

## HEAD TEACHER

|                           |                                                            |           |     |
|---------------------------|------------------------------------------------------------|-----------|-----|
| BRANCH/UNIT               | Regional Business Group                                    |           |     |
| TEAM                      | Skills Teams                                               |           |     |
| LOCATION                  | Various                                                    |           |     |
| CLASSIFICATION/GRADE/BAND | Head Teacher Band 3                                        |           |     |
| POSITION NO.              | TBA                                                        |           |     |
| ANZSCO CODE               | 242211                                                     | PCAT CODE | TBA |
| TAFE Website              | <a href="http://www.tafensw.edu.au">www.tafensw.edu.au</a> |           |     |

### 1. ORGANISATIONAL ENVIRONMENT

TAFE NSW's purpose is to skill the workforce of the future. It is Australia's leading provider of vocational education and training with over 500,000 annual enrolments and a proud history for setting the benchmark for quality service. As the NSW public provider, it supports the NSW Government's priority to grow skills for the economy and jobs of tomorrow. Critically, TAFE NSW plays a vital role in providing vocational education in rural and regional NSW, and job training pathways for the most vulnerable in the community.

TAFE NSW offers the best of campus-based delivery as well as flexible, online and work-based learning. The TAFE NSW values of Customer First, Collaboration, Integrity and Excellence guide our team in strengthening communities, delivering world-class training for our students and producing job ready graduates for employers. The operating environment for TAFE NSW is dynamic as we leverage our scale, expertise, passion and reputation to meet the rapidly changing VET landscape.

TAFE NSW is committed to its students and customers and the role it plays in changing lives and opening up opportunities through learning.

## 2. KEY ROLES AND RESPONSIBILITIES

The Head Teacher Band 3:

1. Provides active, innovative leadership across the educational process by guiding and enhancing the professional competence, educational standards, and program delivery to enable students to better achieve their outcomes
2. Is responsible for driving change, improvements and innovation in educational practice, application of technology, and professional development and support
3. May be required to teach from time to time, but has no allocated teaching load
4. Performs an educational leadership role. This may include some or all of the following, dependant on business needs:
  - 4.1 Leads a team where there is significant growth opportunity or complexity of leadership
  - 4.2 Works collaboratively including with other Head Teachers where appropriate, and Teachers to lead the formation of best practice in delivery teams
  - 4.3 Leads the development of course offerings and teacher capabilities to meet challenges of significant new markets
  - 4.4 Acts as Discipline Expert to liaise with specified industry, plan a suite of new courses and develop capabilities to deliver.
  - 4.5 Drives the implementation of a major education and training innovation that impacts on practices of teaching staff.
  - 4.6 Facilitates excellence in cross-cultural educational delivery across an Institute.
  - 4.7 Leads workplace and industry focused delivery.
  - 4.8 Leads curriculum and product development.
  - 4.9 Develops and leads mentoring and coaching support processes.

## 3. SELECTION CRITERIA

1. Appropriate technical or professional qualifications, and vocational and/or industrial experience, to be able to teach in one of the principal areas managed by the Head Teacher Band 3. See Note 1.
2. Educational qualification at Diploma in TAE or above and post graduate qualification relating to an Educational Specialisation such as assessment & evaluation; higher education; technology; flexible learning; VET Pedagogy, or, a vocational qualification at diploma or above in the relevant industry discipline (eg Diploma Building & Construction) See Note 2.
3. Demonstrated high level educational leadership capabilities in VET teaching, learning and assessment practice.
4. Demonstrated current knowledge and skills in a relevant industry, discipline. professional practices and technologies.
5. Established and effective current links to industry and the community including demonstrated record of building and developing strategic networks, partnerships and alliances and a demonstrated ability to identify, plan and implement relevant courses and services.
6. High level understanding of current issues relating to the VET and/or higher education sector including policies and legislation and a demonstrated capacity to lead and develop a team of professional staff members and to undertake initiatives and incorporate successful outcomes into the teaching and learning environment.
7. Demonstrated experience in an educational environment at both a strategic and operational level with sound administrative skills, and ability to plan, manage and monitor financial, human and physical resources and experience in setting work priorities, problem solving and meeting deadlines in a high workload environment.
8. Demonstrated sound interpersonal, negotiation and teamwork skills and a proven commitment to quality customer service and high level written and oral communication skills in English.
9. Demonstrated ability to implement Equal Employment Opportunity (EEO), Ethical Practice, Ethnic Affairs Priorities Statements, Work Health and Safety (WHS) as they relate to the position.
10. Knowledge of and commitment to the Department's Aboriginal education and training policies.

**Note 1:**

Current entry requirements for discipline:

1. To be considered for appointment to a Head Teacher Band 3 the person must possess:
  - i) Appropriate technical or professional qualifications and vocational/industrial experience as determined necessary by TAFENSW and as a minimum complying with the relevant regulatory requirements. The person must also possess an educational qualification at Diploma in TAE or above, and demonstrate continued professional and leadership development; and,
  - ii) Post graduate qualification relating to an Educational Specialisation such as assessment & evaluation; higher education; technology; flexible learning; VET Pedagogy, or,
  - iii) Vocational qualification at diploma or above in the relevant industry discipline (e.g. Diploma Building & Construction)

**Note 2:**

Teacher Education Qualification Requirements:

Certificate IV in Training and Assessment or demonstrated equivalent competencies is the minimum teaching requirement. Other educational qualifications may be recognised upon application.

Degrees and Graduate Diplomas in Vocational Education, post 1998 may include the Certificate IV competencies, depending on the educational institution. However, qualifications prior to this date in most cases will not include these competencies.

*This Position Description incorporates pre-existing legislated Statement of Duties and Enterprise Agreement information with minor changes to reflect contemporary TAFE NSW language.*