

<b>Role Title</b>	Trainer Certificate IV Leadership & Management
<b>Location</b>	Samoa
<b>Classification</b>	B2
<b>Reports to</b>	Vocational Training Manager Samoa
<b>Employment Status</b>	Fixed Term
<b>Duration</b>	30 <sup>th</sup> June 2023 (with a possibility of extension)

### About TAFE Queensland and the Australia Pacific Training Coalition

TAFE Queensland is the largest and most experienced provider of vocational education and training in the state, with a history of serving Queensland's communities for over 130 years. On 1 July 2013, TAFE Queensland was established as an independent statutory body under the TAFE Queensland Act 2013.

Each year TAFE Queensland enrolls over 125,000 students across a network of over 50 campuses, in employers' workplaces, online and in markets offshore. Our offering spans foundation skills and entry-level qualifications to higher education degrees across more than 500 programs.

Our unique structure and state-wide delivery model support our commitment to working with students with diverse abilities from a wide range of socio economic and cultural backgrounds, in regional, remote locations and off shore. Our responsive approach allows us to adapt our offering to meet the needs of industries, delivering training that strengthens communities and provides real employment opportunities for graduates.

The distinguishing characteristic of all of TAFE Queensland's programs is that they are built to meet the needs of employers and the broader industry. Students engage in practical, applied learning that gives them the skills they need to be job-ready and go further in their careers.

In addition to the six regions, TAFE Queensland manages the Australia Pacific Training Coalition (APTC) on behalf of the Department of Foreign Affairs and Trade (DFAT). APTC is an Australian Government development program established in 2007. APTC works in partnership with industry, governments and selected Technical, Vocational Education and Training (TVET) institutions to assist the development of a more skilled, inclusive and productive workforce aligned with labour market requirements to enhance Pacific prosperity.

APTC provides Australian standard training qualifications across the Pacific and forms partnerships and coalitions with TVET stakeholders to achieve training outcomes and reforms of the Pacific TVET system. APTC is currently pivoting to support the Pacific Island Countries to respond to the impacts of COVID-19. APTC has country offices established in Fiji, Vanuatu, PNG, Samoa and the Solomon Islands. The Country Offices are supported by a range of services provided from a regional office located in Suva, Fiji.

As an employee of APTC, you will be part of a leading provider of further education and training committed to quality teaching, a safe working environment and delivering real outcomes for our students.

For more information about TAFE Queensland visit [www.tafeqld.edu.au](http://www.tafeqld.edu.au)

For more information about the APTC visit: <http://www.aptc.edu.au/>

### About the Role

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The Trainer has key responsibility for assessing students' knowledge and skills against the competencies of the relevant Australian training package qualifications or skill sets, developing training plans and delivering and assessing training in flexible, on-the-job and off-the-job situations.

Trainers will need to be able to unpack the relevant industry and/or national training package, and develop and customise training resources electronically to support TVET capability development in the Pacific region. They will be expected to be the public face of the APTC both with industry representatives and with students.

Under the direction of the Vocational Training Manager, the trainer will coach and mentor National Vocational Tutors and collaborate with TVET trainer colleagues locally to meet training and delivery requirements that comply with the Australian Skills Quality Authority (ASQA) and other National TVET Regulators as required. Trainers will be required to deliver in digital format through remote, flipped classroom and face to face models.

Trainers need to be self-directed, and able to work in remote and often difficult locations away from family networks. Hours required to achieve contracted objectives may exceed standard hours of work.

### Key Responsibilities and Duties

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1. Prepare, deliver and assess ASQA compliant programs for students and ensure that effective learning is taking place in an environment that is respectful of all and caters to individual learning and behavioural needs.
2. Prepare delivery of Certificate IV, Leadership & Management programs that will take place in a face to face environment, albeit supported by digital resources where appropriate.
3. Assist in developing a National TVET Training and assessment program
4. Participate in skill and knowledge testing, selection, enrolment and induction of students in the programs.
5. Under the direction and guidance of the Vocational Training Manager, assist with the mentoring, coaching and support of other training staff in the development and delivery of Technical Vocational Education and Training (TVET) that complies with the standards for ASQA 2015 Standards for Registered Training Organisations, and nationally registered vocational education and training providers.
6. Develop and participate in activities such as industry liaison and working with TVET training counterparts to promote TVET reform and capability development in the Pacific.
7. Develop and implement Recognition of Prior Learning (RPL) strategies where appropriate for each program.
8. Prepare and maintain teaching resources and learning materials prior to delivery relevant to the student's cultural requirements.
9. Ensure that all participant training progress and assessment records are filed and recorded accurately and legibly in accordance with the required standards and APTC policies and work instructions.
10. Follow compliance and continuous improvement requirements of TAFE Queensland under which the qualification is being delivered.
11. Provide results and appropriate feedback to students in a manner that is determined by TAFE Queensland and APTC.
12. Together with the Learning Support Facilitators (LSF) and Work Skills Facilitators (WSF), provide integrated learning support to students specifically in the areas of literacy and numeracy, employability skills, computer skills and return to study assistance.

13. Actively participate in industry liaison, marketing tradeshows, and conduct vocational skill assessments as required to promote and support the APTC.
14. Provide information for reports as required by APTC and undertake other administrative duties directly related to training delivery.
15. Actively participate in staff meetings, vocational networks, professional practice meetings and other activities relevant to the role.
16. Report any non-compliance with Workplace Health and Safety (WHS), Equal Opportunity (EO) or any other statutory regulations to the Country Director as soon as practical.
17. Report any incident to the APTC Country Director where staff or students are behaving in a manner that does not show care for APTC physical facilities or comply with the APTC Code of Conduct.
18. Report WHS incidents and arrange first aid treatment when necessary.
19. Participate in briefings covering personal security and responsibilities, medical/health situation, cultural environment, details on APTC objectives, relevant contract obligations and interaction with stakeholders.

### NOTES:

1. The incumbent can expect to be allocated duties, not specifically mentioned in this document, but within the capacity, qualifications and experience normally expected from persons occupying positions at this level.
2. The incumbent is expected to be collaborative, flexible and willing to assist others during peak periods and absences, as required.

**Within the context of the Key Responsibilities and Duties described above, the incumbent will be required to:**

<p><b>Demonstrate professionalism and integrity by:</b></p>	<ul style="list-style-type: none"> <li>• Adhering to the APTC Staff Code of Behaviour, the APTC Staff Conduct Protocols, and TAFE Queensland's Code of Conduct.</li> <li>• Adhering to DFAT Policy requirements as they relate to APTC.</li> <li>• Adhering to the APTC Close Personal Relationship Policy.</li> <li>• Adhering to the APTC's Child Protection Code of Conduct.</li> <li>• Adhering to APTC policies and regulations, including equal opportunity, anti-discrimination and harassment and those of TAFE Queensland.</li> <li>• Working safely and ensuring others, including students, work safely.</li> <li>• Complying with all accreditation and audit requirements.</li> <li>• Treating people fairly and equitably and being transparent in decision making.</li> <li>• Taking responsibility for timely and accurate completion of work with a strong attention to detail.</li> </ul>
<p><b>Support productive relationships by:</b></p>	<ul style="list-style-type: none"> <li>• Respecting the needs and contribution of team members.</li> <li>• Accepting team decisions.</li> <li>• Taking responsibility for their own performance.</li> <li>• Providing support to other team members.</li> <li>• Demonstrating initiative within the team.</li> <li>• Demonstrating a pro-active and enthusiastic demeanor.</li> </ul>

## Role Description

<p><b>Achieve results by:</b></p>	<ul style="list-style-type: none"> <li>• Taking responsibility for meeting objectives and achieving shared goals.</li> <li>• Providing courteous, prompt and professional service to external and internal clients.</li> <li>• Responding positively to change.</li> <li>• Being innovative and identifying and implementing improved work practices.</li> </ul>
<p><b>Communicate with influence by:</b></p>	<ul style="list-style-type: none"> <li>• Effectively presenting information – both verbally and in writing</li> <li>• Accepting and acting on constructive feedback</li> <li>• Attending and actively participating in scheduled meetings</li> </ul>

### Key Selection Criteria

1. Bachelor or Diploma in Leadership and Management and Diploma of Vocational Education and Training.
2. Minimum 5 years combined training, assessment and industry currency directly relevant to the training and assessment being delivered, including any relevant license requirements.
3. Current knowledge of Australian Standards for Registered Training Organizations and experience of a wide range of flexible and effective learning methodologies and ability to implement these in a cultural and gender sensitive manner to adult learners and experience in vocational training, learning and assessment.
4. Demonstrated skills in mentoring and/or coaching others, preferably in a culturally diverse context.
5. Demonstrated interpersonal, communication, report writing and file management skills including the ability to relate effectively, collaboratively and ethically to staff, students and other stakeholders (including the ability to liaise with industry and partner institutions).
6. Demonstrated strong computer skills in Microsoft Office applications including Word and PowerPoint and the ability to work both independently and as part of a small and dedicated team across multiple sites.

### Personal Attributes

1. Willingness and ability to facilitate rather than direct, to provide support and systems to build staff and partners' confidence and skills to work in an adaptive manner and to work beyond self-interest.
2. Strong commitment to TVET reform and Pacific skills development.
3. Highly developed interpersonal communication skills with proven experience in building and sustaining productive internal and external stakeholder relationships and developing relationships of trust with partners and counterparts.
4. Demonstrated cultural awareness and sensitivity and proven ability to work with people from diverse cultural and linguistic backgrounds and diversity of age, gender and ability.
5. Ability to work through uncertainty, collaboratively and with creativity to support the achievement of shared objectives.

### Desirable Selection Criteria

1. Experience working on an aid funded project, preferably Australian Government, would be an advantage.
2. Experience working or travelling in the Pacific islands would be an advantage

### Additional Information

1. You may be required to travel and work across various APTC locations.

## Role Description

2. Travel and overnight absences from base may be required for this position.
3. The possession of a motor vehicle driver's license is essential.
4. A criminal history check will be initiated on the preferred applicant.
5. You may be required to undergo a medical check.
6. A non-smoking policy applies in APTC buildings, offices and motor vehicles.
7. If the successful applicant has been engaged as a lobbyist, a statement of employment is required.
8. The successful applicant will be required to complete a period of probation.
9. The successful applicant maybe required to obtain a Working with Children's Check.

### Inherent Physical Requirements

Physical Requirements		Frequency
<b>Posture</b>	<ul style="list-style-type: none"> <li>• Sitting</li> <li>• Standing</li> <li>• Walking</li> </ul>	Frequent/Constant Occasional/Frequent Occasional/Frequent
<b>Upper Limb/Body</b>	<ul style="list-style-type: none"> <li>• Computer operation</li> <li>• Handwriting</li> <li>• Reaching above shoulder and bending below the knee to access work materials</li> <li>• Repetitive hand movements</li> <li>• Sustained neck flexion when reading documents</li> </ul>	Frequent/Constant Occasional/Frequent Occasional Occasional Occasional
<b>Other</b>	<ul style="list-style-type: none"> <li>• Twisting in a seated position to access drawers at the desk</li> </ul>	Occasional Occasional
<b>Work Environment</b>	<ul style="list-style-type: none"> <li>• Indoor air conditioned rooms</li> <li>• Domestic and international work related travel</li> <li>• Overnight absences from base</li> </ul>	Frequent Occasional Occasional

### Signatures

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 Name of Accountable Manager

\_\_\_\_\_  
 Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Name of Incumbent

\_\_\_\_\_  
 Signature

\_\_\_\_\_  
 Date