**POSITION DESCRIPTION**

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| **General Information** | |
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| **Position Title:** | **Program Specialist, iTrack** |
| **Incumbent:** | **The Smith Family** |
| **Function & Team/Program:** | **National Learning for Life Operations** |
| **Location(s):** |  |
| **Manager’s Position Title:** | **Team Leader** |
| **Manager’s Name:** |  |
| **Date Prepared:** | **Revised Dec 2020** |
| **Prepared By:** | **Tania Kihl (post internal consultation)** |
| **Approved By:** | **Leonie Green, Head of State and Territory Operations** |

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| **Primary Purpose of this Position *(In one sentence - why does the role exist?)*** |
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| To specialise in the support and coordinate the successful delivery of iTrack in (State), and provides ongoing direct support to program participants (including volunteer mentors, students and school facilitators). This role provides leadership and guidance to the Learning for Life team around what successful delivery will look like, and operates as a Subject Matter Expert within the region. |

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| **Scope** | |
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| **Direct Reports to this Position** | **Indirect Reports** |
| By Position Title | Total Number |
| Administration volunteers recruited to support this role (if applicable) | School and/or community facilitators |
| **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 | * Budget relating to the ongoing support and recognition of volunteers (this may include training related costs) |
| **Other Dimensions of this Position** | |
| This position provides a centralised coordination and knowledge base to support program delivery. There is an expectation that the Program Specialist is familiar with administrative systems and customer management databases.  The Program Specialists will lead Operations team colleagues in relation to program knowledge, sharing of practice, quality implementation and outcomes analysis.  In addition, the position is responsible for;   * Supporting volunteer mentors, students and iTrack facilitators throughout the program delivery cycle encompasses most of the academic year. This position actively monitors program activities and intervenes to support and/or acknowledges strong student outcomes. In addition, it also works to support high rates of mentor satisfaction and retention. * Providing regular information and support to all relevant Program Coordinators and Team Leaders within one or more states. * Appropriately managing any Child Protection concerns within TSF’s framework, with support from Regional Programs Manager * Contributing to continuous improvement of the program by identifying opportunities for process improvement and supporting local teams to implement agreed changes to processes/practices * At times, this role may also provide support to other states/territories. * Flexibility may be required to complete tasks outside of standard working hours. Where possible, this should be balanced with adjusted start/finish times. * Travel may be required but is not a regular feature of this role. | |

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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 | daily, weekly, monthly, quarterly |
| How often does employee determine the priorities of others? Eg. Daily, weekly, monthly, annually, other | monthly, quarterly, annually |

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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** | * Learning for Life Team, including Program Coordinators, Family Partnership Coordinators, Team Leaders and Regional Program Managers * Policy and Programs Team – specifically relevant Program Manager * Other program and project coordinators * Volunteering Team * Program and Scholarship Administration team members * Business Information Services (BIS) Team |
| **External** | * Program participants (including Learning for Life students) * Corporate and Community volunteers/mentors * Partner school program representatives |

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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   * Supporting internal stakeholders to recruit schools and student participants according to established guidelines and available data. * Carrying out appropriate support for program participants including mentors, students and iTrack school facilitators throughout program delivery * Matching of mentors and students as per the program objectives * Troubleshooting * Exiting of program participants (students and mentors) before program completion if not meeting program requirements |
| Recommendations Expected   * Identify programmatic areas that require improvement, streamlining or enhancement. This should be considered across the end to end processes linked to student participation and volunteer management. Suggested improvements are expected both nationally and within state/s. |

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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: 45%** |
| Work with Program Manager to deliver iTrack program successfully | |
| Develop and maintain strong working relationships with program representatives from partner schools, including initial and ongoing training | |
| Support Program Coordinators to maintain program fidelity and meet their program implementation responsibilities | |
| Monitor and report on participant progress to Program Coordinators, program representatives from partner schools, or directly to participants’ parents/caregivers. Take action to promote high attendance and quality outcomes for students as required. | |
| Ensure CONNECT data entry is correct and timely | |
| Appropriately manage any Child Protection concerns within TSF’s framework, with support from Regional Programs Manager | |
| Providing clear and relevant updates, direction and support to staff across different levels and functional teams | |
| Provide appropriate mentoring and support to new Program Coordinators and Program Specialists | |
| **Major Area: Direct support and management of program volunteers** | **% of Job: 30%** |
| Direct support and management of volunteers involved in iTrack. (in most instances, volunteers refers to mentors engaging in iTrack). Volunteer satisfaction and retention are key drivers. | |
| Ensure volunteer cohort supported with relevant training, knowledge and resources to support strong outcomes for students | |
| Ensure volunteer data is maintained and accurately stored in CONNECT according to TSF requirements (including privacy policy) | |
| Working with TSF’s Volunteer Relationships team to troubleshoot volunteer engagement/satisfaction issues as the need arises. | |
| Ensure volunteer cohort is appropriately acknowledged and recognised throughout their participation and during key appreciation periods (e.g. iTrack celebration events, National Volunteer Week and Christmas) in collaboration with state’s Volunteer Relationship Coordinator | |
| **Major Area: Internal and external relationships** | **% of Job: 15%** |
| Develop and maintain strong internal relationships with TSF team members across different levels and functional teams to ensure successful delivery of program. Strong Collaboration to achieve desired student outcomes is required. | |
| Develop and maintain strong external relationships with staff at partner schools | |
| Appropriately manage and support activities under the responsibility of the school/community program facilitator. | |
| **Major Area: Analysis and review** | **% of Job: 10%** |
| Contribute to the development of required resources, both internal and external, including but not limited to promotional materials, training materials, etc. | |
| Review and provide feedback on existing resources and processes, and make recommendations to promote student outcomes and/or process improvement. | |
| Identify any gaps in available resources and/or bottlenecks in program delivery. Contribute toward continuous improvement initiatives. | |

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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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| * Maintaining remote volunteer, participant and school partnerships in a predominately office-based role (At times, this may also include volunteers and participants from other states) * Having visibility over the relationship between the volunteer and participant to be confident the program is being managed appropriately * At times, this role has a high administration requirement * At times, some tasks will need to be undertaken outside of standard working hours |

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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** |
|  | * Tertiary qualification – preferably in the areas of education, social services or volunteering |
| **Experience:** | **Essential** | **Desirable** |
| * Demonstrated experience in program delivery * Exceptional ability to establish, build and maintain internal and external networks and relationships * Ability to engage with, support and manage the contribution of volunteers sourced from a variety of backgrounds, with a customer service focus. * Demonstrated experience in organisational administration (including computer literacy and time management) * Demonstrated experience in presenting and facilitating | * Understanding of the more specific support requirements of “high-level-engagement” volunteers (such as mentors or tutors) * Experience in delivery of programs across different geographic locations * Awareness of the education environment in general. Acknowledgement of the challenges this may present to implementation along with the differences that may occur within various locations. * Demonstrated experience in working with disadvantaged/marginalised/culturally and linguistically diverse communities |
| **Competencies:** | **Essential** | **Desirable** |
| * Highly effective communication skills that demonstrate professional and appropriate language in written and verbal form for a variety of audiences * Demonstrated ability to lead discussions and work with the wider State/Territory and National team members * Exceptional interpersonal skills including a genuine and  approachable style * Ability to identify problems and communicate these to the appropriate people along with possible solutions * Demonstrated ability to quickly form relationships with relevant stakeholders (both internal and external) * Excellent time management skills ensuring the ability to plan and project anticipated workloads to meet deadlines * Capable of working independently as well as able to lead and be part of a team; committed to working in an integrated manner * Able to manage competing demands | * Appreciation of broader team as customers with an expectation around service |