

Summary Position Statement Including Selection Criteria

1. General Information

Position Title:	Adult Education Coordinator
Award:	Neighbourhood Houses and Adult Community Education Centres Collective Agreement 2016
Reporting To:	CCC Manager
Position Supervisors:	Administrators, Teachers, Tutors and adult education volunteers
Award Grade:	Adult & Community Education Employees (PACCT) Level 6
Salary:	Salary will be negotiated depending on qualifications and experience of the successful applicant within the PAACT Level 6 range plus superannuation.
Work Hours:	25 hours a week over 5 days (Monday to Friday) Annual leave must be taken at Centre closure 2-3 weeks over Christmas & New Years and the remainder preferably during school holidays (Option of additional hours teaching)
Tenure:	Ongoing (subject to 3-month probation period).

2. Context

Cheltenham Community Centre (CCC) has a significant focus of community strengthening in the southern metropolitan region of Melbourne through its provision of childcare, educational, vocational and social programs for the local community. As one of 400 Neighbourhood Houses across Victoria, CCC is committed to the principles of Community Ownership, Community Participation, Empowerment, Access and Equity, Life-long Learning, Inclusion, Networking, Advocacy, Self-help and Social Action.

CCC operates as an incorporated, not for profit organisation with over 800 members / participants a week from a wide cross section of the local community. CCC employs over 30 staff and has a turnover of around \$1.5M per annum but a significant proportion of the organisation's capability and output is derived from the contribution made by many of its members on a voluntary basis.

CCC delivers six main program areas – Childcare, Adult Education including English as an Additional Language (EAL) and classes for people with a disability, Holiday Activities for children, CCC Bolts Netball Club, Community Cafe, and Health and Wellbeing classes such as Music for Tots and Yoga.

CCC's revenue base includes grant funding from the Council for Adult, Community and Further Education (ACFE), Melbourne Polytechnic (MP) through the Adult Migrant English Program (AMEP), Department of Families, Fairness and Housing (DFFH), and Kingston City Council along with fee revenue/cost recoup from its member base.

CCC and SCCC partnership

Cheltenham Community Centre and Southern Community Church of Christ have worked in creative partnership since 1986. Because both organisations believe they can achieve more together than they can working alone, they are committed to celebrating and developing the unique and diverse contributions that each organisation brings to the partnership.

Together, CCC and SCCC seek to enrich the experience of community for all people, offering access to a broad range of activities, programs, opportunities and resources to enable people of diverse backgrounds, abilities and interests to live life to the fullest.

The creative partnership between CCC, a secular organisation, and SCCC, a faith-based organisation, is grounded in their shared values and shared mission to strengthen, resource and support the wider community. Each organisation brings expertise in different program areas (see CCC and SCCC websites), and together they deliver a range of exciting partnership projects. Through this partnership, CCC and SCCC have been able to develop and conduct a broader range of programs, offer a more meaningful experience of community, and provide a more expansive network of resources for the community.

3. Role Overview – Adult Education Coordinator

Reporting to the CCC Manager, the Adult Education Coordinator is responsible for overseeing the delivery of all Adult Education functions including ACFE, AMEP, and fee for service adult education programs at the Centre. They will ensure compliance with all administrative and reporting requirements of CCC Management and Board along with CCC's adherence to the contractual requirements and delivery standards of funding providers including the council for Adult Community and Further Education (ACFE), the Adult Migrant English Program (AMEP) through CCC's partnership with Melbourne Polytechnic and accreditation frameworks such as the Australian Quality Training Framework (AQTF), Victorian Registrations & Qualifications Authority (VRQA) and the ACFE Business Viability Guidelines.

The Adult Education Coordinator is also responsible for the effective leadership and management of adult education salaried administrators and tutors, and volunteers to ensure the achievement of CCC's vision and objectives. These responsibilities include all aspects of staff recruitment, assignment of duties and management and appraisal of performance.

They may choose to be assigned hours as an adult education teacher/tutor depending on availability and class numbers.

4. Key Accountabilities – Adult Education Coordinator

Maintain and Develop CCC Adult Education Programs

Student Management

- Schedule, and develop courses for all adult education programs using English as an Additional Language (EAL) Frameworks in accredited courses and the A-Frame in pre-accredited courses.
- Add new/updated accredited courses on scope with VRQA.
- Manage interview process, conduct assessments and place students into suitable classes.
- Provide support and pathways guidance to students.
- Ensure class records are maintained to the required standards by tutors including attendance lists, lesson plans and assessments in order to be able to record appropriate statistics for ACFE and Melbourne Polytechnic.
- Regularly (monthly) promote CCC adult education programs to Job Network Providers and other relevant organisations.
- Develop marketing action plan for classes that are under 60% filled (within 2 weeks of program being under 60% filled).
- Implement marketing action plan in consultation with Manager and relevant CCC team members (commence implementation within 2 weeks of marketing action plan being developed).
- Review and monitor CCC website in regard to the Adult Education programs to ensure they are up to date and relevant.

RTO and ACFE Compliance

- Develop efficient and viable systems and processes that support the delivery of AMEP at CCC, for the new contractor Melbourne Polytechnic.
- Develop procedure manual for AMEP delivery.
- Review and update relevant policies and procedures for delivery of adult education.
- Ensure adherence to CCC's Australian Quality Training Framework (AQTF) and Victorian Registration and Qualifications Authority (VRQA) compliance in the areas of adult education delivery including relevant policies and procedures.
- Ensure all Adult Education Programs meet standards and requirements – includes undertaking ACFE audits and completion of client satisfaction surveys, Linda Wyse and Associates (LWA) audits, and VRQA audits.
- Establish & maintain effective CCC internal audit process.
- Prepare and submit funding report requirements for AMEP, ACFE and any other funding bodies.
- Attend AMEP Workshops and personal development days.
- Establish and maintain a bank of visiting speakers from local community organisations.
- Liaise and collaborate with event coordinator regarding an annual Diversity Day (or the like).
- Organise the annual student graduation/celebration day.

Program Development

- Research, consult and identify areas of need in the provision of adult education programs in the community.
- Prepare submissions for funding and associated delivery plans.
- Monitor and review Adult Education budget monthly & report any usual events & expenditures.
- Make recommendations for budget to increase income and decrease expenditure for a positive financial outcome for CCC.

Facility and Equipment Responsibilities

- Ensure all adult education classrooms equipped with good tables, chairs, whiteboard, and student/teacher requirements.
- Ensure all classrooms and areas used by students (including PSH kitchen) maintained in a clean, amendable, welcoming condition.
- Ensure tutors review feedback indicates satisfaction with equipment and facility for their activity/program.

Leadership and Staff Supervision

- Lead, manage, motivate, train and develop a team of tutors and volunteers involved in the delivery of CCC's Adult Education program ensuring course curriculum, content, delivery methodology, and learning material requirements are met.
- Manage administration staff and volunteers (in liaison with Assistant Manager) to support administration/intake process requirements to ensure the adult education program is efficient and viable for CCC.
- Recruit and induct Adult Education tutors and develop adult education tutor performance/work plans and conduct annual staff appraisals.
- Provide ongoing support to adult education tutors, including conducting professional development workshops and moderation sessions and other meetings with tutors to ensure the highest quality of program delivery is achieved.
- Attend all relevant teacher, course and curriculum development workshops along with regular staff meetings with Manager and other coordinators.
- Ensure tutors have access to up-to-date resources including books, learning materials and access to allow for continued integration of computer-enhanced learning in program delivery.

- Assist in the promotion of all programs at CCC.
- Lead in the delivery and continuous improvement of the operations of CCC to enable the effective and efficient delivery of the full range of CCC services and programs – including all financial, administrative and customer service functions of the organisation.

CCC Management Team

- Assist in promoting CCC in a positive and constructive manner including representation to relevant government and community organisations.
- Contribute to CCC’s business planning development, implementation and performance review processes for a range of adult education and children’s programs, including analysis of needs in the community, setting objectives and performance targets, identify of appropriate funding sources and associated budgeting and resource allocation activities according to priorities and frameworks established by the Board of Governance.
- Provide authoritative advice, support and recommendations to the CCC Manager and Board of Governance on aspects of CCC’s operations relating to Adult Education.

Communication and Reporting

1. Communicate relevant and pertinent information to CCC team members as documented in the CCC Staff Handbook (under sub-heading “Communication”).
2. Work directly with relevant CCC team members to ensure all Coordinators are working collaboratively, efficiently, and with the most current information.
3. Prepare and submit monthly adult education report using template provided by due date to Manager.
4. Prepare and submit annual reports on Adult Education by December/January.

5. Working Relationships

Who	Purpose
CCC Manager	Line management reporting relationship, periodic (at least weekly) liaison regarding all aspects of the Adult Education part of the CCC operation.
CCC Assistant Manager	Line management when Acting and Duty Manager.
CCC Administration officers	Direct management of administration officers to manage student enrolments, reporting, adult education marketing, program development, adult education administration processes/systems.
CCC Teachers, Tutors, and adult education volunteers	Direct management, leadership, motivation and facilitation of learning of teachers/tutors to deliver education classes.
CCC Finance Officer	Peer Relationship - regular interaction and monitoring of activities including billing to funding providers and student attendance statistics.
Other CCC Coordinators	Peer Relationship - daily interaction and monitoring of activities in each of the program areas of CCC.
CCC Members/Participants/Students	Customer service, advice and assistance – includes placement testing, and monitoring of satisfaction with CCC adult education programs.
Southern Community Church of Christ	Regular contact and collaboration regarding the use of the facility.

ACFE, Melbourne Polytechnic, DFFH, Kingston Council and NHVic	Various according to nature of relationship with each external body.
Other Community Service Providers and Neighbourhood Houses	Collaboration and knowledge sharing.

6. Key Selection Criteria

1. Experience in the development of curriculum and delivery of adult education programs at all levels to students of varying backgrounds along with the relevant tertiary qualifications for the delivery of accredited adult education programs within Victoria.
2. Detailed understanding of the contractual requirements and delivery standards of funding providers such as Adult Community and Further Education (ACFE), Adult Migrant English Program (AMEP), and accreditation frameworks including the Australian Quality Training Framework (AQTF).
3. A track record of effective leadership and people management in a training/education based organisation along with a demonstrated ability to build teams and facilitate the learning and development of staff and volunteers.
4. Well-developed program development skills with the capacity to identify and evaluate new funding opportunities and/or training delivery requirements and develop submissions to relevant funding bodies in response.
5. Ability to manage budgets and ensure the financial outcome of programs/classes are sustainable to CCC as an organisation.
6. High level of competency in the use of computer equipment and software application, in particular Microsoft Word, and Excel.
7. Experience in establishing and monitoring administrative practices in an Adult Education/Community environment and experience in the analysis of and response to emerging learning delivery frameworks and other administrative requirements.
8. Well-developed written and spoken communication skills along with a clear ability to influence and negotiate with internal and external stakeholders along with strong relationship building skills with the ability to engage a wide range of stakeholders across government and the wider community.
9. Experience in data management systems desirable.
10. Strong understanding of the not for profit, community-based service delivery sector with a capacity to work effectively in a values-based organisation.

7. Position Requirements

Mandatory

- Recognised postgraduate TESOL qualification at AQF 8 or higher (course must be 100 contact hours or more and include a practicum).
- Certificate IV in Training and Assessment.
- Recognised Bachelor degree (equivalent to 3 years full time).
- Demonstrated knowledge and experience in bringing new courses into curriculum and ACFE delivery plans.
- Working with Children Check, National Police Record Check, Compliance with COVID-19 policies.

Work Ready

- Australian citizenship or a work visa that allows the holder in Australia for a minimum of two years.

8. Other Information

- The position is located at 8 Chesterville Road, Cheltenham, but will require off-site meetings and visits to regional locations (approximately 1-2 off-site meetings per semester).
- The appointment will be for 25 hours per week. The schedule of hours will be negotiated between 9am - 4pm Monday to Friday. Centre closure at the end and beginning of the year will be taken as annual leave.
- Wages and employment conditions are in accordance with the PACCT Level 6.
- An annual performance appraisal shall be conducted by the CCC Manager.
- The position is subject to a 3-month probationary period.
- Physical requirements of the role are below.

Physical Requirements of the role

Key: **N**: Never, **O**: Occasional, **F**: Frequent, **C**: Constant.

Postural Tolerance	N	O	F	C	Comments	Manual Handling	N	O	F	C	Comments
Stand			✓			Lift			✓		
Walk				✓		Carry			✓		
Squat			✓			Push/Pull		✓			
Bend forward		✓				Forward reach		✓			
Sit			✓			Grip/Grasp			✓		
Kneel		✓				Driving		✓			
Trunk twist			✓			Upper limb movements			✓		

Overall Rating of Perceived Exertion required for role = 3

RPE scale	RATE OF PERCEIVED EXERTION
10	Maximum Effort Activity Completely out of breath, unable to talk. Cannot maintain for more than a short time.
9	Very Hard Activity Very difficult to maintain for more than one minute. Can barely breathe and speak.
7-8	Vigorous Activity Borderline uncomfortable. Short of breath, can speak a sentence.
4-6	Moderate Activity Breathing heavily, can hold a short conversation. A little uncomfortable & challenging.
2-3	Light Activity Can maintain for hours, easy to breathe and carry out a conversation.
1	Very Light Activity Hardly any exertion but requires some movement.

Adaptive equipment available

Equipment	Description of use
Table Trolleys	Moving tables around the classrooms and facility
Chair Trolley	Moving chairs around the classrooms and facility
Other Trolleys	Moving equipment or boxes
Ergonomic assessment of workstation	Minimise effects of long periods of sitting and using a computer
Ergonomic office chair	Minimise effects of long periods of sitting
Stand up desks	Minimise effects of long periods of sitting