***Passport to Success* Facilitator**

**POSITION DESCRIPTION**

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| **General Information** | |
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| **Position Title:** | **Programs Facilitator** |
| **Function & Team/Program:** | **Policy and Programs** |
| **Location(s):** | **Various communities, Tasmania** |
| **Manager’s Position Title:** | **Regional Programs Manager** |
| **Manager’s Name:** | **Kathy Robertson** |
| **Date Prepared:** | **7 July 2021** |
| **Prepared By:** | **Kathy Robertson** |
| **Approved By:** |  |

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| **Primary Purpose of this Position *(In one sentence - why does the role exist?)*** |
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| Deliver the *suite of career and transition programs in both Primary and Secondary schools to* students at dates and times approved by the Regional Programs Manager. |

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| **Scope** | |
| Responsible for delivering career and transition sessions in a constructive, informative manner conducive to encouraging learning  Adhere to the number of sessions per course that must be delivered according to policy  Participate in train the trainer training – may be out of state.  Work with location to ensure efficient and effective delivery of sessions  Complete all administration and reporting requirements of the program  Participate in regular communication with Regional Programs Manager, Team Leader and Program Coordinators | |
| **Direct Reports to this Position** | **Indirect Reports** |
| By Position Title | Total Number |
| Nil | Nil |
| **Financial Dimensions controlled by this Position *(Include key financial metrics such as revenue growth, income & expense budget, etc)*** | |
| **Direct control** | **Indirect control** |
| e.g. Revenue, Operating expenditure, Capital expenditure, etc   * n/a |  |
| **Other Dimensions of this Position** | |
| e.g. Number of programs, site responsibility, geographic spread of team  Work with school to ensure efficient and effective delivery of sessions, including set-up of room, etc.  Other duties as required | |

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| **Setting Priorities *(how is work prioritised)*** | |
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| 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 |

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| **Key Relationships *(Who does the role interact with? List the titles of individuals, departments and organisations frequently interacts with)*** | |
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| **Internal** | * Regional Programs Manager * Analyst, Program Implementation * Program Coordinators LfL and Team Leader who will ensure the local resources are made available in support of program implementation and delivery |
| **External** | * School contact * Classroom supervisor |

**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 Decision Making in this Role *(What are the key decisions and recommendations made in this role?)*** |
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| Decisions Expected   * Preparation and 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. |

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| **Key Responsibilities / Accountabilities *(List the major areas from largest % of job to smallest)*** | |
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| **Major Area: Program Delivery** | **% of Job: 80%** |
| Provide high quality instruction by applying program content to school students in both primary and secondary schools. | |
| Preparation of resources for delivery of sessions according to program requirements. | |
| Deliver session plans and activities in a manner that is responsive to participants needs and enhances engagement. | |
| Deliver content utilising computer/electronic and paper formats | |
| Participate in training as required | |
| **Major Area: Administration** | **% of Job: 20%** |
| Program administration including collecting participant attendance and all administrative reporting as required by Analyst, Program Implementation and Program Coordinator. | |
| Support Program Coordinator in the maintenance of accurate data including inputting data into CONNECT. | |

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| **Key Challenges in Achieving Goal(s): *(What are the key challenges faced by this role in meeting goals/objectives)*** |
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| * Ensure that sessions are being delivered in a professional manner * Providing ongoing support and encouragement in ways which will empower students to implement the learnings from these lessons * Managing a professional relationship with participants and the school according to the program requirements * Working independently but in an integrated manner with program partners and The Smith Family stakeholders * Facilitating to a diverse group of participants. |

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| **Qualifications, Experience and Competencies: *(What background, knowledge, experience or competencies are required to perform the role at the expected level?)*** | | |
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| **Education /**  **Qualifications / Memberships:** | **Essential** | **Desirable** |
| * Demonstration of relevant qualifications and/or experience in delivering training * Current driver’s license and access to a vehicle. * Willing to undergo a Working with Children check | * Current Working with Children Check |
| **Experience:** | **Essential** | **Desirable** |
| * Previous facilitator experience * Facilitator experience in delivering to young people | * Experience working with students from low socio-economic backgrounds * School based teaching/training |
| **Competencies:** | **Essential** | **Desirable** |
| * Excellent communication skills with the ability to communicate effectively with young people from varying backgrounds and school staff * Well - developed organisational and administrative skills and ability to manage time effectively. * Basic skills in Microsoft programs (inc. Powerpoint) * Willingness to travel up to one hour each way to deliver the program sessions | * Understanding of program delivery challenges within school environment * Knowledge of challenges and needs related to student moving to secondary school * Ability to travel and support delivery in other regions intrastate |