

POSITION DESCRIPTION

<u>Position Title:</u>	Sessional Trainer and Assessor
<u>Classification:</u>	Social and Community Services Employee – Level 4.1
<u>Employment Status:</u>	Casual
<u>Department/Program:</u>	Inclusion Training
<u>Report to:</u>	<i>Manager, Inclusion Training and/or Program Lead</i>
<u>Location:</u>	Combination of Virtual Delivery & Camberwell Head Office
<u>Issued:</u>	December 2025

POSITION OBJECTIVE

In this role, you will be responsible for designing and delivering accredited, group-based education programs. These are delivered under the umbrella of Inclusion Training, a Registered Training Organisation that is focussed on delivering high quality education to support the inclusion of people into the community, specialising in supporting those with cognitive and intellectual disability and social isolation.

Through these programs, you will help participants build skills, confidence, and meaningful pathways into employment and broader community engagement. Your work will play a key role in empowering participants to achieve their personal and vocational goals while fostering inclusion and connection within the community.

Integrity

"To consistently act on sound moral principles"

We will act with integrity by:

- Being respectful
- Doing what we say we'll do and being open about how we do it
- Being honest about what we can and cannot achieve
- Acting in a manner that is deserving of your trust
- Having skilled, competent and professional employees

Potential

"The inherent ability or capacity for growth"

We will see the potential of all persons by:

- Believing that everyone has the potential to keep achieving more
- Ensuring that everyone has equal opportunities for development
- Understanding that overcoming obstacles is a necessary part of the journey to success

Individuality

"A single person regarded as a unique personality, distinguished from others by special qualities"

We will embrace individuality by:

- Acknowledging uniqueness and accepting differences in a non-judgemental manner
- Using a person-centred approach to meet the unique needs of each person
- Supporting people to make choices that build the lives they want
- Working with people in unique and personalised ways
- Respecting individual and family customs, practices, beliefs, traditions and heritage

Relationships

"A significant connection existing between people and communities"

We will foster relationships by:

- Being honest with each other
- Supporting and encouraging each other
- Connecting people with their community and nurturing new relationships
- Working together to solve problems
- Listening to each other to achieve mutual understanding
- Strongly believing that together people create better lives

KEY RESULT AREA – Education	
Key Responsibilities	Duties
Ensure all activities are carried out in accordance with Australian Qualification Training Framework (AQTF), Victorian Regulatory Qualification Authority (VRQA), Training and Skills Higher Education & National Disability Association standards with a high level of accuracy.	<ul style="list-style-type: none"> • All compliance and legislated requirements of the Registered Training Organisation are understood and met and kept up to date with the Legislation. • Design course outlines and lesson plans that align with the requirements of training packages or accredited courses.
Assess and monitor learners' individual needs and priorities.	<ul style="list-style-type: none"> • Student contact notes to be written daily and reports prepared that will identify additional needs and priorities.
Trainers coordinate activities, oversee the placement and work experience.	<ul style="list-style-type: none"> • Supervise students on placement/work experience in collaboration with work pathways coach. • Report back to Program lead/Manager.
Effectively deliver programs according to Inclusion Training's documented Training and Assessment Strategies (TAS); as negotiated with the Training Manager or the Compliance Officer. All session plans and delivery plans prepared	<ul style="list-style-type: none"> • Current curriculum, past and current lesson plans, training materials, mapping documents, assessments and preparing reports completed as directed in TAS • Update the TAS to suit your student needs. • Session plans and delivery plans completed before the start of each term in accordance with TAS document.
Design, develop and document curriculum activities based on individual student's needs and priorities	<ul style="list-style-type: none"> • Update and develop resources as required. This could occur after discussion with the Compliance Officer and/or the Program Lead as the need arises.
Contextualise delivery methods, resources and assessment in line with Training package guidelines	<ul style="list-style-type: none"> • All units adapted to suit learners' needs. • Tailor training materials to meet the needs of diverse learners, including those from culturally and linguistically diverse (CALD) backgrounds.
Be actively involved in validation and moderation of all courses delivered	<ul style="list-style-type: none"> • Actively participate in Validation sessions and provide concrete improvement tasks. • Complete any rectifications as required. • Conduct face-to-face or blending learning sessions, ensuring delivery methods suit the audience. • Integrate digital tools and learning management systems for engaging lessons.
Prepare reports, complete pro-forma and document processes for class groups and individual learner's competencies	<ul style="list-style-type: none"> • Student course participation (unit/cluster start end dates, extension to training, lack of participation, etc.) are reported as per Policy and Procedures.

	<ul style="list-style-type: none"> • Ensure all EOP are collated and ready for archiving.
Provide practical assistance to learners, in a manner that promotes their independence and dignity and is age appropriate.	<ul style="list-style-type: none"> • All communications are positive, supportive, effective and age appropriate. • Supervise hands-on activities, ensuring students practice industry-relevant skills.
KEY RESULT AREA – Documentation, Record Keeping and Compliance	
Key Responsibilities	Duties
Maintain accurate administrative records (in both electronic and paper-based formats) in accordance with Inclusion Training guidelines and in line with the Quality Management System	<ul style="list-style-type: none"> • Student electronic and paper records are completed accurately, kept up to date and stored appropriately to meet privacy & confidentiality requirements. • Stakeholder feedback forms completed. • Demonstrated compliance with Inclusion Training & Inclusion Melbourne's Policies and Procedures. • Maintain accurate records of student attendance, progress, and assessment outcomes as required by the RTO • Prepare training plans, reports and compliance documentation • Submit data for audits
Identify and report any child safety concerns, risks, allegations or disclosures immediately to management as required under organisational policy and the reportable conduct scheme.	<ul style="list-style-type: none"> • Complete mandatory reporting and documentation within required timeframes.
Follow all obligations regarding information sharing under relevant schemes (CISS, FVISS) when concerns for a child's safety exist.	<ul style="list-style-type: none"> • Attendance and successful completion of all mandatory child safety training.
Apply child-safe risk assessment and mitigation practices when planning meetings, community visits, or service arrangements involving children.	<ul style="list-style-type: none"> • No breaches of the Child Safe Code of Conduct.
Ensure online and physical environments used to deliver services are safe and compliant with child safety expectations.	<ul style="list-style-type: none"> • No breaches of the Child Safe Code of Conduct.
Provide feedback and conduct assessments	<ul style="list-style-type: none"> • Administer and mark competency-based assessments in line with AQFT standards and RTO policies. • Offer constructive feedback to students to help them improve and achieve learning outcomes.

<p>Demonstrated audit compliance with internal and external contracts and legislative requirements</p> <p>Ensure that all related record-keeping and correspondence is completed on time and sighted by the Compliance Officer and/or Training Manager on a regular basis.</p>	<ul style="list-style-type: none"> Successful and timely completion of all documents/reports to a high standard in terms of quality and compliance. daily documentation: file notes, attendance records, course notes, archiving of completed student work as instructed by the Compliance Officer. maintenance of learner's files, all training and assessment required documents: <ul style="list-style-type: none"> ✓ feedback to students ✓ assessor's observations ✓ student progress reports as required ✓ individual programmes and protocols ✓ behaviour management strategies ✓ all other administration and documentation as required or as requested.
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KEY RESULT AREA – Organisation

Key Responsibilities	Duties
Adhere to Inclusion Melbourne and Inclusion Training's policies, systems and procedures.	<ul style="list-style-type: none"> Organisation policies & procedures always followed.
Participate in and contribute to Inclusion Melbourne's Occupational Health and Safety activities to ensure a safe environment for staff, students, volunteers and visitors.	<ul style="list-style-type: none"> Report any OH&S issues to the Manager
Maintain and promote a workplace free from bullying, discrimination, harassment and assault of any kind. Follow organisational feedback and complaints procedures to report bullying, discrimination, harassment or assault.	<ul style="list-style-type: none"> Workplace free from discrimination and harassment.

Ensure client confidentiality is maintained at all times.	<ul style="list-style-type: none"> Confidentiality is maintained at all times.
Establish & maintain effective relationships with a variety of internal & external stakeholders.	<ul style="list-style-type: none"> Positive relationships maintained with all stakeholders.
Maintain professional competencies and technical knowledge by attending educational workshops; reviewing professional publications and establishing and maintaining industry and personal networks.	<ul style="list-style-type: none"> Develop and maintain a Professional Development Plan which includes 2 Vocational and 2 RTO Compliance sessions.
Provide personal care assistance, if a direct support professional is not available.	<ul style="list-style-type: none"> Must be able to provide personal care when required.
Any other duties as required and within the general scope of responsibilities of this position, as directed by the Manager, Inclusion Training.	<ul style="list-style-type: none"> Proven response and support to ad-hoc situations.
Promote and uphold a child safe culture in all aspects of work, consistent with the Victorian Child Safe Standards.	<ul style="list-style-type: none"> Demonstrates compliance with all Child Safe Standards and organisational child safety policies.
Ensure all interactions with participants, families and children are respectful, safe and inclusive.	<ul style="list-style-type: none"> Positive feedback from families regarding safe, respectful and child-centred practice.
Support culturally safe engagement for Aboriginal children and their families.	<ul style="list-style-type: none"> Positive feedback from families regarding culturally safe support
Participate in ongoing child safety training, induction, supervision and performance review	<ul style="list-style-type: none"> Attendance at mandatory training and feedback from performance reviews
Customer Service/Our Team	
Key Responsibilities	Duties
Values of Inclusion Melbourne are incorporated into daily work practices.	<ul style="list-style-type: none"> Demonstrates and upholds IM Values
Excellent customer service to all stakeholders.	<ul style="list-style-type: none"> Customer Service (internal & external) skills are demonstrated in all interactions.
Positive customer feedback.	<ul style="list-style-type: none"> Support key business functions of the organisation ensuring a positive public image of Inclusion Melbourne is presented.

All communications are positive and effective.	<ul style="list-style-type: none"> • Ensure effective communications with all stakeholders. • Commitment to open communication.
Staff engagement	<ul style="list-style-type: none"> • Utilise skills and experience to complete the role effectively • Show initiative by engaging in work proactively and across the organisation
Occupational Health & Safety	<ul style="list-style-type: none"> • Assess risk in the context of service delivery to a diverse range of clients, in a diverse range of settings, and implements risk mitigation strategies. • Maintain and promote a workplace free from discrimination and harassment of any kind and follow the organisational grievance procedure to report any discriminatory or harassing behaviour.
Teamwork	<ul style="list-style-type: none"> • Attends and participates in relevant meetings • Contributes to the development of the administration team ensuring communication is positive and effective • Sets and keeps high standards of teamwork • Openly supports and respects diversity within the team • Works with team members to assist in planning and in achievement of team timeline, goals and outcomes • Proactively supports other team members.

ORGANISATIONAL RELATIONSHIPS

Reports to: RTO Program Lead/Manager, Training

Supervision: Direct Support Professionals
Volunteers

Internal Liaisons: CEO
Quality and Compliance Officer
Direct Support Staff
Admin and Finance Team
Community Support Staff

External Liaisons: People we support and their families.
House Supervisors

SKILLS, KNOWLEDGE, EXPERIENCE

- Demonstrated experience in facilitating classes and providing a variety of accredited education programs.
- Demonstrated experience working with various cohorts across education delivery and understanding of their needs when delivering training.
- Demonstrated knowledge around the preparation and adaption of lesson plans, resources, and materials to suit the individual learner.
- Demonstration of creative content development and delivery of targeted communications and promotional materials.
- Knowledge and experience in teaching, learning and assessment as related to adults with an intellectual disability and
- Knowledge and experience in teaching nationally recognised qualifications.

ACCOUNTABILITY, EXTENT OF AUTHORITY, JUDGEMENT & DECISION MAKING

- The position is accountable to the Program lead/Manager for daily performance of all duties
- The position is responsible for meeting AQTF, VRQA, Training and Skills and Higher Education and NDIA standards including maintenance of records, e.g. records of student performance; evidence of participation, using approved documentation
- The position is responsible for providing general supervision to volunteers, direct support staff, work experience and/or students on placement
- Responsibility for reporting immediately to the Program Lead/Manager any change that would affect the student's well being
- Responsibility for undertaking work in accordance with the Occupational Health and Safety guidelines
- Authority is provided for a range of activities associated with the day-to-day operations of the classroom including interactions of support staff within the learning environment
- Responsible for liaising with learners' families or advocates when learner is absent
- Freedom to act is governed by clear objectives set by the Manager/Program Lead

KEY SELECTION CRITERIA

Essential:

- A genuine interest in, and commitment to Inclusion Melbourne's vision, mission & values.
- NDIS Worker Screening Check
- Victorian Driver's License
- One of the following from the Training and Education (TAE) Training Package:
 - TAE40122 Certificate IV in Training and Assessment (or its successor) or
 - TAE40116 – Certificate IV in Training and Assessment (or its successor) or
 - TAE40110 – Certificate IV in Training and Assessment, and one of the following:
 - TAELLN411 – Address adult language, literacy and numeracy skills (or its successor) or
 - TAELLN401A – Address adult language, literacy and numeracy skills, and one of the following:
 - TAEASS502 – Design and develop assessment tools (or its successor).
 - TAEASS502A – Design and develop assessment tools.
 - TAEASS502B – Design and develop assessment tools.

OR

- A diploma or higher-level qualification in adult education.

OR

- A credential issued by a higher education provider (as defined in section 16.1 of the *Higher Education Support Act 2003*) which would enable the individual to satisfy the academic requirements for registration as a secondary school teacher in accordance with the registration requirements in at least one State or Territory in Australia, and one of the following credentials, or the successor to one of the following credentials:

- TAESS00011/TAESS00019 - Assessor Skill Set; or
- TAESS00024 - VET Delivered to School Students Teacher Enhancement Skill Set

Desirable

- Demonstrated experience, understanding & commitment to working with people who have a disability
- Demonstrated problem solving, planning and operational skills
- Demonstrated organisational management skills
- A flexible and effective approach to working within a team environment

NDIS Worker Screening Check

It is a condition of your engagement with Inclusion Melbourne that your employment is subject to clearance through the NDIS Worker Screening Check. It is mandatory for incumbents of risk-assessed roles to have full clearance prior to commencing with Inclusion Melbourne.

Working with Children's Check

All employees who work with children must have a valid working with children check.

Child Safety & Wellbeing

Because this role may involve direct or indirect contact with children, all employees must uphold the Victorian Child Safe Standards, ensuring the safety, rights and wellbeing of all children engaged with Inclusion Melbourne.

This includes:

- Promoting a child safe culture in all interactions
- Identifying and responding to child safety concerns, risks or disclosures
- Ensuring supports are delivered in child safe physical and online environments
- Respecting the diverse needs of children, including Aboriginal children, children from CALD backgrounds, LGBTQIA+ young people and children with disabilities

Equal Opportunity & Diversity

All appointments will be made in conformance with the spirit and intent of the Equal Opportunity and Anti-Discrimination legislation. Inclusion Melbourne is committed to maintaining a diverse workforce that reflects the diverse needs of the people we support. Inclusion Melbourne is an equal opportunity employer and encourages applications from people with a disability, and from culturally and linguistically diverse backgrounds including Aboriginal and Torres Strait Islanders, and the LGBTIQ community.

I have read, understand and accept this position description, and agree to fulfil the requirements of this role to the best of my ability. I understand that the position description may be modified from time to time to suit organisational requirements.

I agree to notify my supervisor immediately of any change in my capacity to meet the requirements. I also agree to inform my supervisor if any of the following requirements change:

- Driver license status (if applicable)
- NDIS worker screening check
- Compliance with Inclusion Melbourne's Vaccination Policy
- The capacity to fulfil the inherent requirements of the role

Employee's Name:

Employee's Signature

Date: / /