

Position Description

Position Title: Casual VET Teacher - Bricklaying
Position Number: TBC
Classification: (Depending on Qualification and Experience)
Organisational Unit: Vocational Education
Department: Trades and Engineering Technology

Position Purpose

The Swinburne Vocational Education and Training (VET) Teacher is required to inspire, engage and educate our students for the 21st century. A VET teacher will implement industry best practice and apply current learning technologies and contemporary learning pedagogies. The VET teacher will work collaboratively within a team of education professionals. Within this team environment, they will plan deliver, assess, evaluate and ensure compliance of high quality education and training programs. This role requires our teachers to be able to customise and adapt our programs to meet our learners and clients' needs that vary from certificate level through to diploma and associate degree levels.

The Building Trades Department is to appoint suitably qualified and experienced teacher to meet expected further growth in 2027 and beyond. Teaching will be for units from our current Construction Training Package CPC33020 Certificate III Bricklaying/Blocklaying. The requirement is to predominantly carry out teaching and assessment duties from our new workplace based (onsite) training delivery option. This job role requires significant collaboration with carpentry employers and coordination of both on and offsite learning and assessment tasks.

About Vocational and Educational Training

For more than a century, Swinburne continues to persevere in our commitment to not only provide, but also transform education through strong industry engagement, social inclusion, a desire to innovate and, above all, a determination to create positive change.

Our vision for Vocational and Education Training (VET) is to be the best provider of vocational education in Australia known for our industry and community connections and excellence in student focused learning. To achieve this, consistent with Swinburne's 2025 vision, we will:

- embrace a culture of excellence, innovation and teamwork
- engage our students through education that is inspiring, international and industry-engaged, with a focus on developing future ready learners
- productively link with Swinburne's Higher Education Faculties and Research to enhance the University's position and reputation
- be the partner of choice for the industries and communities we serve

Reporting Line

Reports to: [Title of supervisor/manager]

Direct reports: None

Location

This position is currently located at the Wantirna campus but the incumbent may be required to undertake duties at any of the University's campuses. Thus the incumbent must be willing to travel between campuses and work at a range of locations.

Key Responsibility Areas

Teaching and Assessment	· Develop, maintain, deliver and review vocational education and training programs, applying innovative learning and assessment methodologies, which reflect best practice. (Teaching: Plan, Learning Theories, Design, Facilitation) · Ensure learner engagement and achievement of learning outcomes; creates supportive learner inter-relationships; using a range of technologies effectively (Teaching: Facilitation, Design) · Contribute to program evaluation; seeks regular feedback to evaluate own performance and plan for improvements (Teaching: Evaluation) · Design and develop or modify quality learning and assessment resources that generate authentic learning experiences for students and compliance documentation. (Teaching: Design, Assessment: Assessment theories) · Develop assessment tools, or modifies existing ones, to suit client needs and specified context. (Assessment: Assessment theories, products)

	• Make valid and reliable assessment decisions and participate in assessment validation processes (Assessment: Assessment theories, products, processes, validation) • Adapt learning and assessment programs to cater for individual student and client learning needs. (Teaching: Design, Facilitation. Assessment: Assessment theories, Products) • Evaluate teaching delivery and implement quality continuous improvement processes. (Teaching: Evaluation) • Supervise and monitor student progress and provide timely and constructive feedback on student performance. (Teaching: Evaluation) • Participate in professional development activities to maintain and enhance vocational and educational currency including accessing and utilising information and research sources around VET practice and the VET sector as appropriate to teaching level and industry area. (Skill areas: Leadership. Systems and Compliance: system standards, processes)
The Student Experience	• Provide educational advice to students and implement individual learning plans. (Teaching: Design). • Refer students to appropriate support services and/or implement learning programs to optimise progress and retention. • Fulfil duty of care responsibilities to optimise student safety, health and wellbeing. • Assist with identifying student-learning difficulties, implement appropriate strategies to improve student learning, and refer as appropriate.
Systems, Compliance and Administration	• Maintain accurate records of student progress, assessment, engagement and attendance in accordance with established business rules, policies and procedures. (Systems and Compliance: Products, processes) • Apply relevant Standards (VET Standards for RTOs) and legislation and ensures compliance in own work practices (Systems and Compliance: System Standards) • Develop knowledge of key stakeholders such as state training authorities, industry skills councils, VET regulators, government and licensing bodies (Systems and Compliance: System stakeholders) • Use current training packages and accredited courses, including appropriate tools and resources to support training and assessment practices (Systems and Compliance: Products, Industry and Community Collaboration: vocational competence) • Ensure work practices comply with organisational policies and procedures; maintain accurate and up-to-date records • Plan and conduct information sessions, be accessible for customer enquiries; provide clear advice to clients, assist with student selection and induction including conducting LL&N testing.
Industry and Community Collaboration	• Promote the Department's programs and services to student, community and industry.

	· Collaborate with industry and faculties to ensure teaching and assessment reflects current industry practices and articulation arrangements. (Industry and Community Collaboration: Engagement) · Participate in enterprise and faculty networks to enhance own knowledge and skills. (Industry and Community Collaboration: Networks) · Maintain vocational competency relevant to own subject area and works with others to maintain that competency; uses a range of methods to keep up-to-date with industry changes
Swinburne Values	Commitment to the Swinburne behaviours: · One Swinburne - We work together, bringing our unique skills to achieve our common purpose and strategy. · Future – Focused - We commit to taking bold strides – 'moon shots' – and are constantly innovating, disrupting, renewing and changing to create tomorrow's technology and talent today. · Engaged - We strive to be the most industry-engaged university, to amplify our impact and support all students to be future-ready · Empowered - We are trusted, and expected, to act and make decisions commensurate with our roles and skills, and to drive continuous improvement, to deliver our common goals. · Accountable - We are accountable for our contributions to Swinburne's success and sustainability, for the ways we work together, and for the outcomes that we deliver for students, partners and society.
Other	· Undertake Division-wide and/or university-wide responsibilities as required

Key Selection Criteria

Qualifications	· Certificate IV in Training and Assessment TAE40116.	Essential
	· Certificate III in Bricklaying.	Essential
Experience/ Knowledge/Attributes	· Demonstrated ability to implement high quality innovative teaching and learning programs in a variety of learning modes, reflecting an understanding of successful approaches to carpentry teaching.	Essential
	· Demonstrated ability to foster and promote an inclusive, customised and safe learning environment and provide support and advice to a diverse range of students and clients.	Essential
	· Demonstrated ability to participate effectively in continuous improvement, and develop high quality teaching and assessment materials.	Essential
	· Builds constructive relationships with colleagues and generates ideas for improvements which includes demonstrating high level communication and interpersonal skills.	Essential

	· Demonstrated ability to identify own learning needs and obtain support for professional development to be able to perform as a VET practitioner of the 21st century.	Essential
	· Excellent written and oral communication skills and a strong commitment to excellence in teaching, student mentoring and student experience.	Essential
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	· Current practical experience (currency) within the carpentry industry.	Essential
Other	· A valid working with children's check card (or ability to obtain prior to or upon commencement).	Essential
	· A valid Victorian Drivers licence.	Essential
	· Ability to complete a police check, as nominated by Swinburne University.	Essential