SENIOR EXECUTIVE SERVICE
NSW DEPARTMENT OF EDUCATION AND TRAINING
POSITION DESCRIPTION

POSITION DETAILS

POSITION TITLE: Institute Director, TAFE NSW – Riverina Institute
REPORTS TO: Deputy Director-General TAFE and Community Education
LOCATION: Wagga Wagga
DATE: April 2010

ROLE STATEMENT

Institute Directors are the pre-eminent leaders within the NSW TAFE Commission. Their primary objective is to develop each Institute as a unique and dynamic vocational education and training provider delivering services essential to the economic and social development of their region. To achieve this broad objective, the Institute Director:

- promotes and advocates for the Institute to strengthen relationships with industry, the community and the region
- provides strategic advice and leadership in positioning TAFE NSW as a leader in vocational education and training in Australia
- leads the development and implementation of Institute plans and strategies and effectively manages operations, ensuring quality and risks are appropriately managed
- builds an Institute workforce and culture to deliver services that exceed customer expectations.

KEY RESPONSIBILITIES

Play a leadership role in the external environment to:

- build strategic relationships for the long term benefit of the Institute
- create and sustain partnerships with government, community, industry, schools and universities to enhance student pathways and outcomes
- secure knowledge of the diversity of needs in the client and customer population and to generate responsive strategies
- engage and influence key stakeholders to support the Institute’s key objectives
Play a leadership role in TAFE NSW and the Department to:

- advocate for public sector education and training
- advise and create TAFE NSW wide approaches and responses to maintain a supply of suitably skilled labour for economic prosperity
- provide strategic and analytical advice to the Deputy Director-General TAFE NSW and Community Education
- represent TAFE NSW on external bodies and committees
- position TAFE NSW to be a leader in client centred vocational education and training

Lead the Institute’s planning and operations to:

- drive the Institute’s strategic planning framework and achievement of key targets and accountabilities
- create a business strategy that maximises commercial opportunities and aligns services to changing market place needs
- establish risk management strategies and ensure operations are continuously improved and consistent with relevant Acts, regulations and policies
- ensure cost effective performance and management of the Institute’s financial resources, human resources, facilities and infrastructure.
- deliver customer support services that enhance and enable the Institute’s core objectives
- regularly monitor and report on performance against key targets and accountabilities

Lead the Institute’s people to:

- build workforce capacity and capability to deliver services that exceed customer expectations
- develop an organisational culture which is driven by the Institute’s values, is customer focused and responsive to change
- focus on capability development that drives improved performance and maintains well being of staff
- influence staff engagement with the Institute’s strategic directions and articulate their role in its success.

KEY ACCOUNTABILITIES

The Institute Director is accountable for achieving:

1. Outcomes in the annual Institute Performance Agreement/Purchasing Agreement which align to:
   - State Plan targets
   - National Partnership agreements
   - Departmental and TAFE Commission plans
   - Activity, participation, revenue and budget efficiency targets
• Annual supplements to the purchasing/performance agreement

2. Continuous improvement and compliance in the areas of:
   • Australian Quality Training Framework
   • ISO certification
   • ESOS
   • OH&S
   • Public Finance and Audit Act

3. Business sustainability and growth:
   • Achieving required budget efficiencies
   • Achieving commercial revenue targets
   • Securing contestable funding sources

4. Organisational Governance:
   • Appropriate functioning of the Institute Advisory Council
   • Management of the organisational risk profile (financial, assets, industrial)

REPORTING RELATIONSHIPS

The Director, TAFE NSW – Riverina Institute reports directly to the Deputy Director-General (TAFE and Community Education) and has a performance agreement which specifies the Director’s accountability for the management and operations of the Institute.

Other positions reporting to the Deputy Director-General (TAFE and Community Education) are:

Director, Hunter Institute
Director, Illawarra Institute
Director, New England Institute
Director, North Coast Institute
Director, Sydney Institute
Director, South Western Sydney Institute
Director, Western Institute
Director, Western Sydney Institute
Director, Northern Sydney Institute
General Manager Training and Education Support
General Manager Customer Support
General Manager TAFE Strategy
Chief Executive Officer DET International and TAFE National Business
Director, Community and Migrant Education
Director TAFE Executive and Corporate Support
Positions Reporting to the Institute Director

Director Educational Delivery  
Director Educational Planning and Development  
Director National Aerospace Training Centre of Excellence  
Director Human Resources  
Director Information Management Services  
Director Infrastructure and Environment  
Regional Manager Finance and Administration  
Manager Marketing  
Manager Executive Services

ORGANISATIONAL ENVIRONMENT

The Department of Education and Training is an innovative organisation focused on provision of service to the community through the delivery of quality education and training.

It is the role of senior staff in the Department to lead the development of an organisational culture which is focused on the work of staff in TAFE Institutes and schools. Senior staff serve and support students, staff and the community; promote the development of key relationships and values; and work collaboratively with interest groups. They also value team work, problem solving and strategic issues management; and promote the significant role of education and training for the social and economic future of NSW.

More than 1.5 million students (in schools, TAFE and community education) in NSW benefit from the services of the Department of Education and Training. To achieve this, the Department has a recurrent budget of over eleven billion dollars and a workforce of over 96,000 FTE. Its size and capacity for coordination provide opportunities to integrate the provision of education and training in ways that had not been possible traditionally.

The challenges and opportunities facing the Department are immediate and significant. Success depends on providing quality support to teachers in schools, TAFE Institutes, communities and industries; ensuring that high quality learning and teaching are everyone’s central focus; providing students with the knowledge, understanding, skills and values for productive and rewarding lives; and providing vocational education and training of the highest quality. This ongoing focus is needed to meet the needs and aspirations of the community and industry, and to implement government initiatives in the provision of educational technology.

The Department of Education and Training will meet these challenges and opportunities by strengthening its focus on support for teaching and learning; leading the growth of the market position of public schools; ensuring accountability to the Government and community; and implementing an ethos of customer service throughout the Department. The Department is committed to promoting public schools and TAFE and the teachers who work in them; and creating harmonious and
productive relations with the teaching profession (and those who represent its members), the community and industry.

Rapidly changing information and communications technology provides further opportunities for the Department of Education and Training to apply and adapt work practices to e-business, online curriculum, flexible delivery of services and products, and strategic use of executive information to inform corporate and educational decisions.

Provision of high quality public education and training requires the concerted effort of every senior officer of the Department. These efforts require close alignment of policy and support through the Department’s directorates and portfolios with the needs of schools and TAFE Institutes.

The staffing environment of the Department of Education and Training is diverse and complex. Staff are employed under a number of Acts of Parliament, with the majority being covered by the Teaching Service Act 1980 and the Public Sector Employment and Management Act 2002 (this includes staff employed under Chapter 1A of the Public Sector Employment and Management Act 2002 in the Department of Education and Training, or the TAFE Commission Division, to enable the TAFE Commission to exercise its functions). Every senior officer of the Department will ensure that all staff, regardless of the awards governing their employment, are committed to the corporate priorities.

The TAFE and Community Education portfolio is the largest provider of vocational education and training in Australia. It has a major responsibility for ensuring industry and enterprises in NSW have a highly skilled workforce to support NSW’s competitive performance in the global economy. It provides high quality vocational education and training to approximately 500,000 students annually as well as managing adult migrant and community education across the state.

TAFE NSW operates in a rapidly changing environment which includes greater levels of user choice and contestable funding; the transition to outcomes based performance reporting; increased flexibility in delivery of services and greater responsiveness to industry needs, including reducing skill shortages.

TAFE NSW plays a vital role particularly in strengthening rural and regional communities economically and socially through learning and employment as well as providing an important avenue for Indigenous Australians to develop the skills for viable employment. TAFE NSW delivers flexible study programs and services to meet the needs of students, industry and the community.

TAFE NSW institutes offer more than 1,200 courses at 138 strategically placed locations across the state.
TAFE NSW – Riverina Institute

The Riverina-Murray area stretching across the southern third of New South Wales from Tumut to the South Australian border is one of the most diverse and productive regions in Australia. Known as the national food bowl, it is also home to a wide range of global, national, regional and small businesses. It incorporates large inland cities such as Wagga Wagga, Albury/Wodonga and Griffith as well as the remote and isolated areas of far south western New South Wales across a total area of 154,000 square kilometres.

TAFE NSW Riverina Institute is an integral part of the growth and development of this dynamic region. Its campuses include Albury, Coomealla, Cootamundra, Corowa, Deniliquin, Finley, Griffith, Lake Cargelligo, Leeton, Narrandera, National Aerospace Training Centre of Excellence, National Environment Centre, Primary Industries Centre, RI@Hay; Temora, Tumut, Wagga Wagga, West Wyalong and Young, as well as the Riverina Institute Centre within the Junee Correctional Centre. The 20 campuses and centres work together to meet the current and future training demands of industry and of individuals.

A unique feature of the Riverina Institute is its strong contractual relationships with state and national government departments and employers – 38.6% of its effort is in customised and contracted training. Over 40% of its income is generated from contestable and commercial funding.

Major training contracts are held with:
- Department of Defence
- Airservices Australia
- Greater Southern Area Health Service
- Country Energy
- Snowy Hydro
- The GEO Group
- VISY Industries
- Murrumbidgee Catchment Management Authority
- New South Wales Rural Fire Service

The Institute enjoys the authority and flexibility to develop and offer a unique course profile and staff base customised to regional need.

Specialist centres include:
- Centre for Inland Engineering
- Centre for Emergency Management Services
- National Aerospace Training Centre of Excellence
- Riverina Food and Wine Technology Centre
- Primary Industries Centre
- Forest Industries Training Centre
• National Environment Centre

As well, Riverina Institute provides strong coverage in:
• Health and Community Services
• Business Services
• Information technology
• Fine Arts and Digital Media
• 21 apprenticeship trade training areas
• Literacy, numeracy and educational access

Excellent partnerships with universities provide a range of articulated and jointly enrolled integrated programs to degree level. Close relationships with schools enable young people to plan pathways from school to Riverina Institute to University incorporating rich employment choices along the way.

Riverina Institute’s focus is on supporting rural and remote regions to develop skilled professionals locally. Through videoconferencing, online courses and the use of portable media technologies, the Institute brings the option of training from the campus to the home or workplace and provides opportunities for more people and businesses to arrange study when, how and where it suits them. One in five students study flexibly and one in five students gain their qualifications in the workplace.

The Institute has a well earned reputation for delivering innovative and hands-on training that meets national standards and industry expectations. In 2009 Institute staff and students received a number of significant awards including

• National Accolades for Excellence –Partnerships in Allied Health Training in Rural and Remote Communities Award
• Gold Award for Learning Leader at the Leader X Asia Pacific E-Learning & Training Awards
• National Electrical Communications Association’s Electrical Communications Trade Teacher of the Year Award
• Silver medal Plumbing – 40th World Skills International Competition

Riverina Institute’s vision “Our graduates will shape the future” drives its absolute priority to ensure that graduates become the backbone of regional development and economic prosperity: from the initial mastery of their discipline to frontline management roles; to becoming successful business leaders or owners in their local communities, then extending this to the regional level and beyond.

Riverina Institute operates on a faculty planning and federated management structure.

POSITION DIMENSIONS
Budget 2009/2010

Total including operating/capital and salaries = $99.509 million

Staff

| Reporting directly | 9 |
| Reporting indirectly | 1513 |

Number of Colleges /Centres | 20 |
Student enrolments – 2009 | 33,790 |
Range of Courses | 550 |

KNOWLEDGE, SKILLS AND EXPERIENCE REQUIRED

- Demonstrated high level strategic leadership capability in a complex and challenging vocational education and training environment.

- A thorough knowledge and understanding of issues impacting on the vocational education and training sector at a local, national and international level and the ability to provide appropriate responses to these issues.

- Proven ability to devise and implement strategic approaches and effectively manage financial, human and physical resources to achieve results in a large and complex organisation.

- Excellent interpersonal, advocacy, oral and written communication skills and capacity to influence and ensure effective partnerships and relationships with internal and external stakeholders.

- Demonstrated success in building organisational capacity and capability to deliver services that exceed expectations and address continuous improvement to meet compliance and quality standards.

- Relevant tertiary qualifications, or equivalent knowledge, skills and experience.

- Capacity to lead staff in implementing the Department’s Aboriginal education and training policies and to ensure quality outcomes for Aboriginal people.