

POSITION DESCRIPTION

Date	23/02/2022
Position Title	Skills First Teacher
Reports to (position title)	Lead Assessor
Department	Training

Organisational Context

bestchance Child Family Care is an independent, not-for-profit, community organisation with offices in Glen Waverley, Bayswater and Pakenham, Victoria, Australia.

bestchance adopts an innovative and holistic approach to assisting young children and families by integrating a range of specialist family oriented educational and welfare community services. The range of programs delivered include Early Childhood Education and Care (ECEC) Family Day Care, Kindergarten, Child Care; Children's Therapy, Parent and Child Support, Training, Community Support and Cheshire, an independent, specialist primary school for children with social, emotional and learning difficulties.

These programs recognise that the early years of a child's life are the most formative and influential and we strive to adhere to the principles of 'best practice'. This commitment ensures that families are, at all times, respected as the experts on their children and supported in an environment that is strength based and family centred.

bestchance also works in partnership with families in managing a number of kindergartens under its Early Years Management Program.

bestchance is committed to implementing and adhering to the Child Safe standards including the development and implementation of people practices that reduce the chance of child abuse within the organisation, for which we advocate zero tolerance.

Health safety and wellbeing first, is an expectation of all, where staff implement local work instruction and processes aligned to organisation requirements and are accountable for their own safety and safety of others.

PURPOSE

For all children, families and individuals to thrive in their community.

VISION

Inclusion we include everyone regardless of their background, needs or circumstances

Care We nourish and nurture resilient relationships

Education We develop skills and knowledge to build capacity and resilience.

VALUES

Humility we focus on listening to better understand and meet needs

High Expectations we have high aspirations for our client outcomes and for the calibre of our services and staff

Innovation we embrace change based on critical reflection

Curiosity we seek new understandings and knowledge

Evidence we seek and generate evidence to evaluate and improve our programs

Challenge we look beyond the immediate to achieve different results

POSITION PURPOSE

Skills First Teachers are responsible for the development, deliver, assessment and evaluation of classroom based qualification programs. Skills First Teachers are responsible for ensuring that Skills First contractual compliance requirement and Australian Skills Quality Authority requirement are met by following organisational policies and procedures. All Skills First Teachers are required to have around classroom based and virtual based delivery and assessment in accordance with relevant Training Packages Units of Competencies and Assessment requirements.

PRIMARY OBJECTIVES

- Deliver quality learning and assessment to participants of both accredited and pre-accredited courses as per course schedules and training package requirements

KEY RESULT AREAS AND RESPONSIBILITIES

- Clear understanding of and a demonstrated ability to deliver classroom based training which is compliant with organisational policies and procedures, external contractual and regulatory requirements including but not limited to:-
 - Skills First Victoria
 - Australian Qualifications Training Framework (AQTF)
 - Australian Skills Quality Authority (ASQA)
 - Australian Core Skills Framework (ACSF)
 - Relevant Training Package Qualification – Units of Competency Performance Criteria and Assessment Requirements
- Clear understanding and the ability to deliver and assess using flexible innovative adult learning principles to teaching and assessment
- Innovative approach to the development, use of and validation of learning and assessment resources
- Commitment and ability to the implementation of proactive positive behaviour management strategies within a learning environment
- Demonstrated ability to:-
 - Adhere to professional boundaries
 - Professional level of accountability and reporting
 - Contribute to positive teamwork
 - Building the capacity of self and organisation through professional development and organisational knowledge

- Prepare details lesson plans/session plans which directly address the relevant Learning Outcomes, Performance Criteria and Assessment Requirements of each unit of competency to be delivered and assessed
- Ensure course timetables are followed in an efficient and effective manner, supporting students in a professional manner to suit the needs of each individual as well as the group
- Provide a learning environment that supports and provides assistance to student in creating pathways to further education and/or employment
- Create positive and professional relationships with students
- Take a proactive approach in supporting students at risks
- Use effective classroom management strategies which encourage students to take responsibility for their own behaviour and learning
- Refer students, when necessary to appropriate support services
- Demonstrate a genuine enthusiasm and commitment to community based education and training and link opportunities of activities within the broader community
- Participate in internal and external audits, validation and moderation and professional development as required by the organisation

Reporting, student relationships and duty of care

- Provide customer service ensuring all visitors, teachers and students feel welcome and supported
 1. Create and foster positive relationships with students
 2. Delivery high quality training programs which results in educational outcomes for students
 3. Meet all duty of care requirements with students
 4. Proactively manage students-at-risk with early intervention plans

Policies and Procedures

1. Attend and complete induction
2. Ensure that organisational policies and procedures for the delivery and assessment of training are followed
3. Participate in internal and external audits
4. Adhere to organisational workflows, policies and procedures

Compliance

- 100% completion and submission of administration/compliance documentation, as outlined in organisational policies and procedures pertinent to, but not limited to:-
 1. Training Plans
 2. Lesson/Session Plans
 3. Student Checklists (student signatures for all required forms)
 4. Attendance Records
 5. Outcome Records

6. Completion of all other AQTF documentation as directed by Lead Assessor

- Maintain annual currency in both knowledge and skills by attending professional development activities in both vocational and teaching skills

KEY SELECTION CRITERIA

- Relevant and appropriate vocational qualifications at a minimum to the level teaching and assessing
- Certificate IV in Training and Assessment
- Relevant and recent vocational and training and assessment experience
- Highly developed communication, people and organisational skills
- Excellent computer and record keeping skills

Other

- Valid working with Children Check
- A current Police Check with no disclosures
- Current driver's license

I _____
 (name in full) have read and accept the Position Description outlined above.

Signature	
Date	
Manager's Name	
Date	
Manager's Signature	