**POSITION DESCRIPTION**

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| **General Information** | |
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| **Position Title:** | **National Manager, Higher Education** |
| **Incumbent:** |  |
| **Function & Team/Program:** | **Policy and Programs** |
| **Location(s):** | **Flexible** |
| **Manager’s Position Title:** | **Head of Policy and Programs** |
| **Manager’s Name:** | **Wendy Field** |
| **Date Prepared:** | **8 April 2021** |
| **Prepared By:** | **Roberta Greimel** |
| **Approved By:** | **Wendy Field** |

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| **Primary Purpose of this Position** |
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| The National Manager, Higher Education leads The Smith Family's work with universities and vocational education providers across Australia. In this role, you will be responsible for the development and management of funded and in-kind partnerships with higher education institutions. You will work with internal teams to ensure the delivery of agreed partnership which aim to improve disadvantaged students' school engagement, aspiration for tertiary study and success at university. |

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| **Scope** | |
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| **Direct Reports to this Position** | **Indirect Reports** |
| By Position Title | Total Number |
| 1. Project Manager, Higher Education |  |
| **Financial Dimensions controlled by this Position** | |
| **Direct control** | **Indirect control** |
| e.g. Revenue, Operating expenditure, Capital expenditure, etc   * Income and expenditure budget |  |
| **Other Dimensions of this Position** | |
| e.g. Number of programs, site responsibility, geographic spread of team  National coverage  Periodic interstate travel may be required.  Contribute to other aspects of the organisation’s work as appropriate | |

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| **Setting Priorities** | |
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| How often does employee prioritise their own work? | Daily, weekly. |
| How often does employee determine the priorities of others? | Weekly, Monthly and as required through project management. |

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| **Key Relationships** | |
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| **Internal** | * Executive team members, particularly Chief Executive Officer, , Head of State and Territory Operations and Company Secretary * State/Territory General Managers. * General Counsel * National Managers, including National Managers of Volunteering Corporate Partnerships and Philanthropy * Regional Programs Managers * Policy and Programs team members. * Tertiary Coordinators * Learning for Life team members |
| **External** | * Tertiary Institution executives and senior management. * Tertiary Institution equity and widening participation leaders and practitioners. |

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| **Key Decision Making in this Role *(What are the key decisions and recommendations made in this role?)*** |
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| **Decisions Expected**   * Partnership Agreement terms and conditions Identifying, notifying and responding to risks which may become apparent, including:   + Achievement of budgeted income targets;   + Partnership quality and relationships;   + Partnership activities   + Achievement of partnership deliverables. |
| **Recommendations Expected**   * Models and frameworks for The Smith Family’s work with university and vocational training partners, including funding and in-kind activity. * Assessment of, and recommendations concerning, sectoral issues and their impact on The Smith Family partnerships, students and families. * Business development opportunities with university and vocational education entities which benefit the children and young people supported by The Smith Family. |

**Every Team Member at The Smith Family:**

* Is expected to uphold The Smith Family Values and Culture;
* Understands and complies with the Child Protection Framework;
* Takes reasonable care for the health and safety of themselves and others;
* Understands and complies with the Workplace, Health and Safety Systems;
* Reports hazards and incidents and participates in risk management as required.

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| **Key Responsibilities / Accountabilities** | | |
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| **Major Area: People Management** | **% of Job: 15%** | |
| Effectively recruit and induct new team members. | | |
| Manage performance by having regular one on one meetings; giving and receiving feedback; acknowledging achievements and conducting formal and informal performance and development reviews and planning discussions. | | |
| Develop team member/s capability to perform current and future role/s at The Smith Family. | | |
| Develop and manage a culture of process improvement and customer service. | | |
| Maintain a safe workplace by ensuring adherence to Work, Health and Safety policies and procedures and relevant legislation. | | |
| Clearly communicate team and organisation wide information to team members. | | |
| Ensure compliance with all relevant organisational policies and procedures. | | |
| **Major Area: University and Vocational Education partnerships** | | **% of Job: 75** |
| Develop and manage partnerships with universities and vocational education institutions nationally. | | |
| Achieve annual national fundraising targets associated with university and vocational education partnerships. | | |
| Provide a framework for successful partnership development and management across States and Territories | | |
| Utilise sector specific expertise to advise key internal team members on effective partnership development and management. | | |
| Work collaboratively with General Managers to maintain productive relationships and successful partnerships with universities and vocational education providers in their State/ Territory. | | |
| Oversee the achievement of milestones and deliverables in accordance with relevant partnership agreements. | | |
| Ensure all partnership reporting obligations are met in accordance with individual Agreement terms and conditions. | | |
| **Major Area: Higher Education Policy** | | **% of Job: 10** |
| Provide strategic advice and recommendations concerning the impact of higher education policy and legislative reform on disadvantaged children, young people and The Smith Family’s partnerships with universities and vocational training providers. | | |
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| **Key Challenges in Achieving Goal(s):** |
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| * Higher Education policy and financial operating environments influencing university’s capacity to partner. * Competing internal priorities influencing organisational capacities to support partnership activity. |

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| **Qualifications, Experience and Competencies:** | | |
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| **Education**  **Qualifications Memberships** | **Essential** | **Desirable** |
| * Tertiary qualification in a relevant discipline and/or equivalent experience | * Post graduate qualifications |
| **Experience:** | **Essential** | **Desirable** |
| * Business development experience in a not for profit environment. * Understanding of and experience working within a university, or similar educational setting. * Demonstrated experience in cross-sectoral business development and relationship management. * Demonstrated experience in the negotiation and execution of formal partnership agreements. * Demonstrated **management capability**, including people and financial management skills. * Significant experience in **project management.** * Substantial experience in data management and report writing for internal and external audiences. * Demonstrated experience in sensitively managing **complex** internal and internal **relationships.** |  |
| **Competencies:** | **Essential** | **Desirable** |
| * Excellent **influencing** and **negotiation** skills, including with senior stakeholders and executives in the University sector. * Comprehensive understanding of **higher education public policy**, including Equity and Aboriginal and Torres Strait Islander policy issues. * Excellent **networking**, **consultation** and **relationship management** skills. * Well-developed **analytical and conceptual** capabilities including the capacity to develop strategies, identify and progress business development opportunities and collate and interpret data to inform parternship project delivery and meet attendant reporting requirements. * Excellent presentation, oral and written **communication skills**, including for a diversity of audiences. * Highly **organised** * **Solutions focussed** * Capacity to manage **complex, competing priorities** and work in a **flexible** way within a matrix management structure. * Commitment to, and belief in, the role further education can play in the alleviation of disadvantage. |  |