

Financial Literacy Facilitator (casual)

POSITION DESCRIPTION



everyone's family

General Information	
Position Title:	Financial Literacy Facilitator (casual)
Function & Team/Program:	Policy and Programs
Location(s):	Various
Reports to	Financial Literacy Program Coordinator
Manager's Name:	Susan Thompson, Programs Facilitator Manager
Date Prepared:	4 Nov 2020
Prepared By:	Susan Thompson and Tanaya Williams
Approved By:	Ellie Francis-Brophy

Primary Purpose of this Position <i>(In one sentence - why does the role exist?)</i>
Deliver the Certificate I in Financial Services (FNS10115) course on a casual basis to secondary students at dates and times approved by the Financial Literacy Program Coordinator (FLPC).

Scope of Position	
<ul style="list-style-type: none"> • Responsible for delivering the Certificate I in Financial Services sessions in a constructive and informative manner which promotes student learning • Deliver the Certificate I in Financial Services in line with program design (times, dates, content as specified) • Conduct training and assessment in line with ASQA standards for accredited vocational training • Report according to stakeholder requirements and TSF needs, including RTO documentation • Undertake training as required, organized by the Programs Facilitator Manager • Participate in regular communication with FLPC, to be determined by timing of program delivery • Other duties as required 	
Direct Reports to this Position By Position Title	Indirect Reports Total Number
Nil	Nil
Other Dimensions of this Position	
e.g. Number of programs, site responsibility, geographic spread of team	
<ul style="list-style-type: none"> • Support a minimum of 80% of participants to achieve competency in the Certificate I. 	

- Ensure all documentation is provided to FLPC in accordance with RTO requirements and TSF timeframes to enable prompt issuance of qualifications, post program
- Work with school staff to ensure efficient and effective delivery of sessions, including set-up of room, WHS, etc. Use the Roll Call and Results App for attendance and grading Units of Competency
- Consider using the *When I Work* scheduling App to have program sessions details available and also to lodge your availability for schedulers
- attend meetings with Financial Literacy Program Coordinator as required

Setting Priorities *(how is work prioritised)*

How often does employee prioritise their own work? Eg. Daily, weekly, monthly, annually, other	Weekly
How often does employee determine the priorities of others? Eg. Daily, weekly, monthly, annually, other	N/A

Key Relationships *(Who does the role interact with? List the titles of individuals, departments and organisations frequently interacts with)*

Internal	<ul style="list-style-type: none"> • The Programs Facilitator Manager, your direct line manager. • Financial Literacy Program Coordinator and Program Analyst, who oversee delivery of the program and will be responsible for the provision of guidance and support in relation to planning and implementation issues • Program Coordinators and Team Leaders who will ensure the resources of the local team are made available in support of program implementation • (moved below)
External	<ul style="list-style-type: none"> • Teacher/s and school staff who will assist in collecting documentation from participants and providing support and assistance during the sessions • Recognised training organisation (RTO) liaison • School or community organisation contact • Other Financial Literacy Facilitators who may deliver at the same location

Key Decision Making in this Role *(What are the key decisions and recommendations made in this role?)*

Decisions Expected

- Delivery of Session plan and related activities in a manner that meets the needs of participants

Recommendations Expected

- Input into Program Review cycle to assess opportunities for program improvements.

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.

Key Responsibilities / Accountabilities <i>(List the major areas from largest % of job to smallest)</i>	
Major Area: Provide high quality Financial Literacy training and assessment services to enable 80% of participants to demonstrate competency and gain a Certificate I in Financial Services.	% of Job: 80%
Major Area: Program administration including preparation of lessons. Provision of evidence to support the certification of successful participants. Collation of participants' work in line with administrative reporting requirements of the program.	% of Job: 20%

Key Challenges in Achieving Goal(s): <i>(What are the key challenges faced by this role in meeting goals/objectives)</i>
<ul style="list-style-type: none"> • Delivering the Certificate I in Financial Services (Financial Literacy) in an engaging and highly professional manner whilst remaining consistent with the requirements for participants to obtain a qualification under the National Training Framework. • Deliver the Cert I in Financial services in accordance to the Facilitator Quality Standards (see attachment of 6 standards and what they mean) • Providing ongoing support and encouragement in ways that empower program participants to implement the learnings from the sessions. • Managing a professional relationship with participants and the school according to the program requirements in a dynamic environment • Delivering to possibly diverse groups of participants and being mindful of gender, socio-economic backgrounds, cultural awareness, the rights of all children and young people and TSF Protection of Children and Vulnerable People Framework. • Completing all administration and reporting requirements of the Program within required timeframes • Working independently but in an integrated manner with program partners and TSF stakeholders • Facilitating to a diverse group of participants.

Qualifications, Experience and Competencies: *(What background, knowledge, experience or competencies are required to perform the role at the expected level?)*

	Essential	Desirable
Education / Qualifications / Memberships:	<ul style="list-style-type: none"> • Certificate IV in Training and Assessment TAE40116 or TAE40110 with TAEASS502 and TAELLN411 or higher Adult Education qualification to meet ASQA requirements • Current driver’s license and access to a vehicle. • Willing to undergo a Working with Children check and National Police Check 	<ul style="list-style-type: none"> • MoneyMinded Facilitator Training
Experience:	<ul style="list-style-type: none"> • An understanding of the issues affecting financially disadvantaged families • Experience in working with or training young people (aged 15-18) 	<ul style="list-style-type: none"> • Previous facilitator experience • Previous experience a high school teacher or as a trainer and assessor of vocational training • Experience in delivering programs with a finance or money management component or working in the banking/finance industry
Competencies:	<ul style="list-style-type: none"> • An understanding of everyday money management topics including budgeting, savings goals, consumer credit and debt, taxation and superannuation • Excellent communication skills with the ability to build professional relationships with key internal and external contacts. • Well-developed organisational and administrative skills and ability to manage own time efficiently • Basic skills in Microsoft programs (inc. Excel and PowerPoint) • Willingness to seek and apply feedback to improve • Willingness to travel (drive) up to an hour each way to deliver program sessions. 	<ul style="list-style-type: none"> • Understanding the training considerations needed to facilitate to people from diverse backgrounds ☐ Ability to support participants with referrals to others operating within the financial sector (financial counsellors) (? – MM training?) ☐ An understanding of the Australian financial system and financial industry regulations ☐ A flexible approach to working hours • Understanding of program delivery challenges within school environment