**POSITION DESCRIPTION**

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| **General Information** | |
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| **Position Title:** | **Program Specialist, student2student** |
| **Incumbent:** |  |
| **Function & Team/Program:** | **State and Territory Operations / Learning for Life** |
| **Location(s):** |  |
| **Manager’s Position Title:** | **Team Leader** |
| **Manager’s Name:** |  |
| **Date Prepared:** | **Refreshed 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** |
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| To specialise in the support of, and coordinate the successful delivery of student2student in (State). This extends to providing ongoing direct support to program participants and any linked administration volunteers. 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 position | School Facilitators  Program participants (both readers and their reading buddies) |
| **Financial Dimensions controlled by this Position** | |
| **Direct control** | **Indirect control** |
| e.g. Revenue, Operating expenditure, Capital expenditure, etc. | * Budget relating to the ongoing support and recognition of participants engaged in this program. (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, for this program the position is responsible for:   * Supporting all program participants (readers and buddies), 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 outcomes for student readers. In addition, it also works to support high rates of buddy 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** | |
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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** | |
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| **Internal** | * Learning for Life Team, including Program Coordinators, Team Leaders and Regional Program Manager * Policy and Programs Team – specifically relevant Program Manager * Other program and project coordinators * Volunteering Team * Program Support and Administration team members * Business Information Services (BIS) Team |
| **External** | * Parents/caregivers of program participants (both Learning for Life and universal access) * Program participants (both readers and reading buddies) * Partner school program representatives |

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| **Key Decision Making in this Role** |
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| Decisions Expected   * Carrying out appropriate support required for individual program participants as needed. * Providing clear direction and required supports for administration volunteers (if applicable) * Matching of program participants (both readers and buddies) as per the program objectives * Troubleshooting * Exiting of program participants 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 program participant and volunteer management relevant to the specific program. Suggested improvements are expected both nationally and within State/s |

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| **Key Responsibilities / Accountabilities** | |
| **Major Area: Direct Support and management of Program Participants** | **% of Job: 35%** |
| Direct management of reading buddies involved in student2student | |
| Facilitating training for these reading buddies | |
| Ensure data is maintained and accurately stored in CONNECT according to TSF requirements (including privacy policy.) NB: CONNECT refers to CRM tool utilised at The Smith Family. | |
| **Major Area: Program Delivery** | **% of Job: 40%** |
| Work with Program Manager to deliver student2student program successfully; take initiative to provide direction to team members and volunteers and respond to challenges as they occur | |
| Develop and maintain strong working relationships with program representatives from partner schools, including initial and ongoing training | |
| Monitor and report on participants’ program progress to Learning for Life Program Coordinators, and program representatives from partner schools; or directly to participant’s parents/caregivers. During the course of program delivery, this is a significant component of the role and requires regular, ongoing monitoring of participant engagement and progress. | |
| 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 team members across different levels and functional areas | |
| Provide appropriate mentoring and support to new Learning for Life Program Coordinators and new Program Specialists | |
| **Major Area: Analysis and Review** | **% of Job: 10%** |
| Support the development of required resources, both internal & external, including but not limited to promotional materials, training materials, etc. | |
| Review and provide feedback on existing resources and processes. Update as requested | |
| Identify any gaps in available resources | |
| **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 the student2student program | |
| Develop and maintain strong external relationships with staff at partner schools | |
| Appropriately manage and support activities under the responsibility of the partner school staff member | |

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| **Key Challenges in Achieving Goal(s)** |
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| * Maintaining remote participant, school and community partnerships. (At times, this may also include participants from other states). Participant in this instance refers to both the readers and reading buddies involved in this program. * Having visibility over the relationship between program participants (reader and buddy) to be confident the program is being delivered appropriately * At times, some tasks will need to be undertaken outside of standard working hours |

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| **Qualifications, Experience and Competencies** | | |
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| **Education /**  **Qualifications / Memberships:** | **Essential** | **Desirable** |
|  | * Tertiary qualification – preferably in the areas of education or social services / 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’ approach * Demonstrated experience in organisational administration (including databases, computer literacy and time management) * Demonstrated experience in presenting and facilitating | * 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 / CALD groups and 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 * 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 * Ability to identify problems and communicate these to the appropriate people along with possible solutions | * Appreciation of broader team as customers with an expectation around service |