

## Summary Position Statement Including Selection Criteria

### 1. General Information

<b>Position Title:</b>	English as an Additional Language (EAL) teacher and Adult Education administrator
<b>Reporting to:</b>	Adult Education Coordinator
<b>Award:</b>	Neighbourhood Houses and Adult Community Education Centres Collective Agreement 2016
<b>Position Grade:</b>	PACCT Tutors and Teachers – Teacher 1 (Teaching) PACCT Employees – Level 6.1 (Admin)
<b>Salary:</b>	As per Neighbourhood Houses and Learning Centres Collective Agreement 2016, for every hour of class teaching time, 30 minutes will be allowed for preparation and administration tasks.
<b>Work Hours:</b>	Teaching – 6 hours a week Administration – 8 hours a week 40 weeks per year. Meetings and professional development as negotiated with the Adult Education Coordinator.
<b>Tenure:</b>	Subject to 3 months' probation, then on-going. Part-time (dependent on class numbers and viability)

### 2. Context

Cheltenham Community Centre (CCC) is 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 500 participants from a wide cross section of the local community. CCC employs over 30 staff and has a turnover of around \$1M 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 is involved in six main program areas – Childcare, Adult Education, Holiday Activities, CCC Bolts Netball Club, Community Cafe, and Health and Wellbeing classes.

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

CCC delivers a range of accredited and pre-accredited courses from courses in English as an Additional Language (EAL) to “Literacy for Living”. Funding for these courses is derived from several sources including Melbourne Polytechnic (for AMEP) (accredited courses), Department of Education and Training (for ACFE courses) (pre-accredited) and fee for service.

In addition to teaching classes teachers are required to provide the Adult Education Coordinator with the necessary documentation for compliance. Administration and reporting for CCC management and Board of Governance is required to satisfy CCC’s adherence to the contractual requirements and delivery standards of funding providers including the Adult Migrant English Program (AMEP) through CCC’s contract with Melbourne Polytechnic and accreditation frameworks such as the Australian Quality Training Framework (AQTF) and the ACFE Business Viability Guidelines.

### 4. Key Accountabilities

#### EAL (AMEP) teacher

- Prepare, deliver, and assess accredited EAL (AMEP) courses.
- Complete relevant administrative duties including student records.
- Follow the course curriculum and ensure course content meets the needs of the students and incorporates material that has everyday relevance.
- Plan and deliver English language and settlement topics within the EAL framework.
- Maintain class records to the required standards including attendance lists, lesson plans and assessments to be able to record appropriate statistics for Melbourne Polytechnic.
- Ensure learning outcomes for each student are met.
- Contribute to the development of learning and assessment resources.
- Attend internal professional development workshops and moderation sessions each term and one external professional development as negotiated with the Adult Education Coordinator.
- Work as part of a team, sharing teaching ideas and approaches.

#### Administration and intake assessments

- Manage interview process, conduct intake assessments and place students into suitable classes.
- Support the Adult Education Coordinator with administration as directed.

### 5. Working Relationships

Who	Purpose
Adult Education Coordinator	Line management reporting relationship, periodic liaison regarding all aspects of the Adult Education within the CCC operations.
CCC Adult Education teachers and tutors	Peer Relationship – working collaboratively and providing professional support.
CCC staff and volunteers	Peer relationship – working collaboratively to provide excellent customer service to our clients.
CCC students/members/ participants	Teaching, support and relevant referral (if required).
Southern Community Church of Christ	Collaboration regarding use of facilities.
Melbourne Polytechnic, DET, DFFH, Kingston Council and NHVic	Reporting requirements as directed through Adult Education Coordinator.
Other Community Services, Neighbourhood Houses and Disability Service providers	Collaboration and knowledge sharing.

## 6. Key Selection Criteria

The EAL (AMEP) teacher and assessor must hold at the minimum:

- Tertiary qualifications in EAL teaching are required (a recognised 3-year undergraduate degree or equivalent and a Post Graduate TESOL qualification).
- TAE40116 or equivalent.
- Experience in the delivery of EAL programs at all levels to students of varying backgrounds and abilities.
- Ability to deal with situations arising from a classroom environment comprised of students from diverse backgrounds and abilities.
- Demonstrated ability in the preparation of course materials and lesson plans.
- Well-developed written and spoken communication skills.
- Demonstrated competency in the use of office equipment and computer software applications that support office automation such as Microsoft Word, Excel. Competency using Vetrak would be an advantage.
- Strong understanding of the not-for-profit, community-based service delivery sector with a capacity to work effectively in a values-based organisation.
- Ability to work as a team member as well as independently.

## 7. Other Information

- The position is located at CCC, 8 Chesterville Road, Cheltenham.
- The appointment will be subject to the completion of a police check, WWC, a probationary period of 3 months.
- **Applications close: 25<sup>th</sup> May 2024. Send a cover letter addressing the selection criteria and resume to [manager@chelt.com.au](mailto:manager@chelt.com.au) using the subject line: EAL teacher and assessor.**

## 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 (RPE) required for role = 3

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

**Adaptive equipment available**

<b>Equipment</b>	<b>Description of use</b>
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