

POSITION DESCRIPTION

Position Title	Administrative Officer (Professional and Community Placement)		
Organisational Unit	Faculty of Education and Arts		
Functional Unit	National School of Education		
Nominated Supervisor	Team Leader PEP NSW ACT		
Classification	HEW 5		
CDF Level	CDF1	Position Number	10609139
Attendance Type	Part Time	Date reviewed	06-SEP-2024

ABOUT AUSTRALIAN CATHOLIC UNIVERSITY

Mission Statement: *Within the Catholic intellectual tradition and acting in Truth and Love, Australian Catholic University is committed to the pursuit of knowledge, the dignity of the human person and the common good.*

An ACU education builds on the Catholic understanding of faith and reason working together in pursuit of knowledge and promotion of human dignity and the common good.

An ACU education seeks to transform lives and communities. Students are challenged to look beyond the classroom, solve real-world problems, develop their own search for meaning and cultivate strong professional ethics. They are invited to stand up for people in need and causes that matter.

ACU is open to all. As is common with great Catholic institutions the world over, the university is inclusive and supportive of everyone, every day – regardless of their faith or tradition.

ACU is a young university making a serious impact. Ranked in the top two per cent of universities worldwide and in the top 10 Catholic universities, we're also a leader in employability with 94 per cent of our graduates employed. The university has seven campuses around Australia, a campus in Rome, Italy, and an online campus – ACU Online.

ACU has four faculties, and several research institutes and directorates. We believe our number one asset is our people. It's the character, enthusiasm and dedication of our staff that make this a university like no other. All our staff contribute to the achievement of our goals set out in ACU's Vision 2033 and aim to provide high-quality services with a strong focus on service excellence.

To be agents of change in the world, we all need to see life through the eyes of others. We believe that our role as a university is to inspire and equip people to make a difference – and that means cultivating their ability to act and think empathetically.

The structure to support this complex and national university consists of:

- Vice-Chancellor and President
- Provost and Deputy Vice-Chancellor (Academic)
- Chief Operating Officer and Deputy Vice-Chancellor
- Deputy Vice-Chancellor (Research and Enterprise)

- Deputy Vice-Chancellor (Education)
- Vice President and Director (Mission and Identity).

ABOUT THE FACULTY OF EDUCATION AND ARTS

The Faculty of Education and Arts encompasses two schools - the National School of Education and the National School of Arts and Humanities, and four institutes - the Institute for Positive Psychology and Education; the Institute for Learning Sciences and Teacher Education; the Institute of Child Protection Studies; the Institute for Humanities and Social Sciences, as well as the Australian Centre for the Advancement of Literacy, the Clinic for the Advancement of Literacy, the Ancient Israel Program and the Western Civilisation Program. The faculty is recognised nationally and internationally as a leader in teacher education, and for its rapidly rising profile in the humanities and social sciences, especially in the disciplines of history, politics and sociology.

Operating across our campuses in Ballarat, Brisbane, Canberra, Melbourne, North Sydney, Strathfield, Blacktown and our Rome campus in Italy, the Faculty is home to a lively, multicultural community of more than 12,000 students and offers an engaging program of teaching and research for students and staff. Through its research collaborations, student exchange programs and community engagement initiatives, the faculty also has strong connections with international universities and an array of government, not-for-profit and private organisations.

ABOUT NATIONAL SCHOOL OF EDUCATION

The National School of Education is the largest provider of initial teacher education in Australia with a strong reputation for its high quality, work-ready graduates. Adding to its traditional strengths in early childhood, primary and secondary initial teacher education, the National School of Education's disciplines reflect key strengths in the areas of early childhood, mathematics and literacy education, the arts, science and technology, educational studies, teacher professional practice, assessment, educational leadership, Indigenous education, and wellbeing and inclusive education. These disciplines are evidenced both in the undergraduate programs and through its extensive postgraduate coursework programs with strong enrolments. The School also has a large number of students undertaking higher degree study through its PhD and EdD programs.

LEARNING AND TEACHING

The Faculty of Education and Arts offers highly flexible national, online and multimodal programs where students can discuss, debate and analyse in virtual classrooms. Students have opportunities to address real situations through professional and community experiences. It is recognised not only for its supportive and nurturing learning environment, but also for its ability to prepare graduates who think critically, who are guided by social justice principles and are highly valued by the professions. Adding to its traditional strengths in primary and secondary teacher education, the education disciplines reflect key strengths in the areas of early childhood, mathematics and literacy education, assessment, educational leadership, religious education and wellbeing and inclusive education. The Arts disciplines prepare graduates to be critical thinkers and global citizens. The disciplines include Creative Arts, Humanities, International Development and Global Studies and the Social Sciences.

POSITION PURPOSE

The Administrative Officer (Professional and Community Placement) provides timely, effective and efficient administrative support for the purpose of sourcing and allocating appropriate field placements (including school and community experience) for courses delivered by the National School of Education.

KEY RESPONSIBILITIES

Introduction

A number of frameworks and standards express the University's expectations of the conduct, capability, participation and contribution of staff. These are listed below:

- [ACU's Vision 2033](#)
- [Catholic Identity and Mission](#)
- [Code of Conduct for all staff](#)
- [ACU Capability Development Framework](#)
- [ACU Staff Enterprise Agreement 2022-2025](#)
- [ACU Staff Reconciliation Action Plan](#)

The [Capability Development Framework](#) describes the core competencies needed in all ACU staff to achieve the university's strategy and supports its mission.

Responsibility	Scope
Undertake establishment and allocation of school-based placements including: - Liaising with a range of centres/schools/agencies for the placement of students requiring a placement in their course. - Allocating placements in a timely manner for students in accordance with their course map. - Liaising with supervising teachers to fulfill the requirements for practicum as outlined in course and accreditation policies and guidelines.	The position mainly contributes to activities; outcomes and goals within their immediate team or work unit
Act as the first point of contact regarding placement for students and centres/schools/agencies experiencing problems with placed students.	The position mainly contributes to activities; outcomes and goals within their immediate team or work unit
Ensure tertiary supervision arrangements are in place for placements and maintain databases to ensure requirements are met and accuracy of data.	The position mainly contributes to activities; outcomes and goals within their immediate team or work unit
Use available software such as InPlace to maximise efficiency in checking and maintaining mandatory documentation requirements prior to students undertaking placements (for example, including student police checks and Working with Children Check).	The position mainly contributes to activities; outcomes and goals within their immediate team or work unit
Undertake establishment and allocation of practicum placements with centres/schools/agencies; liaise with professional sites to fulfill the requirements of community experience programs as outlined in University policy and guidelines	The position mainly contributes to activities; outcomes and goals within their immediate team or work unit

Responsibility	Scope
Collect and verify student / supervising teacher reports for each placement and prepare verification reports for academic coordinators.	The position mainly contributes to activities; outcomes and goals within their immediate team or work unit
Work with the National School Finance Officer to process employment contracts for tertiary supervisors. Process payment claims for supervising teachers. Liaise with supervising teachers regarding payments, as necessary.	The position mainly contributes to activities; outcomes and goals within their immediate team or work unit
Use a range of reports to make informed decisions on student placements for planning purposes.	The position mainly contributes to activities; outcomes and goals within their immediate team or work unit
Provide general administrative support, as required. This may include assistance with Open Day, professional transition programs, system reporting, placement partnerships and/or projects	The position mainly contributes to activities; outcomes and goals within their immediate team or work unit

HOW THE ROLE OPERATES

The position will need to follow clear established procedures and is not required to review and suggest changes to current processes
The position solves problems that tend to be repetitive/cyclical on a regular basis.
The position seeks and creates business opportunities for the organisation by liaising with a range of external stakeholders.
This position does not have managerial responsibilities.

SELECTION CRITERIA

Qualifications, skills, knowledge and experience:	<ul style="list-style-type: none"> • Qualification - Relevant tertiary qualification or an appropriate combination of training and relevant experience preferably in a tertiary environment. • Knowledge - Demonstrated understanding of Placement software such as InPlace skills, and capacity to gain skills in University software such as Banner. • Skill - Attention to detail and accuracy with regard to correspondence and database maintenance. • Skill - Demonstrated ability to analyse data and provide solutions. • Skill - Demonstrated IT proficiency and skills in supporting core business functions, including managing placements and generating reports • Skill - Demonstrated ability to prioritise tasks and adjust workload dependent upon operational deadlines • Skill - Demonstrated ability to communicate effectively with students and staff at all levels, including stakeholders external to the organisation.
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<p>Core Competencies:</p>	<ul style="list-style-type: none"> • Demonstrate confidence and courage in achieving ACU's Mission, Vision and Values by connecting the purpose of one's work to ACU's Mission, Vision and Values. • Keep stakeholder interest at the core of ACU business decisions and ACU service excellence as a top priority. • Communicate with purpose. Gain the support of others for actions that benefit ACU. Negotiate for mutually beneficial outcomes that are aligned with the Mission, Vision and Values of the University. • Take personal accountability for achieving the highest quality outcomes through understanding the ACU context, self-reflection, and aspiring to and striving for excellence. • Plan work activity, prioritise time and resources using established ACU processes and technology to achieve optimum efficiency and effectiveness.
<p>Essential Attributes:</p>	<p>Demonstrated commitment to cultural diversity and ethical practice principles and demonstrated knowledge of equal employment opportunity and workplace health and safety, appropriate to the level of the appointment.</p>
<p>Working with Children and vulnerable adults check</p>	<p>Evidence of the ability to work with children and/or vulnerable adults, and contribute to and protect their safety and wellbeing. The successful applicant of this position will be required to hold a valid working with children clearance for the State or Territory in which the position is located.</p>

REPORTING RELATIONSHIPS

For further information about the structure of the University, refer to the Organisation Chart <https://www.acu.edu.au/about-acu/leadership-and-governance/leadership/organisational-structure>

