



## Position Details

<b>Position Title</b>	Trainer and Assessor
<b>Location</b>	This role requires you to work at the MTA's Royal Park site and/or MTA sites across South Australia as well as at employer sites across both metropolitan and regional South Australia. You may also be required to work at other external sites.
<b>Reports To</b> (Position Title)	Skills Manager
<b>Financial Accountability</b> (Expense Budget and/or revenue)	Revenue accountability attributed to student progression (CE-CA) in KPI's.
<b>Management Responsibility</b> (No of employees managed/supervised)	N/A
<b>Special Conditions</b>	Flexible work arrangements will be a requirement.

## Position Responsibilities

<b>Purpose of the Position</b>	The role of the Trainer and Assessor is to successfully guide the apprentice through training to achieve competency in the contractual period of their apprenticeship.
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<b>Primary Responsibility</b>	Training and assessment of apprentices Liaising with host employers.	<b>65%</b>
<b>Purpose of Activity</b>	To train, assess and develop quality automotive trades people.	

<b>Example</b>	<ul style="list-style-type: none"> <li>• Individually monitor student progression (cohort) and update skills managers monthly on progress.</li> <li>• Training delivery and assessment is conducted to meet the requirements of the applicable training package/ qualification and unit of competency in compliance with the AQF and ASQA Standards.</li> <li>• Flexible training and assessment are delivered in a manner that meets the needs of and enhances the opportunities for successful completion of students.</li> <li>• Prepare training equipment and resources according to training package requirements, ensuring the students have access to the resources required to gain competency during delivery.</li> <li>• Inform students about and support them through the Recognition of Prior Learning processes (RPL).</li> <li>• Provide mentoring and support services for students.</li> <li>• Monitor student progress and implement intervention strategy at the earliest opportunity.</li> <li>• Assist students accessing the appeal and/or complaints process.</li> <li>• Develop and maintain relationships with host employers and industry employers to support student progression.</li> <li>• Manage visits and schedule according to student cohort and the needs of the employer.</li> <li>• Visit employers and students on a set schedule, ensuring the student is progressing in the training and development.</li> </ul>	
<b>Responsibility (2)</b>	Participate in Professional Development and Validation Activities.	<b>10%</b>
<b>Purpose of Activity</b>	To ensure continued development of trainer's skills to be able to deliver quality training	

	programs.	
<b>Example</b>	<ul style="list-style-type: none"> <li>• To attend and participate in validation activities as required.</li> <li>• To attend professional development activities as requested by the MTA.</li> <li>• Contribute to your own professional development in the areas of your trade vocation and training and assessment principles.</li> <li>• To record all professional development activities to demonstrate continued development and provide evidence as requested by the MTA.</li> <li>• Provide feedback and input into the development and continuous improvement of all assessment and training materials.</li> <li>•</li> </ul>	
<b>Responsibility (3)</b>	Ensure all legislative and compliance requirements are met.	<b>5%</b>
<b>Purpose of Activity</b>	<ul style="list-style-type: none"> <li>• Contribute to a safe and healthy work environment and safe systems of work.</li> <li>• Provide training and assessment in line with legislative requirements, the Rules of Evidence and Principles of Assessment (ASQA).</li> </ul>	
<b>Example</b>	<ul style="list-style-type: none"> <li>• Identify and report safety hazards to the MTA as soon as practicable, to prevent putting anyone at risk.</li> <li>• Model behavior that promotes health, safety and wellbeing amongst peers and students of the MTA.</li> <li>• Follow the WHS act at all times.</li> <li>• Ensure all results and evidence entered for students are accurate and contain the appropriate evidence required in line with adherence to The Standards for RTO's 2015 and the AQF.</li> </ul>	
<b>Responsibility (4)</b>	<ul style="list-style-type: none"> <li>• Comply with all MTA and RTO specific Policies and Procedures.</li> <li>• Follow the MTA's values at all times.</li> </ul>	<b>5%</b>

<b>Purpose of Activity</b>	Maintain standards and compliance with the MTA's policies and procedures to model appropriate behavior and values.	
<b>Example</b>	<ul style="list-style-type: none"> <li>• Observe all policies and procedures of the MTA and the RTO.</li> <li>• Represent the MTA in a professional manner adhering to our values at all times.</li> <li>• Be a brand ambassador for the MTA.</li> <li>• Follow the Trainer and Assessor Policy.</li> </ul>	
<b>Responsibility (5)</b>	<ul style="list-style-type: none"> <li>• Student Records are maintained to the required standards as set by the MTA.</li> <li>• Maintain and report attendances and absences of students as required by the MTA.</li> <li>• Maintaining training and assessment records on the MTA's LMS as required.</li> </ul>	<b>10%</b>
<b>Purpose of Activity</b>	To ensure student records of training are kept in a manner that maintains compliance in all areas.	
<b>Example</b>	<ul style="list-style-type: none"> <li>• Maintain all student records accurately and up to date at all times.</li> <li>• Record daily attendance as required by the customer service team.</li> <li>• Comply with RTO requirements for the completion of student data and records and provision of student data and information in line with the ASQA standards and MTA's policies and procedures.</li> </ul>	
<b>Responsibility (6)</b>	<p>Develop and maintain industry relationships;</p> <ul style="list-style-type: none"> <li>• Engage with industry on all levels, including for your own development, for site visits with host employers and for continued understanding of the industry as a whole.</li> </ul>	<b>5%</b>

	Develop communication strategies with stakeholders that best meet the needs of the team, Mentors, regulatory bodies, RTO and the organisation as a whole.	
<b>Purpose of Activity</b>	Promote the MTA and RTO services to industry, schools, students and other stakeholders as identified. Maintain engagement of industry to develop your own skillset, and record appropriately as required by the MTA.	
<b>Example</b>	<ul style="list-style-type: none"> <li>• Participate in public events such as Supercars Adelaide, Career Expos and other Motorsport events.</li> <li>• Participate in engagement activities as required, including onsite and offsite career expos, showcases and similar events.</li> </ul>	
<b>Total Weighting</b>		<b>100%</b>

## Compliance Responsibilities

It is the responsibility of both the manager and incumbent(s) of the role to ensure that the following compliance requirements are met:

- **Relevant laws and regulations including OH&S and EEO**
- **Industry codes.**

## Knowledge, Skill and Experience Requirements

<ul style="list-style-type: none"> <li>• <b>Knowledge</b></li> <li>• <b>SACE</b></li> <li>• <b>Degree/Diploma</b></li> <li>• <b>Post-Graduate Qualifications</b></li> <li>• <b>Trade Certificate</b></li> <li>• <b>Industry Specific Qualifications</b></li> </ul>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• Trade Qualification at a minimum to the level being trained and assessed.</li> <li>• Must be willing to commit to continuous professional development in the areas of:</li> </ul>	<p><b>Preferred</b></p> <ul style="list-style-type: none"> <li>• Certificate IV in Training and Assessment (TAE40116).</li> <li>• Demonstrated knowledge of the vocational education sector (VET) and related regulatory and legislative requirements.</li> </ul>
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	<ul style="list-style-type: none"> <li>- Compliance with regulatory bodies.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrated working knowledge of Training &amp; Assessment Principles, including: the development of assessment tools in line with the unit of competency.</li> <li>• Validation requirements, Working knowledge of the Rules of Evidence and the Principles of Assessment.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Skills and Attributes</b></li> <li>• <b>Interpersonal Skills eg. Communication, Negotiation, Problem Solving, Analytical, Customer Service, Team work</b></li> </ul>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• High-level of interpersonal skills relating and communicating with students, stakeholders and external organisations.</li> <li>• Ability to communicate with young people confidently.</li> <li>• Ability to manage diverse workloads and timeframes.</li> <li>• Ability to contribute to and develop training and assessment materials in line with the ASQA standards.</li> <li>• Capacity to work within a team environment as a member of that team and, when required, to work autonomously.</li> <li>• Capacity to work</li> </ul>	<p><b>Preferred</b></p>

	within an outcome focused environment.	
<ul style="list-style-type: none"> <li>• <b>Personal alignment with MTA Values</b></li> </ul>	<p><b>Teamwork:</b> Working together, empowering and supporting one another to achieve our common goals</p> <p><b>Achievement:</b> We do our best to exceed expectations, striving for innovation in our delivery of relevant and valued services</p> <p><b>Accountability:</b> We take ownership of all that we do, each taking responsibility for our part in delivering high quality services</p> <p><b>Respect:</b> We understand, acknowledge and appreciate the needs, opinions and values of everyone by embracing the diversity we have within our organisation.</p> <p><b>Excellence:</b> We strive to do and be the best in all that we do every day.</p>	
<ul style="list-style-type: none"> <li>• <b>Computer Software</b></li> <li>• <b>E.g. Microsoft suite, Project, Finance</b></li> </ul>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• Intermediate level IT skills in the Microsoft Office Suite, Outlook and internet.</li> </ul>	<b>Preferred</b>
<p><b>Additional Requirements:</b></p> <ul style="list-style-type: none"> <li>• <b>Clearances</b></li> <li>• <b>Technical Skills</b></li> <li>• <b>Licences</b></li> </ul>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• Drivers Licence.</li> <li>• Automotive Technology (speciality depending</li> </ul>	<b>Preferred</b>

<ul style="list-style-type: none"> <li>• <b>Training</b></li> </ul>	<ul style="list-style-type: none"> <li>on stream).</li> <li>• Working with Children Check (or willing to obtain).</li> <li>• National Criminal History Check (or willing to obtain).</li> <li>• Safe Environments for Children and Young People.</li> <li>• Pre-Employment Medical.</li> <li>• Functional Capacity Evaluation.</li> <li>• Drug and Alcohol test.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Experience</b></li> <li>• <b>Industry and/or field experience</b></li> </ul>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• Automotive industry and/or field experience.</li> <li>• Current Automotive vocational and industry experience.</li> <li>• Development and delivery of training &amp; assessment resources compliant with ASQA and AQF requirements.</li> <li>• Validation and Moderation.</li> <li>• Successful proactive leadership of a team within a commercial environment.</li> <li>• Participation in successful compliance audit and continuous improvement activities.</li> </ul>	<b>Preferred</b>

## Frequent Contacts



<b>Internal Contacts</b> Includes organisational managers and employees.	All MTA Staff.
<b>External Contacts</b> Includes customers, members, suppliers, Government bodies, industry groups, competitors	Automotive Industry, Host Employers; Tafe SA; Maintenance Contractors; Car Manufacturers; Suppliers; Schools.

### Managerial/Leadership Functions

<ul style="list-style-type: none"> <li>• <b>Relevant management functions performed including:</b></li> <li>• <b>Performance and Career Planning</b></li> <li>• <b>Salary Review</b></li> <li>• <b>Business Planning</b></li> <li>• <b>Budgeting</b></li> </ul>	Performance evaluation and review of apprentices/trainees.
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### I HAVE READ, UNDERSTOOD AND AGREE TO THE CONTENTS OF THIS POSITION DESCRIPTION:

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NAME OF INCUMBENT

.....  
GENERAL MANAGER, APPRENTICESHIPS

DATE OF APPOINTMENT.....

DATE.....

.....  
SIGNATURE OF INCUMBENT

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SIGNATURE OF GENERAL MANAGER