

## POSITION DESCRIPTION

<b>POSITION TITLE:</b>	<b>Skills &amp; Jobs Centre – Community Liaison Advisor</b>
<b>DIVISION / DEPARTMENT:</b>	<b>Student Recruitment and Services / Skills and Jobs Centre</b>
<b>CLASSIFICATION LEVEL:</b>	<b>TAFE PACCT Level 5</b>
<b>MODE OF EMPLOYMENT:</b>	<b>0.5 Time Fraction Fixed Term</b>
<b>*LOCATION:</b>	<b>555 La Trobe Street, Melbourne</b>
<b>Date:</b>	<b>August 2024</b>

\*Note that the incumbent may be required to operate from any work sites of the Institute

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### GENERAL INFORMATION ABOUT THE INSTITUTE

William Angliss Institute Skills and Jobs Centre is part of a state-wide Victorian Government program to assist potential students, job seekers and employers. The Skills and Jobs centre sits within William Angliss Institute, 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 internationally.

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 Skills and Job Centre plays a key role triaging people into learning pathways, delivering qualified career counselling and providing information on local job opportunities.

The Skills and Job Centre enables learners and workers to make informed skilling and career choices. The Centre provides people with accurate advice about local occupations in demand, both now and in the future, that best align with their individual skills and interest.

The Skills and Job Centre empowers and connects clients with post-secondary education, training and employment pathways by providing free, independent, high-quality education, training and employment information, advice, referrals and services.

### SKILLS AND JOBS CENTRE OVERVIEW

The Skills and Jobs Centre also engages with a broad range of local industries and community groups to tailor services to the needs of our clients. The Centre provides training and employment opportunities for members of the community and this involves:

- Career and job-seeking counselling and advice.
- Assistance in using existing skills to align to a new job or career, or to undertake new training opportunities.
- Provide information on employment trends, with a particular focus on areas with a shortage of skills and employment opportunities.
- Assistance with career and training plans including identifying training qualifications that could be undertaken to make a successful career transition.

## PRIMARY PURPOSE & OBJECTIVES OF THE POSITION

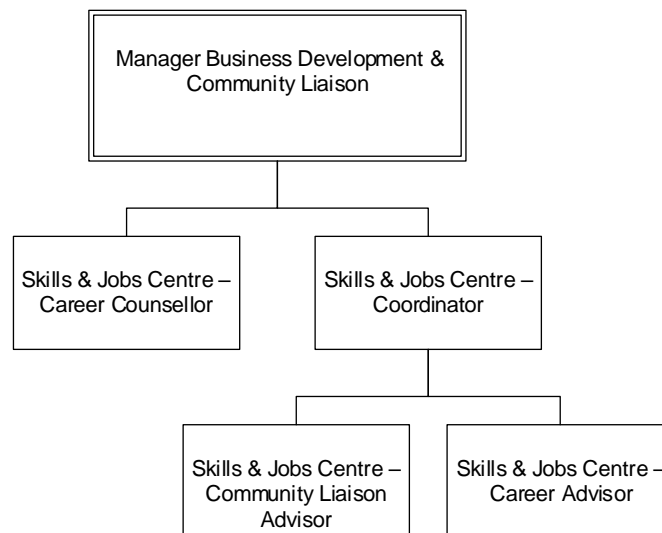
The primary purpose and objectives includes:

- Foster collaborative working relationships between the Skills and Jobs Centre and industry, employers and community groups.
- Liaise with employers to provide work opportunities to jobseekers, students and graduates.
- Maintain current relationships, leverage networks and establish new relationships that support the success of the services provided by the Skills and Jobs Centre.
- Facilitate information sharing and client referrals between the Skills and Jobs Centre and other service providers as appropriate.

## REPORTING RELATIONSHIPS

The Skills and Jobs Centre Community Liaison Advisor reports directly to the Skills and Jobs Centre Coordinator, who reports to the Manager Business Development and Community Liaison.

There are no subordinates reporting to this position.



## KEY DUTIES

- Contribute and participate in the development of the Skills and Jobs Centre services including projects, resources and programs in collaboration with internal/external clients in line with external legislative, policy and/or professional requirements, with the aim to maximise the range, quality and number of opportunities available to clients, students and graduates which are critical to their employment outcomes.
- Provide advice and recommendations to internal and external teams to ensure the development of Skills and Jobs Centre community engagement services are well executed and are aligned with objectives and strategy.
- Actively source and develop productive networks with individuals, internal and external agencies, stakeholders, employer, community and industry groups, and where appropriate negotiate referrals for career opportunities.

- Leverage networks and actively enhance relationships for ongoing support of services within the Skills and Jobs Centre such as key industry stakeholders, industry bodies, government, and other TAFE providers.
- Communicate regularly and directly with stakeholders and communities and attend to enquiries on a timely basis.
- Research, explore and identify community engagement activity opportunities.
- Contribute to the development of policies and procedures.
- Promote relevant services to clients, potential employers, community and industry groups which inspires participation and commitment consistent with the marketing and communications strategy and brand.
- Prepare a range of marketing materials tailored to different audiences that support community engagement projects.
- Work with Marketing and Communications to raise awareness and promote community activities and or program participation among stakeholders within the target audience.
- Collaborate with team members, the broader Student and Recruitment department and the wider Institute community.
- Stay abreast of industry best practice, emerging trends (including labour market information) and innovation to support the implementation of processes and projects to assist drive career outcomes for clients, students and graduates.
- Attend community events, information sessions, committee and meeting forums as required to maintain and establish new networks, share information and provide feedback to the team.

#### **Other Responsibilities:**

- 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 5 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 experience; or lesser formal qualifications with substantial experience and specialist expertise or broad knowledge in technical and administrative fields; or a suitable combination of relevant qualifications and experience.

A broad knowledge of the various aspects of a specialist discipline or area of work, or a sound knowledge of specific aspects of a specialist discipline.

## **TASK LEVEL**

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

Work independently within overall Institute policies and guidelines.

May supervise, as well as set priorities and monitor work flows within a work area of other skilled employees.

Provide specialist interpretation, advice and decisions based upon established operational practices, professional standards, policies and procedures.

Able to design, develop and trial procedures, equipment and systems.

Apply analytical skills.

## **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.*

Perform work assignments guided by policy, precedent, professional standards and/or technical expertise.

Often, complex or technical problems need to be solved with some creativity or originality by selecting the particular method for solution from a range of available alternatives and by using knowledge acquired through relevant experience.

Contribute to the development, redefinition and interpretation of policy within the immediate work group.

Take responsibility for outcomes of the work group. Undertake planning involving resource use and develop proposals for resource allocation.

## **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.*

Guidance and supervision to the employee will be at a general level. The employee may have supervisory and line management responsibility for a work area.

The employee may work independently on specific projects or on complex technical tasks.

## **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.*

Detailed knowledge of the area of work and broad knowledge of other associated areas.

Regular liaison with other areas of the Institute to impact upon decision making/service provision process.

Contribute to the development of policy.

## **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 gain co-operation and assistance from other employees including those supervised where appropriate, clients and members of the public to achieve the identified objectives.

Within the field of expertise, provide input to influence the decisions within the work area and their impact on other functions / areas.

Capable of liaising, on an individual and team basis, with employees at all levels of the Institute and with counterparts in other organisations to discuss specialist matters and with other employees to resolve intra-organisational problems.

**Note: PACCT Staff at this level must also be competent in meeting criteria detailed for the previous level as per Schedule 2 of the PACCT EBA.**

## KEY SELECTION CRITERIA

### Essential Criteria:

1. Relevant Degree and relevant experience; or lesser formal qualifications with substantial experience and specialist expertise or broad knowledge in technical and administrative fields; or a suitable combination of relevant qualifications and experience.
2. Demonstrated experience in communications and/or stakeholder engagement and building and maintaining effective relationships with internal and external stakeholders.
3. Excellent interpersonal, listening, networking and influencing skills that enable building and maintaining productive relationships.
4. Demonstrated ability to work autonomously as well as knowledge of the communities and stakeholder groups supporting the Skills and Jobs Centres identified priority cohorts.
5. Demonstrated behaviours that align with the William Angliss Institute Values.

### Desirable Criteria:

- Knowledge of the VET sector and pathways to Higher Education would be highly regarded.
- Demonstrated experience in a similar role.

### SPECIAL CONDITIONS

- A Victorian driver's licence is desirable.
- Occasional work outside normal hours may be required.
- Occasional attendance at offsite events and meetings may be required.
- Provision and or willingness to obtain an *Employee Working with Children Check* prior to commencement. The successful incumbent will be required to renew prior to expiry date of current check whilst employed by the Institute.
- Provision and or willingness to obtain a Police Check will be required prior to commencement and renewal every five years thereafter.

## **WILLIAM ANGLISS INSTITUTE STRATEGY 2024 - 2028**

### **Our Vision:**

To be Australia's recognised first choice educational provider of foods, tourism, hospitality and events skills and knowledge.

### **Our Mission:**

To deliver the highest quality specialist skills and education to inspire and empower a diverse community of learners.

### **Our Business Strategy:**

Our Vision and Mission drive the business strategy of the Institute. As a specialist provider unique in Australia's post-secondary education landscape differentiation is central to William Angliss Institute's business strategy.

### **Differentiation Includes:**

- being recognised for the quality of the student experience
- being recognised for the capability of our graduates
- actively applying innovation within our programs
- being recognised for facilitating lifelong learning
- further development of transnational educational delivery through an off-shore network
- a commitment to applied research

### **Differentiation will support:**

- growing in a manageable and profitable manner
- practising sustainable development
- celebrating our expertise
- continuing to build successfully on our heritage, our industry, our people, our community and our alumni

William Angliss Institute acknowledges the traditional owners of the land on which our campus facilities are based and through our actions seek to share and build knowledge across our staff and students with respect to First Nations culture.

### **Focus Areas:**

William Angliss Institute's Strategic Plan 2024- 2028 has five focus areas. They are:

1. Enhancing the Student Experience
2. Fostering Education Excellence
3. Optimising International Opportunities
4. Engaging with Industry, Community and Alumni
5. Being Sustainable

### **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