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| **PROJECT READY**  **(CERT II IN ACTIVE VOLUNTEERING)**  **FACILITATOR POSITION DESCRIPTION** | | <your LLEN logo> |
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| **Position Title** | PROJECT READY FACILITATOR | |
| **Reports To** | <insert the person in your LLEN who will manage the program> | |
| **Time Allocation** | Facilitators deliver 4.75 hours of training per week (unless otherwise agreed). Hours of training will be 9:15am – 2:45pm, consisting of:   * 9:15am – 11:00am – training (1.75 hrs) * 11:00am – 11:15am – break * 11:15am – 1:00pm – training (1.75 hrs) * 1:00pm – 1:30pm – break * 1:30pm – 2:45pm – training (1.25 hrs) | |
| **Engagement** | Consultant: Facilitators engaged as consultants will be paid on successful delivery of milestones as per the facilitator service agreement. Milestone payments are inclusive of training (as per allocation above), preparation, marking, assessment, communication and pastoral care of students (approximately 2.5 – 3 hours per week).  Non-training activities, such as incursions, excursions, professional development and meetings, will be paid at a rate of $35 per hour (up to 28 hours allowed).  Part-time employee: delete above text and insert or refer to employment arrangements here. | |
| **Probation** | 2 weeks  Delete above text and insert or refer to employment agreement | |
| **Location** | <insert venue>. If the trainer does not have Permission to Teach, a venue external to the school will need to be sourced. | |

**Position Purpose**

To deliver Project Ready (Certificate II in Active Volunteering) using the Project Ready relational pedagogical approach, fulfilling all marking and assessment requirements.

**Background**

According to the Department of Education and Training, approximately 20% of Victorian secondary students display signs of disengagement and are at risk of becoming early school leavers. Triggers of disengagement from school are complex and varied, but can be attributed to three broad reasons:

* **Emotional wellbeing:** eg. family violence issues and bullying
* **Educational fundamentals:** eg. weak literacy or low value placed on education in the home
* **Future aspirations:** students haven’t developed aspirations and have difficulty discovering pathway options through lack of knowledge and industry exposure, or poor role modelling at home.

Piloted in 2017 in two schools, Project Ready was designed to provide holistic assistance and direction to disengaged students to help them re-engage with their education and prepare for their future worlds of work.

Project Ready has since been redesigned to be meet the needs and aspirations of a wider range of students and is mapped against a Certificate II in Active Volunteering.

**Position Aims**

The Project Ready facilitator is responsible for delivering the program curriculum in an engaging, inspiring and motivational manner. The aim for the facilitator is to guide, mentor and coach students through the Project Ready journey and support students to develop the skills set out in the program.

Project Ready (Certificate II in Active Volunteering) aims to:

* Help students discover their passions and strengths
* Build self-worth, wellbeing skills and resilience through personal development activities
* Help students understand possible training and job pathways through a range of career development and industry engagement activities
* Teach students work readiness skills, and
* Teach students project management, enterprise and entrepreneurial skills

**Organisational Context <LLEN insert your own description here>**

Central Ranges Local Learning and Employment Network (Central Ranges LLEN), based in Wallan, works across the Macedon Ranges, Mitchell and Murrindindi Shires and is one of 31 LLENs across Victoria. Our vision is that all young people are involved in education, training or meaningful employment. We strive to make the outcomes for young people everyone’s business.

As part of the Education State commitment of the Victorian Government, the Department of Education and Training (DET) has funded Central Ranges LLEN to develop and manage sustainable partnerships, strategies and activities that support student pathways in education, training and employment.

<Name of LLEN> LLEN is also funded to deliver Structured Workplace Learning (SWL). The SWL program involves creating sustainable partnerships with local industries and employers and facilitating access to structured workplace learning opportunities for VET, VCAL and SBAT students.

**Engagement Arrangements**

<Choose the option that suits your LLEN and update accordingly>

**Consultant**

Facilitators are engaged as consultants and invoice the LLEN upon successful achievement of milestones as per the Facilitator Service Agreement.

Facilitators deliver 4.75 hours of training per week (unless otherwise agreed). Hours of training will be 9:15am – 2:45pm, consisting of:

* 9:15am – 11:00am – training (1.75 hrs)
* 11:00am – 11:15am – break
* 11:15am – 1:00pm – training (1.75 hrs)
* 1:00pm – 1:30pm – break
* 1:30pm – 2:45pm – training (1.25 hrs)

Milestone payments are inclusive of preparation, marking, assessment, communication and pastoral care of students (approximately 2.5-3 hours per week).

Non-training activities, such as incursions, excursions, professional development and meetings, will be paid at a rate of $35 per hour (up to 28 hours allowed).

**Part-time employee**

See the Facilitator Employment Agreement for hours and conditions.

**Key Relationships**

**Internal**

* *Eg. LLEN SWL Officer*
* *Volunteer mentors*

**School**

* *Eg. students, assistant principal*

**External**

* *Eg. community organisations/employers such as excursion venues*

**Key Activities**

The key activities of the role are:

* Enrolling students on the IVET portal.
* Ensuring students undertake the LLN assessment on the IVET portal prior to commencing the course.
* Ensuring students complete enrolment paperwork.
* Recording student attendance on a weekly basis.
* Creating a safe and supportive group environment where students feel comfortable and able to learn.
* Undertaking adequate preparation prior to delivering each session to ensure optimum student engagement and value. This may involve additional research or sourcing materials.
* Ensuring the program is delivered according to the Project Ready curriculum using trauma-informed relational pedagogy.
* Ensuring the program is delivered in a highly engaging, student-centric and dynamic way. The facilitator must be able to hold serious and confrontational conversations about difficult and sometimes triggering subject matter.
* Undertake pastoral care of students. This is an integral part of Project Ready and what distinguishes it from regular VET courses. This may involve, but is not limited to, checking in with students and/or families outside of classes, referring students to wellbeing services, asking for assistance for students from the school, advocating for students, chatting with students about help seeking, etc.
* Completing all marking and assessments in a timely manner (weekly basis).
* Arrange excursions, incursions, community project and guest speakers according to the Project Ready curriculum. Your LLEN will support you with this.
* Liaising with your school contact person and the wellbeing or careers team when necessary to ensure effective delivery of the program.
* Discussing any proposed changes to the program with the LLEN before implementing them.
* Liaising with the school and the LLEN regarding guest speaker and excursion requirements in advance to give preparation time to all parties.
* Completing an evaluation report for your LLEN on a weekly basis using the supplied template.
* Completing observation reports for each student after every unit on the IVET portal.

**Administration**

* Schedule your own preparation time in accordance with the requirements of Project Ready.
* Keep secure and confidential student journals/documents/notes/observations about each student to inform your own mentoring of students and facilitation of the program.
* Write and email a weekly session report for the LLEN and school within 48 hours of the session. This includes student attendance, units and sessions completed, any issues/concerns/outcomes or requested industry experiences. The school contact person and, if appropriate, the wellbeing representative, careers representative and Assistant Principal can be cc’d into the email report.
* Send regular updates to parents/guardians of students participating in Project Ready. This may be in the form of photos, emails or an e-news.
* Submit your invoices and reimbursement requests according to your LLEN’s policies.

**Compliance Responsibilities**

It is a condition of this engagement that you comply with all school and <insert the name of your LLEN> policies, procedures and guidelines including but not limited to:

* LLEN Code of Ethics
* Maintaining safe working procedures and practices in accordance with the Occupational Health and Safety Act 2004 (Vic)
* Equal Employment Opportunity Act 2010 (Vic)
* Current Working with Children Check (Vic)
* Anti-discrimination, harassment and bullying prevention policies and relevant legislation
* Privacy policies and legislation
* Industry codes, and
* Acknowledgment that all work delivered and produced for the LLEN remains the intellectual property of the organisation and can only be used for its purposes unless otherwise permitted.

**Mandatory Reporting**

The facilitator, while not a mandatory reporter, is required to be aware of and support the mandatory reporting requirements of schools and DET employees. The facilitators is responsible for passing on any concerns that may arise out of Project Ready sessions to the school’s nominated point of contact.

Any information that is disclosed to the facilitator that leads them to believe on reasonable grounds that a child or student has suffered, or is likely to suffer, significant harm as a result of physical injury or sexual abuse must be reported to the school's nominated point of contact immediately.

<https://www.education.vic.gov.au/school/principals/spag/safety/Pages/childprotectobligation.aspx>

Other adult mentors engaged in your program must be made aware of this requirement by the facilitator.

**Duty of Care**

In accordance with Department of Education and Training and school policies and requirements, the facilitator has a duty of care to students during all Project Ready sessions and activities. This duty requires facilitators to take reasonable steps to minimise the risk of reasonably foreseeable harm, including following any policies and instructions provided by the school.

<https://www.education.vic.gov.au/school/principals/spag/safety/Pages/dutyofcare.aspx>

Facilitators must follow the school’s Child Safe and Bullying policies (copies must be provided to facilitators on request). Facilitators are responsible for ensuring adequate medical attention is given to students in the event of an injury or emergency. Medical information about each student will be collected on the enrolment form.

**Job Specification**

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| **Professional Experience & Skills** | **Essential**   * Current TAE qualifications and experience in delivering previous certifications in a school or youth setting. * Vocational competency in active volunteering. * Current Working With Children Check * Three years plus professional experience in a similar group facilitation role where successful outcomes were demonstrated in delivering a program for disengaged and/or trauma-affected youth or secondary students. * A content delivery style that is dynamic, uplifting, motivating and flexible enough to ‘go with the flow’. Applicants must be able to demonstrate how their content delivery style is effective in engaging the target cohort. * Demonstrated empathy for young people experiencing hardship, disengagement and trauma. * Knowledge of strength-based approaches to wellbeing and resilience-building. * Knowledge of career pathways in schools, such as an understanding of VET, SWL, VCAL, VCE, pre-apprenticeships and the various pathway options that are available to year 10 students. * Strong skills in behaviour and group management in youth settings. * Ability to work under limited general direction and make decisions based on sound judgment. * Ability to establish priorities and monitor work flow in areas of responsibility.   **Highly Desirable**   * Qualifications in group facilitation or education, or training or qualifications in wellbeing, careers or youth work. |

**Project Ready Accreditation**

Project Ready facilitators must become accredited in Project Ready by undertaking the following training during their first year of being a Project Ready facilitator:

1. Project Ready facilitator manual training: a half-day zoom workshop for new facilitators.
2. GroupWork facilitation training: a one-day training workshop funded by CRLLEN.
3. Trauma-informed education training: zoom seminar funded by CRLLEN.
4. Optional: Facilitators are encouraged to learn more about trauma-informed practice at:

www.formedfamiliesforward.org