in adult education or vocational education and training
   - A secondary teaching qualification and one of the following credentials:
     - TAESS00011 Assessor Skill Set, or
     - TAESS00019 Assessor Skill Set or its successor, or
     - TAESS00024 VET Delivered to School Students Teacher Enhancement Skill Set or its successor.

   Please note: In order to progress beyond the L1.2 level, teachers need to have successfully completed an approved course of teacher training accredited at diploma (Australian Qualifications Framework Level 5) or Advanced Diploma/Graduate Certificate or Associate Degree (Australian Qualifications Framework 6+) which includes supervised teaching practice and studies in teaching methodology or equivalent.

4. Must hold a valid *Employee* Working with Children (WWC) check.

Experience, knowledge and attributes

5. Demonstrated current vocational skills and knowledge in the relevant teaching area(s).
6. Demonstrated ability to research, develop and implement innovative and appropriate teaching curriculum, materials, resources and methods of assessment relevant to the TAFE sector to suit a diverse range of student and clients, including those with disabilities and from other disadvantaged groups.
7. Demonstrated ability to effectively utilise online learning platforms and technologies to engage students and facilitate positive learning outcomes.
8. Demonstrated communication and interpersonal skills, including the demonstrated ability to negotiate and provide guidance and mentoring to a diverse range of students and clients.
9. Demonstrated ability to work independently as well as an effective member of a team and contribute to a safe, respectful and positive workplace culture.
10. Demonstrated knowledge and understanding of the current issues influencing the VET sector, relative to the vocational area.
11. Demonstrated ability to complete administrative tasks, including the ability to maintain accurate online and physical records.
12. Demonstrated working knowledge and application of the Child Safety Standards.
13. Demonstrated knowledge and application of appropriate behaviours when engaging with children, including children with a disability and from culturally and/or linguistically diverse backgrounds.

The University reserves the right to invite applications and to make no appointment.

It is not the intention of the position description to limit the scope or accountabilities of the position but to highlight the most important aspects of the position. The aspects mentioned above may be altered in accordance with the changing requirements of the role.