POSITION DESCRIPTION

General Information:	
Position Title:	**Learning for Life - Family Partnership Coordinator**
Incumbent:	
Function & Team/Program:	**State and Territory Operations / Learning for Life**
Location(s):	**Epping**
Manager's Position Title:	**Team Leader, Learning for Life**
Manager's Name:	**Genevieve Shepherd**
Date Prepared:	**Reviewed May 2024**
Prepared By:	**National Manager, Learning for Life Operations**
Approved By:	**Head of State and Territory Operations**

Primary Purpose of this Position *(In one sentence - why does the role exist?)*
To coordinate the delivery of the *Learning for Life* program in a defined community. We do this via a strengths based, family partnership approach with a focus on supporting stronger participation in education. Specifically, supporting families to achieve a high level of school attendance, effective school transitions, senior school engagement and post school planning which contribute to participation in post school work or study in the long term. The focus is on supporting families to identify barriers to education and utilising external referrals, links to programs, brokering community relationships and access to information as ways to overcome these barriers. This focus is underpinned by our Family Practice Framework and a coaching approach within teams and in working with families.

Direct Reports to this Position By Position Title	**Indirect Reports** Total Number
	Volunteers (e.g. Admin Support) where applicable

Financial Dimensions controlled by this Position *(Include key financial metrics such as revenue growth, income & expense budget, etc)*	
Direct control	**Indirect control**
Woolworths expense card (where applicable)	Expense budget

Other Dimensions of this Position

- Taking a collaborative partnership approach, this position will develop and maintain purposeful education focused relationships with students and families participating in the *Learning for Life* program.
- The role works with groups of students and families on their identified goals and uses a collaborative process to develop actions related to these goals. This collaborative process is called our Family Practice Framework. The scope of the role is to link families with the services, information and support they have identified.
- The role will work with partner schools to build and maintain relationships to support the educational outcomes of *Learning for Life* students. This extends to providing referrals for the *Learning for Life* program.
- This position will work closely with other team members to provide *Learning for Life* students with appropriate and relevant learning opportunities through The Smith Family suite of programs to support their educational goals. In particular, collaborative work with Program Coordinator colleagues helps to deliver key organisational objectives.
- At times, this position will provide support to other team members in the maintenance and/or delivery of our suite of education-focussed programs and activities. Together, we work to maximise support for students and families.
- As a learning organisation, we would expect the successful candidate to learn and embed the Family Practice Framework in their approach. At The Smith Family, coaching is a key framework to support learning and development.

Setting Priorities (how is work prioritised)	
How often does employee prioritise their own work? Eg. Daily, weekly, monthly, annually, other	Daily, Weekly, Monthly
How often does employee determine the priorities of others? Eg. Daily, weekly, monthly, annually, other	Daily, Weekly

Key Relationships *(Who does the role interact with? List the titles of individuals, departments and organisations frequently interacts with)*	
Internal	• *Learning for Life* Team (both immediate team members and those in other locations) • Volunteering Team • Policy and Programs Team (specifically scholarship and practice teams) • Program and Scholarship Administration Teams • Story Co-ordinator role for media and case study purposes • Business Information Services (BIS) Team • Corporate Services
External	• *Learning for Life* Families • Schools and other educational providers • Community agencies • VIEW Clubs (where applicable) • Corporate partners • Local media (guided by Communications team)

Key Decision Making in this Role: *(What are the key decisions and recommendations made in this role?)*
Decisions Expected • *Learning for Life* program referrals and recruitment • Identify key contacts in identified partner schools • Advocacy and referral to community agencies where appropriate • Volunteer selection (office admin roles) where applicable
Recommendations Expected • Refer students/families to appropriate Smith Family programs • Identifying schools for partnership development • Opportunities for *Learning for Life* scholarship growth within the community

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:	
Major Area: Family Partnership Management	**% of Job: 60%**
Working in partnership, support *Learning for Life* families to participate in their children's education and overcome any barriers they have identified linked to school attendance and completion. Understanding of and embedding of Family Practice Framework is key.	

Taking a data informed approach, identify families that may have children in need of strategic support – for example at key transition points throughout their education.	
Work with partner schools to enable referrals of families to the *Learning for Life* Program in accordance with the guidelines. Support and manage their participation in the *Learning for Life* program.	
Maintain *Learning for Life* program participants to required target.	
Ensure that data is timely and accurately entered into database.	
Participate in relevant practice development and process improvement teams as required.	
Major Area: Administer Learning for Life Scholarships	**% of Job: 20%**
Complete tasks associated with ensuring families receive accurate and on time scholarship payments. These tasks include ensuring up to date information in the database and following up families for additional information required for payment.	
Embrace new ways of working as the organisation moves to digitalise certain aspects of work.	
Manage and support volunteers engaged in administration activities (where applicable). This includes recruitment, coordination of activities and local management support.	
Major Area: Support for broader Smith Family Program implementation	**% of Job: 10%**
Refer appropriate *Learning for Life* students and/or family participants to eligible *Learning for Life* programs.	
Support other team members to coordinate and facilitate local programs (as required).	
Develop and maintain strong internal relationships within the organisation. At times this will require collaborative work across teams (including different national and functional teams) to deliver on project &/or organisational objectives. This could include supporting donor visits to programs and engagement in internal projects.	
Major Area: School and Community relationship management	**% of Job: 10%**
Develop a good understanding of the demographics and social data relating to the local community.	
Develop and maintain strong working relationships with identified partner schools.	
Develop and maintain strong working relationships with relevant community agencies for the purposes of referring families to their services.	
Promote and position The Smith Family and inform the community about organisational activities through the media and other relevant forums as required.	

Key Challenges in Achieving Goal(s): *(What are the key challenges faced by this role in meeting goals/objectives)*

- Maintaining family partnerships to assist in increasing and/or maintaining, scholarship student attendance and advancement to Year 12.
- Upholding a focus on self-care when dealing with challenging situations.

- Maintaining school partnerships within an environment of competing priorities for both parties.
- Maintaining scholarship allocation at target whilst ensuring a focus on quality partnerships.
- Increasing participation of *Learning for Life* students in short programs.
- Working as a member of a geographically dispersed team.

Qualifications, Experience and Competencies: *(What background, knowledge, experience or competencies are required to perform the role at the expected level?)*		
Education / Qualifications / Memberships:	**Essential**	**Desirable**
		• Relevant tertiary qualifications or equivalent experience
Experience:	**Essential**	**Desirable**
	• Proven experience in taking a family partnership approach • Demonstrated experience supporting families through challenging situations • Demonstrated experience in administration tasks • Proven experience in supporting families through appropriate referrals to community agencies and local partners	• Understanding of the education sector • Experience in working with families and communities experiencing disadvantage • Experience in managing volunteers • Experience in planning and coordinating programs / projects • Local networks both in educational and community settings
Competencies:	**Essential**	**Desirable**
	• High level interpersonal skills • Effective communication skills • Excellent organisational and administrative skills (including computer literacy, data entry and time management) • Ability to use data to inform practice • Demonstrated capability to manage and plan own work to achieve identified goals within time constraints • Flexibility to respond to competing demands • Experience with conflict resolution skills • Holds a current driver's licence	• Experience in presenting and facilitating

Selection Criteria	• Proven experience in working with families taking a family partnership approach • Ability to enter and retrieve data to take a data informed approach to practice • Demonstrated capability to manage and plan own work • Ability to work effectively in a team and independently • Strong relationship building skills with families, schools and community agencies	