

## Summary Position Statement Including Selection Criteria

### 1. General Information

<b>Position Title:</b>	<b>Adult Education Coordinator</b>
<b>Award:</b>	Neighbourhood Houses and Adult Community Education Centres Collective Agreement 2016
<b>Award Grade:</b>	Adult & Community Education Employees ESPSE Level 7
<b>Reporting To:</b>	CCC Manager
<b>Position Supervisors:</b>	Adult Education Administrators, Teachers, Tutors and adult education volunteers
<b>Salary:</b>	Competitive salary in the ESPSE Level 7 range, based on your qualifications and experience, plus superannuation
<b>Work Hours:</b>	32.5 hours a week over 5 days (between Monday and 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)
<b>Leave Entitlements:</b>	4 weeks of annual leave with 17.5% leave loading, taken during Centre closure (2-3 weeks over Christmas & New Year) with remaining leave preferably during school holidays.
<b>Additional Benefits:</b>	Holiday Shutdown: Potential for an extra paid day during the Christmas-New Year shutdown period. Long Service Leave: Pro-rata access after 7 years of continuous service.
<b>Tenure:</b>	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 900 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**

#### **Development and Maintenance of CCC Adult Education Programs**

- Design, schedule, and manage adult education courses, including accredited courses using the English as an Additional Language (EAL) Frameworks and pre-accredited courses with the A-Frame framework.
- Maintain course scope updates with the Victorian Registration and Qualifications Authority (VRQA) for new and revised accredited courses.
- Manage the student interview, assessment, and placement process to ensure students are enrolled in suitable classes, including conducting initial assessments and placement interviews as needed.
- Support the adult education team by providing guidance and pathway planning for students, ensuring they have necessary resources for success.

#### **Compliance and Best Practice (RTO and ACFE)**

- Establish efficient systems and processes to support the Adult Migrant English Program (AMEP) delivery for Melbourne Polytechnic.
- Develop and maintain an AMEP procedure manual and regularly review adult education policies to ensure compliance with the Australian Quality Training Framework (AQTF) and VRQA standards.
- Ensure all programs meet audit and compliance requirements, including ACFE audits, client satisfaction surveys, LWA audits, and VRQA audits.
- Prepare and submit reports for AMEP, ACFE, and other funding bodies, maintaining compliance and best practices.
- Conduct annual internal audits to ensure CCC's compliance and effectiveness in program delivery.

- Participate in AMEP workshops and professional development days to enhance sector-specific knowledge and skills.
- Coordinate with community organisations to arrange visiting speakers and collaborate with CCC event coordinators for an annual Diversity Day or similar events and plan an annual student graduation celebration.

### **Student Management and Marketing**

- Maintain class records according to required standards, including attendance, lesson plans, and assessments, to support accurate reporting for ACFE and Melbourne Polytechnic.
- Promote CCC adult education programs monthly to Job Network Providers and relevant organisations.
- Develop and implement targeted marketing plans for under-enrolled classes (below 60%) in collaboration with the Manager and team members, ensuring a response within two weeks of enrolments dropping.
- Ensure regular update and monitoring of the Adult Education program listings on the CCC website for accuracy and relevance.

### **Program Development and Financial Management**

- Research, consult, and identify community needs to inform adult education programming.
- Draft funding submissions and associated delivery plans to support program expansion.
- Research and develop strategies for expanding adult education program offerings to boost enrolments, including options for blended learning, after-hours, and weekend classes.
- Monitor the Adult Education budget monthly, providing recommendations for adjustments to enhance income and manage expenses for optimal financial outcomes.

### **Leadership and Staff Supervision**

- Lead, manage, and support a team of teachers, tutors, administration staff, and volunteers, to ensure high-quality program delivery, focusing on curriculum standards, content, and effective use of learning materials
- Directly manage an adult education administration team, managing student intake processes and collaborating with the Assistant Manager to maintain and improve efficient customer-focused operations.
- Recruit and onboard new tutors and teachers, develop performance plans, conduct annual appraisals, and coordinate professional development workshops.
- Ensure tutors have up-to-date resources and promote continuous integration of technology in learning.
- Lead team meetings and participate in teacher training and curriculum workshops to stay aligned with program objectives.

### **Facility and Equipment Oversight**

- Ensure classrooms are fully equipped, organised and well-maintained to create a welcoming and functional learning environment.
- Oversee daily opening, closing, and setup of classrooms, maintaining clean and suitable facilities, including shared spaces like the kitchen, and collect tutor feedback on facility satisfaction.

### **Contribution to CCC Management**

- Represent CCC positively in community and government settings.
- Lead the development of a 12-month business plan for adult education during the annual strategic planning day, contributing to business planning, objective setting, performance reviews, and resource allocation alongside the Manager and Board of Governance.
- Provide expert advice and recommendations to CCC leadership on adult education initiatives.

### **Communication and Reporting**

- Ensure clear communication among CCC team members as outlined in the CCC Staff Handbook.
- Collaborate effectively with other coordinators to maintain cohesive program delivery.
- Prepare and submit monthly and annual reports on the Adult Education program, providing updates on progress and achievements.

## 5. Working Relationships

Who	Purpose
CCC Manager	Line management reporting relationship with regular (at least weekly) liaison covering all aspects of Adult Education operations at CCC.
CCC Assistant Manager	Secondary line management during Acting or Duty Manager periods, providing operational support and oversight as needed.
CCC Administration officers	Direct management of administration officers to oversee student enrolments, reporting, marketing for adult education, program development, and administrative processes/systems for adult education.
CCC Teachers, Tutors, and adult education volunteers	Direct supervision, leadership, and support for teachers, tutors, and volunteers to facilitate effective delivery of adult education classes.
CCC Finance Officer	Collaborative relationship with regular coordination on financial activities, including billing, funding reports, and tracking student attendance and related statistics.
Other CCC Coordinators	Collaborative peer relationship with daily interactions to align activities and maintain coherence across CCC's program areas.
CCC Members/Participants/Students	Customer service, guidance, and support, including conducting class placement testing and ensuring participant satisfaction with CCC's adult education programs.
Southern Community Church of Christ	Ongoing communication and partnership regarding facility use, ensuring shared resources are effectively managed.
ACFE, Melbourne Polytechnic, DFFH, Kingston Council and NHVic	Engagement varies based on each organisation's relationship with CCC, including funding, compliance, and collaborative program initiatives.
Other Community Service Providers and Neighbourhood Houses	Collaboration and knowledge-sharing partnerships to enhance community services and broaden adult education opportunities.

## 6. Key Selection Criteria

1. Proven experience in curriculum development and delivery of adult education programs across all levels, catering to students from diverse backgrounds, with relevant tertiary qualifications for delivering accredited adult education programs within Victoria. **Bi-lingual skills are an advantage.**
2. Strong understanding of contractual requirements and delivery standards of funding bodies, including Adult Community and Further Education (ACFE), Adult Migrant English Program (AMEP), and accreditation frameworks such as the Australian Quality Training Framework (AQTF).
3. Demonstrated track record of effective leadership and people management within a training or education-based organisation, with proven ability to build teams and facilitate staff and volunteer learning and development.
4. Strong program development skills, with the capacity to identify and evaluate new funding opportunities or training delivery needs and develop submissions for relevant funding bodies.
5. Proficient in budget management, ensuring that programs and classes are financially sustainable and contribute positively to CCC's overall operations.

6. High-level proficiency in computer skills and software applications, with expertise in Microsoft Word and Excel.
7. Experience in establishing and monitoring administrative practices within an adult education or community environment, with the ability to adapt to emerging learning delivery frameworks and meet administrative requirements.
8. Excellent written and verbal communication skills, with the ability to influence and negotiate with internal and external stakeholders. Strong relationship-building skills, capable of engaging a wide range of stakeholders across government and the community.
9. Familiarity with data management systems is desirable.
10. Solid understanding of the not-for-profit, community-based service delivery sector, with the ability to work effectively in a values-driven organisation.

## 7. Position Requirements

### Mandatory

- Current Certificate IV in Training and Assessment.
- Recognised Bachelor degree (equivalent to 3 years full time).
- Proven knowledge and experience in curriculum development and integrating new courses into ACFE delivery plans.
- Knowledge and experience in managing RTO compliance, including adherence to relevant regulatory standards and frameworks.
- Valid Working with Children Check and National Police Record Check.

### Highly Desirable

- Recognised postgraduate TESOL qualification at AQF Level 8 or higher, with a minimum of 100 contact hours and an included practicum component.

### Work Eligibility

- Australian citizenship or a valid work visa allowing residence and employment in Australia for a minimum of two years.

## 8. Other Information

- **Location:** The position is based at 8 Chesterville Road, Cheltenham, with some off-site meetings and visits (approximately 1-2 off-site meetings per semester).
- **Hours of Work:** This role requires 32.5 hours per week, with a schedule to be negotiated within the hours of 8:30am - 4pm, Monday to Friday. Annual leave will be applied for Centre closures at the end and beginning of each year.
- **Employment Conditions:** Wages and conditions are in accordance with ESPSE Level 7 under the NHACE Agreement 2016. Updated July 2024 pay tables are available here <https://www.nhvic.org.au/industrial-relations>
- **Probationary Period:** The position is subject to a 3-month probationary period.
- **Physical Requirements:** The role involves certain physical tasks, as outlined overleaf.

## 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	Description
10	Maximum Effort Activity	Completely out of breath, unable to talk. Sustainable only for short periods.
9	Very Hard Activity	Very difficult to maintain for more than one minute. Barely able to breathe or speak.
7-8	Vigorous Activity	Borderline uncomfortable. Short of breath, can speak a sentence.
4-6	Moderate Activity	Breathing heavily, able to hold a short conversation. Slightly uncomfortable and challenging.
2-3	Light Activity	Easy to maintain for extended periods. Breathing comfortably, can carry out a conversation.
1	Very Light Activity	Minimal exertion, involves some movement but is hardly demanding.

### 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