

POSITION DESCRIPTION



POSITION TITLE:	Apprenticeship Support Officer
DIVISION / DEPARTMENT:	Student Recruitment and Services/ Learning and Information Services
CLASSIFICATION LEVEL:	TAFE PACCT Level 7
MODE OF EMPLOYMENT:	Full-Time Fixed Term
*LOCATION:	555 Latrobe Street Melbourne
Date:	June 2023

*Note that the incumbent may be required to operate from across various worksites

THE DEPARTMENT OF JOBS SKILLS INDUSTRY AND REGIONS APPRENTICESHIP SUPPORT OFFICER PROGRAM OVERVIEW

The Apprenticeship Support Program Provides support to young apprentices during their first year of training with 29 apprenticeship support officers providing services to apprentices across Victoria.

The Apprenticeship Support Officer Program assists apprentices to navigate the apprenticeship system as well as help them resolve issues as they arise. This provides apprentices with an independent advice service to discuss issues that could impact on their apprenticeship, including not only workplace or training issues but also personal issues.

GENERAL INFORMATION ABOUT THE INSTITUTE

William Angliss Institute is the Government endorsed specialist training provider for the foods, tourism, hospitality and events industries and is recognised as Australia's leading provider of training for these key industry sectors. The Institute aims to provide excellent vocational education and training services for industry, students and government in Victoria, Australia and globally.

Programs offered by William Angliss Institute range from one-day courses and weekend industry training, through to apprenticeships, nationally recognised certificates and two-year full-time advanced diploma programs. Specialist degree programs extend the Institute's portfolio to provide higher level business and management education. Close links with industry and continuing innovation in the delivery of services ensure the relevance of programs to today's workplace.

GENERAL INFORMATION ABOUT THE DEPARTMENT

The Learning and Information Services Department provides a comprehensive and high quality range of student and information services including the Learning Resource Centre (LRC), E-Learning Support (including student portal maintenance and development), Copyright, Disability, Wellbeing and Counselling Services, Learning Advisors and Student Opportunities services.

The Learning and Information Services Department is also responsible for delivering the Apprenticeship Support Officer Program (Program) as contracted by the Department of Jobs Skills Industry and Regions.

PRIMARY PURPOSE & OBJECTIVES OF THE POSITION

Manage the successful delivery of an integrated Apprenticeship Support Service Program consistent with the Government program objectives and contractual KPI's.

Apprenticeship Support Officer

Work professionally with Institute staff at all levels and relevant external stakeholders including employers, Apprenticeship Network Providers and relevant training providers to deliver an integrated Apprenticeship Support Service.

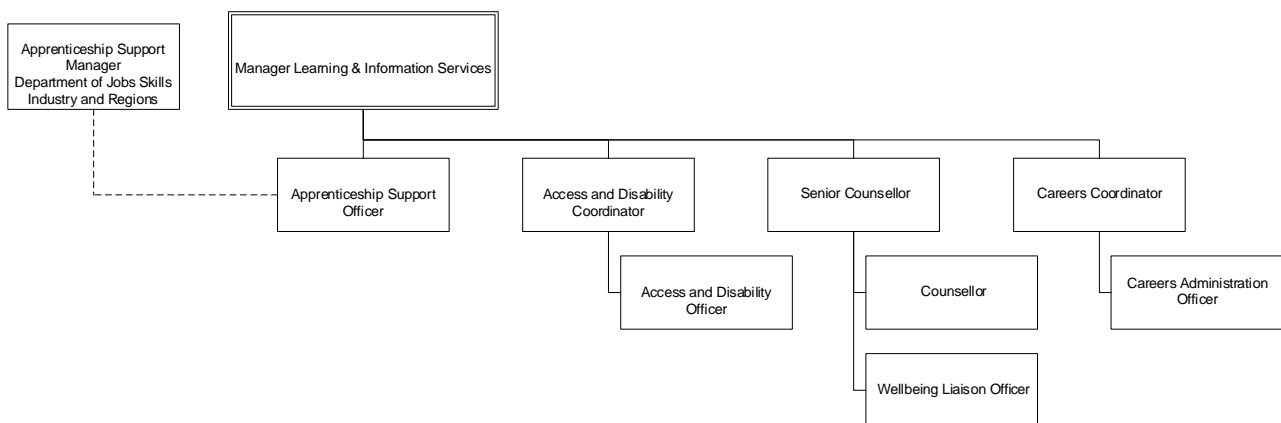
Provide early intervention and tailored strategic support for apprentices experiencing difficulties in their apprenticeship consistent with the Apprenticeship Support Service Program objectives.

Play an active senior role within the broader Learning and Information Services team and provide specialist & authoritative advice and support to all internal and external stakeholders in matters relating to the training and employment of apprentices.

REPORTING RELATIONSHIPS

This position reports directly to the Manager, Learning and Information Services and indirectly to the Department of Jobs Skills Industry and Regions. The position will also have collaborative relationships with the Career's Co-ordinator, Wellbeing and Counselling team and the Centre for Food Trades and Culinary Arts Department to provide seamless support and mentoring to apprentices.

There are no subordinates reporting to this position.



KEY DUTIES

Manage the successful delivery of an integrated Apprenticeship Support Service consistent with program objectives and contractual KPIs.

Act as a key liaison and advisor to apprentices during the early stages of their apprenticeship by promoting the Program and providing information, guidance and support.

Provide early intervention and tailored strategic support for apprentices who may be experiencing difficulties in their apprenticeship and consistent with Program objectives.

Provide information on referral services (such as Wellbeing and Counselling) to apprentices to assist with issues and provide information to support the successful participation and completion of their apprenticeship.

Prepare reports, briefs, case notes and any other applicable correspondence on any issues that may impact upon the Program.

Oversee and maintain accurate and authentic apprenticeship records using specified systems and processes to ensure compliance with the Program.

Undertake management of apprenticeship student related issues and include cross agency collaboration if required.

Apply effective negotiation, persuasion and motivational skills to manage clients and internal and external stakeholder relationships to achieve effective outcomes of the Program.

Effectively resolve issues which may be negatively affecting the service delivery ensuring contractual obligations are met.

Increase apprenticeship completion rates by apprentices in the early stages of their apprenticeship by using effective issue resolution strategies where necessary.

Ensure apprentices are aware of the contractual relationship created by their apprenticeship and their responsibilities within that relationship.

Manage apprentice support and assistance to other service providers as required to resolve any external issues that may be impacting that relationship.

Provide well-being support for “out of trade” apprentices who have been made redundant or have been terminated from their apprenticeship.

Maintain a strategic awareness of trends and opportunities state wide by appropriate networking and collaboration across the ASO network.

Notes:

- Regular travel is required within the assigned program region and State-wide travel may be needed to provide support to specific priority cohorts or individuals identified at risk. This may include arrangements for coverage during periods of staff leave or participation in state wide, or industry specific initiatives.
- 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 classification level.
- Specific performance objectives will be negotiated as part of the Institute’s regular performance review process.
- The incumbent will be required to comply with the Institute and Public Sector Code of Conduct, Occupational Health and Safety Policy and Procedures, Child Safe Policy and Procedures, Diversity, Access and Equity Policy and all other relevant legislation, policy, procedures or practices.
- Be familiar and ensure compliance with the relevant state and territory Vocational Educational and Training (VET) Government Funding Contract at all times by meeting contractual requirements of the Contract(s) and ensuring all staff are aware of their responsibilities mandated by the Contract(s). Ensure that internal and external audit recommendations that relate to the relevant VET Government Funding Contract(s) are actioned and implemented on a timely basis and reported accordingly.

In accordance with the William Angliss Institute of TAFE PACCT Staff Enterprise Agreement 2021 (PACCT EBA), the following descriptions apply for PACCT LEVEL 7 positions:

EDUCATION, TRAINING AND EXPERIENCE

Education, Training and Experience means the type and duration of training which the duties of the classification level typically require for effective performance. Training is the knowledge through formal education, on the job instruction or exposure to procedures.

Relevant Degree and relevant post graduate qualification and experience; or lesser formal qualifications with extensive experience with management expertise in technical or administrative fields; or equivalent combination of relevant experience and/or education /training.

TASK LEVEL

Task Level means the type, complexity and responsibility of the tasks typically performed by staff within each proposed classification level

Duties undertaken will require the development of new methods using specific knowledge as it applies to work assignments.

May be required to conduct investigations and manage projects relating to the modification or development of new policies or programs.

May manage a work area involving the coordination of a range of complex activities or functions.

May implement major change programs which may impact on other areas of Institute operations.

JUDGEMENT AND PROBLEM SOLVING

Judgement is the ability to make sound decisions, recognising the consequences of decisions taken or actions performed, and Problem Solving is the process of defining or selecting the appropriate course of action where alternative courses of action are available.

Required to demonstrate sound conceptual and analytical skills within the problem solving context with a view to resolving operational and policy based issues.

Plan, develop and oversee the delivery of departmental / divisional programs and/or procedures.

Evaluate the way a specific body of knowledge is applied in order to solve problems and/or adapt procedures to fit policy prescriptions. Use theoretical principles in modifying and adapting techniques in areas where guidance is not always available within the Institute

May be relied upon as an authority in a specialist area.

Contribute to the development of the strategic directions of the Institute by having a significant role in developing and recommending policies within their area of expertise or management.

SUPERVISION AND INDEPENDENCE

Supervision and Independence means both the way in which positions are supervised, managed or held accountable, and the degree of independence which applies in supervising or managing other staff or contractors. Independence is also the extent to which a staff member can work independently without supervision or direction.

Act under broad direction and independently within broad guidelines determined by management.

May manage/supervise other staff.

Duties performed may be at the project management / consultant level.

Interpretation and implementation of policy which has an impact beyond the immediate work area.

Decisions and actions taken at this level may have a significant effect on the operations of the work team, programs and projects being managed, and other areas of the Institute.

ORGANISATIONAL RELATIONSHIP AND IMPACT

Organisational Relationship and Impact means the level of knowledge and awareness of the organisation, its structure and functions that would be expected in the performance of the duties of the position, and the purposes to which that organisational knowledge and awareness may be put.

Understanding of the long term goals of the wider organisation and of its values and aspirations and of the legal, economic, community and political context in which the Institute operates.

Detailed knowledge of policies and the impact they have upon the activities of the organisation.

May be required to negotiate with other work areas to achieve objectives.

INTERPERSONAL SKILLS

Interpersonal Skills means the level of communication skills both verbal and written and the scope of the circumstances where the staff member is expected to use these skills.

Ability to persuade, convince and negotiate with clients, members of the public and other organisations in the establishment, pursuit and achievement of specific and objectives.

Ability to manage and lead staff.

Provide advice and recommendations that will influence the decisions made by others including peers, supervisors and teams.

KEY SELECTION CRITERIA

- A relevant tertiary qualification and extensive experience in mentoring, community development or related apprenticeship services.
- Understanding of the VET sector and the apprenticeship system within Australia and demonstrated experience in providing client support to apprentices or similar cohorts.
- Strong written and verbal communication skills to ensure that information provided is succinct, effective and contains required content to achieve its purpose.
- Strong negotiation and influencing skills with the ability to influence the decision of others through logical persuasion, reason and facts.
- Highly developed liaison and coordination skills; especially the ability to develop and utilise other services and networks to support apprentices and employers.
- Demonstrated ability to work autonomously as well as gaining co-operation from a range stakeholders with conflicting priorities.
- Excellent administration and record keeping skills with the ability to meet deadlines.
- Demonstrated behaviours that align with the William Angliss Institute Values.

SPECIAL CONDITIONS

- Provision and or willingness to obtain a Working with Children Check (employee) will be required and renewal thereafter.
- Provision and or willingness to obtain a Police Check and renewal every five years thereafter will be required.
- Period of work outside normal hours may be required.
- Requirement to hold a Victorian Driver's Licence.

WILLIAM ANGLISS INSTITUTE STRATEGY 2021 - 2023

Statement of Vision: To be the first choice educational provider for foods, tourism, hospitality and events in Australia and internationally across locations in which we operate.

Statement of Mission: To deliver the highest quality specialist skills and educational programs to inspire and empower our students whilst adding value to our industry across all sectors and engaging with our diverse communities.

Business Strategy: To be the first choice provider for foods, tourism, hospitality and events education training and industry services.

To use differentiation, based on William Angliss Institute's specialist expertise, broad range of programs (vocational and higher education) and quality of facilities, our connection to the industry community and our corporate experience.

To grow in a manageable and profitable manner working to achieve the owner's target for financial sustainability.

STRATEGIC THEMES

William Angliss Institute has established a 10 year vision of its strategic priorities. In looking to 2030 the six strategic priorities are:

- Innovation and the Learning Experience
- Future Focused Knowledge and Skills
- Optimising International Opportunities
- Skills and Industry Partnerships
- Capability and Capacity
- Leading Facilities and Infrastructure

The 2021 - 2023 Strategic Plan sits within the 10 year planning horizon.

William Angliss Institute's Strategic Plan 2021 - 2023 seeks to support:

1. Education excellence
2. Enhancing Student Experiences
3. Partnerships
4. International Development
5. Innovation
6. Sustainability

INSTITUTE VALUES

Personal Responsibility:	accountable, responsive, with integrity, respect and impartiality and acknowledging human rights
Inspiration:	passionate, stimulating and optimistic
Empowerment:	nurturing, encouragement and challenging
Community:	sharing, partnership and connections
Expertise:	leadership, innovation and industry practice