

Position Description

OUR MISSION

Moore College exists to enable men and women to deepen their knowledge of God, through higher education in the field of theology, so that they might faithfully and effectively live exemplary Christian lives, proclaim and teach the word of God, and care for others in the name of Jesus Christ in all the world, to the glory of God.

Position Title:	Academic Support Coordinator (Casual)
Industrial Instrument and classification:	Educational Services (Post-Secondary Education) Award, Teacher/Tutor/Instructor, Level 4
Reports to:	Academic Dean
Primary Purpose of Position:	To provide academic and English language support to students
Special tools/equipment used:	PC
Special environmental conditions:	n/a
Interpersonal relations/relates to:	Deans of Students, Department Heads, Lecturers, Registrars Department, Library, Students
Mandatory qualifications and/or licences:	Post graduate qualifications in Adult education/ TESOL

Essential Criteria:

- Post graduate qualifications in Adult education/ TESOL or equivalent experience
- Experience in the design, delivery and evaluation of adult education courses
- Previous experience teaching and advising in tertiary academic skills
- Demonstrated understanding of issues faced by students with diverse needs and backgrounds
- A solution focused approach with a pro-active attitude to supporting students
- Excellent written and verbal communication skills
- Ability to support and promote the Christian Mission and Values of Moore College.

Desirable Criteria:

- Experience working in the university sector
- Understanding of the courses offered by Moore College

Key Accountabilities		
Key Performance Area	Key Tasks	Performance Indicators
Provide support to students with academic and English language needs	<ul style="list-style-type: none"> • 1:1 and small group meetings • Design and deliver workshops and training sessions • Mentoring/training of student volunteer tutors 	<ul style="list-style-type: none"> • Number of workshops/training sessions run • Number of one to one meetings • Number of small group meetings • Number of volunteer tutors trained.
Liaising with key staff re students in need of support	<ul style="list-style-type: none"> • Meet with Registrar's department, Dean of Students, First year advisor and faculty as required • Develop referral pathways and documentation required • Develop tracking of students and results to enable support needs to be identified and passed on from year to year. • Link with pastoral care/student support such as chaplains and psychologist as required 	<ul style="list-style-type: none"> • Referral pathway documentation developed • Student results tracking is developed
Coordinating support offered with key staff	<ul style="list-style-type: none"> • Coordinate with Library manager about study/research skills support • Coordinate specific skills/input sessions with faculty in relation to specific assessment tasks • Coordinate with Faculty Professional development Officer to address pedagogy issues arising from student feedback 	<ul style="list-style-type: none"> • Number of specific skills/input sessions delivered.
Communication/promotion of support	<ul style="list-style-type: none"> • Liaise with Marketing/communication staff re promotional materials, timetable of announcements, regular updates, internal advertising 	<ul style="list-style-type: none"> • Program is promoted regularly to current students • Program is promoted to future students
Reporting and Evaluation	<ul style="list-style-type: none"> • Reporting on activities to be developed, including to the Academic Dean, Principal and Academic Board. • Recording activities undertaken • Evaluation of the Program and it's activities to be done each year, adjusting provision as needed 	<ul style="list-style-type: none"> • Reports on activities to be developed • Reporting to the Academic Dean to be on a term basis • Report to Academic Board each semester • Annual evaluation of the Program to be undertaken

Staff	<ul style="list-style-type: none"> • Assist and cooperate with other team members • Encourage teamwork and foster good communication with staff, Faculty and students. • Actively participate in team and staff meetings as required 	<ul style="list-style-type: none"> • Evidence of participation in team meetings and effective teamwork.
Workplace Health & Safety	<ul style="list-style-type: none"> • Compliance with WHS legislation and Policy and Procedures • Participate in, promote and raise awareness of WHS with staff, Faculty and students. • Ensure the maintenance of a safe, clean environment for residents, staff, Faculty and students. • Attend mandatory annual WHS training • Has a risk assessment and management approach to all activities. 	<ul style="list-style-type: none"> • Evidence of participation in WHS education e.g. fire training, as required. • No evidence of noncompliance with WHS legislation and Policy and Procedures. • Evidence of WHS activities e.g. data collection and audits.
Professional Development	<ul style="list-style-type: none"> • Maintain current competencies. • Attend internal and external training as required. 	<ul style="list-style-type: none"> • Competencies remain up to date. • Evidence of participation in internal and external training.

Level of Decision Making	
Decisions that can be made without referral to Supervisor/Manager:	
<ul style="list-style-type: none"> ▪ Implementation and interpretation of department policies and processes ▪ Implementation of instructed projects 	
Decisions that can be made after consultation with Supervisor/Manager:	
<ul style="list-style-type: none"> ▪ Implementation and interpretation of new policies and procedures ▪ Identified opportunities for improvement ▪ Complex relationship issues and decision making ▪ Personal performance review and management 	
Employment Related Issues	
Performance Management	
<ul style="list-style-type: none"> ▪ Annual Performance review (if applicable). 	
Acknowledgement	
I understand and accept the responsibilities as outlined in this position description.	
Print Name	
Signature	
Date	