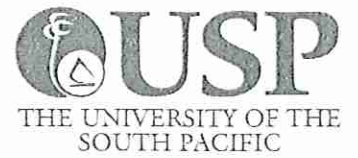


FORM 5.5.05A
POSITION DESCRIPTION



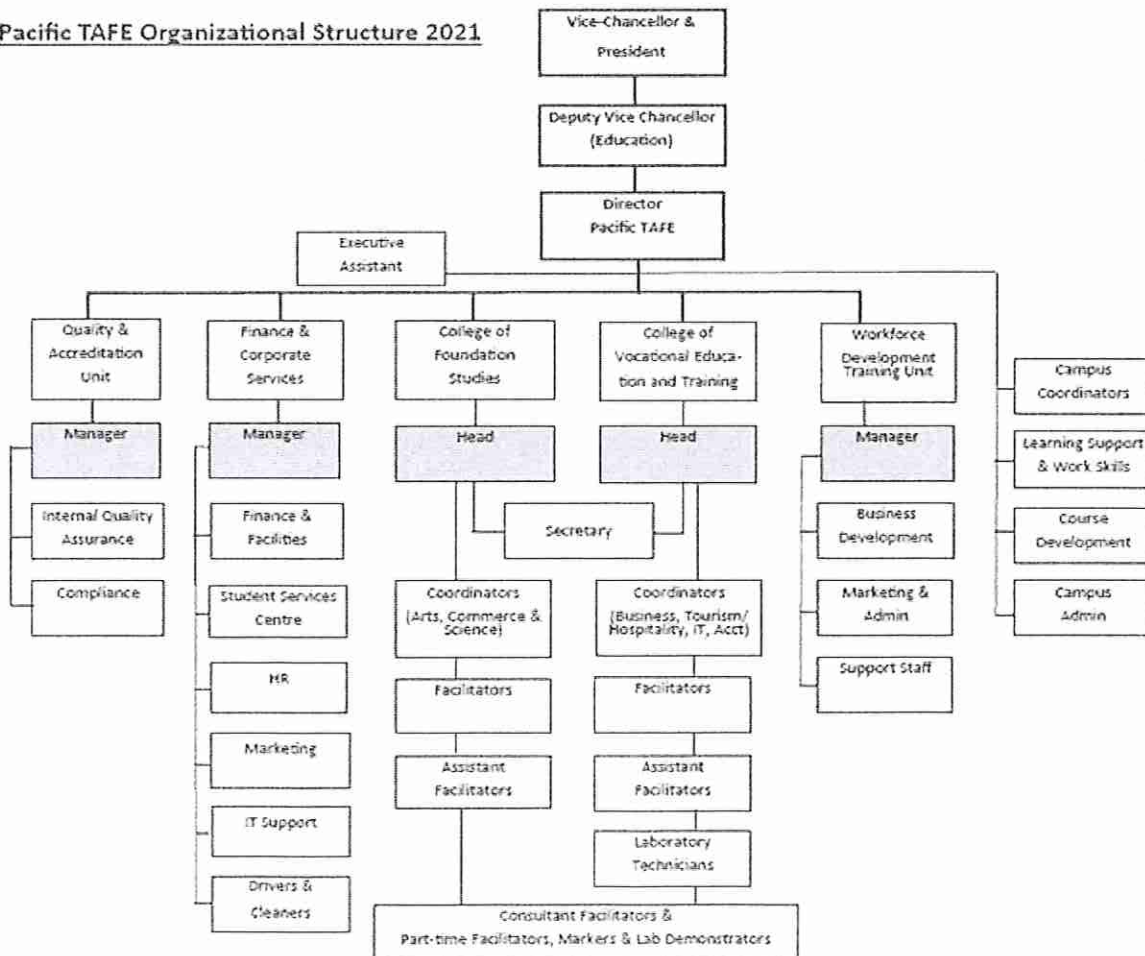
IDENTIFICATION

Position Title: Facilitator, Language Position Number: **VFS001**
 Section : Pacific TAFE Department: College of Foundation Studies
 Location: Emalus Campus Category: PTAFE Facilitator Teaching criteria
 Grade: Facilitator
 Current Incumbent: Vacant Date of substantive appointment: _____
 Reports To: Head of College, College of Foundation Studies
 Supervised by: Coordinator, Language and Emalus Campus Coordinator

ORGANIZATION CONTEXT

Organization chart to identify the job's reporting relationships

Pacific TAFE Organizational Structure 2021



POSITION DESCRIPTION



PURPOSE

The recruitment of a Facilitator to fill in the soon to be vacant position will ensure continuous delivery of quality service to our students at Emalus campus.

What would not get done if this job did not exist?

- Necessary work to support Coordinators or Head of College.
- Efficient and timely marking of assessments in all Language courses.
- Sufficient contact time for students
- All work associated with a Facilitator’s role will not be done.

Why do we need this job at all?

- To teach Preliminary and Foundation courses in Language
- This position will provide assistance in overseeing the preparation and delivery of assigned courses.
- It will also help in the quick turnaround time for assessment feedback and efficient monitoring of “at-risk” students.
- The position contributes to Pacific TAFE’s responsibilities to national and international accreditation.

NATURE AND SCOPE

The position requires a minimum qualification of Bachelor of Language with 5 or more years of teaching experience in the respective subjects. The incumbent will be required to work under the supervision of the Course Coordinators in Languages at Pacific TAFE, Laucala Campus and the Pacific TAFE Campus Coordinator at Emalus Campus but reporting to the Head of College, College of Foundation Studies under an appropriate workload per semester.

The incumbent must have a working knowledge of Moodle and other ICT tools used in higher education, experience with different modes of delivery and very good oral and written English language communication skills.

POSITION DIMENSIONS

Give details of staff and total level of costs within the organization under the position’s overall control.

Staff Responsible for:

Directly: Part-time Facilitators if applicable

Indirectly: Through Heads of Colleges and Coordinator, Language.

Total Level of Costs: _____

Limits of Authority:

Financial: \$ _____

Non Financial: _____

Key Relationships /Internal and External Contacts:

Lists the key inter-relationships that is necessary for effective performance in the job. Also describe the nature of contact most typically expected with those key working relationships

<p>Internal</p> <ul style="list-style-type: none"> • Head of College; • Coordinators; • Students; • The staff of intra business units of Pacific TAFE; • Heads and staff of USP faculty and support sections. 	<p>Purpose of contact</p> <ul style="list-style-type: none"> • Courtesy, giving/receiving information, explaining things, advising, gaining cooperation, facilitating and participating in events. • Teaching and learning, assessment of tasks, assist in admitting and enrolling new and continuing students, assist in the marketing of courses.
<p>External</p> <ul style="list-style-type: none"> • Teaching profession and schools; • Potential students. 	<p>Purpose of contact</p> <ul style="list-style-type: none"> • Information sharing • Marketing

KEY RESULT AREAS / KEY ACHIEVEMENT AREAS

Aim: KRAs to have a logical heading. KRAs: 4 – 6.in total Key tasks : 4-5 tasks per KRA. Performance Measures: Identify the performance standards for someone doing the job at the 100% level. Use both quantitative and qualitative measures, Measures the KRA as a whole, not every task. Maximum 3 measures for each KRA Include KRA for Corporate Responsibilities which is generic to all positions

Key Result Areas Job holder is responsible for	Performance Measures Jobholder is successful when
<p>1. Learning and Teaching</p> <ul style="list-style-type: none"> • Resource development • Class facilitation • Intervention and remedial work • Skills and attributes 	<p>(Keep measures general at this stage, as the precise performance standards can be spelled out as part of the performance management process)</p> <ul style="list-style-type: none"> • Class preparation/session plans (prepared in advance and used in plans sessions/classes) • Learning support (documented evidence of referrals) • Teaching methods/Class delivery (suitable for content and appropriate use of IT, individual and group presentations when applicable) • Technology use (knowledge and use of Moodle and other Microsoft packages when applicable) • Classroom & distance teaching (clear content and suitable delivery methods) • Consultation, advice, and guidance

POSITION DESCRIPTION

	<p>(advertised hours and times, documented evidence of transactions, zero complaints from students)</p> <ul style="list-style-type: none"> • At-risk students and remedial action (Identified and action taken: documented evidence) • Learning support initiative (documented evidence: Moodle announcements, an organization with RLSS) • Solicited/unsolicited feedback from students, etc. (documented evidence: SEC survey, emails) • Communication, teamwork, customer/student service, attitude and behavior (Responding to emails and requests, participate in discipline and college meetings, student events, and forums)
<p>2. Assessment and Feedback</p> <ul style="list-style-type: none"> • Assessment Preparation • Feedback on Assessment • Impact on Student Learning 	<ul style="list-style-type: none"> • Assessments conducted as per I&As • Marking – Turnaround time and adherence to marking Rubrics • Written feedback is given on each assessment • Timely submission of results to Coordinators • Peer Feedback on class delivery • Two written feedback from students to be decided by the Supervisor • Attainment of subject Learning Outcomes by a majority of students as indicated by Quality of Teaching criteria • Unsolicited Feedback (e.g. letters/emails/thank you cards from students, alumni, and peers, samples of best student work)
<p>3. Administrative Duties & Initiatives</p> <ul style="list-style-type: none"> • Marketing • Program and Course Administration 	<ul style="list-style-type: none"> • Participating in marketing activities (attendance when rostered by College) • Contribution in Open Day activities (help with preparation of displays and scheduling duties) • Identify students for testimonials (timely response to a request; documented evidence) • Contribute to the contents of marketing materials (documented evidence,

POSITION DESCRIPTION



	<p>feedback from Coordinator)</p> <ul style="list-style-type: none"> • Identification of opportunities & initiatives (communication with Coordinator)
<p>4. Quality Assurance</p> <ul style="list-style-type: none"> • Internal Quality assurance • Initiatives on Programme and Course Continuous Improvement • Support for programme accreditation/re-accreditation, and compliance – regional and international • Community outreach 	<ul style="list-style-type: none"> • Maintain and comply with internal quality assurance requirements (documented evidence) • Adhere to the Framework for the Internal Quality Assurance and Continuous Improvement(IQAF) of Pacific TAFE • Respond and action items from the Student Evaluation of Courses (SEC) survey (documented evidence) • Participate in internal course audit and annual course reviews (documented evidence) • Implement agreed necessary actions for improvement as advised (communication with Coordinator) • Contribute to revisions when relevant (documented evidence) • Assist in maintaining compliance standards • Support and contribution towards re-accreditation (documented evidence) • Outreach activities (documented evidence) • Professional development (documented evidence)

TERMS & CONDITIONS

Salary: \$2,218,839.66 to \$2,538,481.65 VT

Length of Contract: 3 years

Gratuity and Allowances: _____

Other Benefits: NA

POSITION SPECIFICATION

POSITION DESCRIPTION

Qualifications (or equivalent level of learning)

<i>Essential</i>	<i>Desirable</i>
<ul style="list-style-type: none"> • Must have a good first degree with a GPA of at least 3.5 in both Linguistics and Literature; • Teaching qualification; • Good communication and interpersonal skills; • Citizen of USP member country. 	<ul style="list-style-type: none"> • Post Graduate Diploma in Linguistics/ Literature in exceptional cases of a GPA of 4 or above • Possession of relevant teaching qualification or experience

Knowledge / Experience

<i>Essential</i>	<i>Desirable</i>
<ul style="list-style-type: none"> • Demonstrated knowledge and skills directly relevant to the subject/discipline area being taught; • 5+ years Teaching experience; • Good communication and interpersonal skills; • Proven ICT skills and experience; • Team player; 	<ul style="list-style-type: none"> • Work experience in flexible teaching and learning techniques. • Knowledge of approaches/pedagogies to teaching and learning.

Key Skills / Attributes / Job Specific Competencies

The following levels would typically be expected for the 100% fully effective level:

<i>Expert level</i>	Effective communicator
<i>Advanced level</i>	Good interpersonal skills Good computing skills Subject matter expertise
<i>Working-level</i>	Work experience in flexible teaching and learning techniques Professional approach to implementation of duties Team player
<i>Awareness level</i>	Willing to learn and implement new teaching initiatives

APPROVAL

Supervisor name: Rosalia Fatiaki

Supervisor's Signature:

Date:

Staff Name:

Staff ID:

Staff Signature:

Date: