RMIT UNIVERSITY

Position Description – VE Teacher, Cyber Security and Networking

Position Details

Position Title: VE Teacher, Cyber Security and Networking

College/Portfolio: Vocational Education **School/Group:** Future Technologies

Campus Location: Primarily based at city campus, and the potential to work across other RMIT campuses as required.

Classification: Teacher Level T3 – T5 **Time Fraction:** 1.0

Employment Type: Continuing

Reporting Line: Komal Tyagi

No. of Direct reports: N/A

RMIT University

RMIT is a global university of technology, design and enterprise, committed to creating transformative experiences for students and making a meaningful impact through research, innovation, and engagement. For more information on RMIT University follow the links below.

https://www.rmit.edu.au/about
https://www.universitiesaustralia.edu.au/university/rmit-university/
https://www.rmit.edu.au/about/facts-figures

Our campuses in Melbourne (City, Brunswick, Bundoora, and Point Cook) are complemented by international campuses in Vietnam and a centre in Barcelona, Spain. We proudly acknowledge the Woi Wurrung and Boon Wurrung peoples of the eastern Kulin Nation on whose unceded lands our campuses are located.

We are deeply committed to reconciliation and Indigenous self-determination, embedding these values throughout our policies, culture and structures.

https://www.rmit.edu.au/about/our-locations-and-facilities

Why Join RMIT?

Our people are at the heart of everything we do. At RMIT, we value innovation, collaboration and impact. Our values are the heart (durrung) of who we are and what we stand for at RMIT. They guide what we do, how we make decisions, and how we treat each other.

Inclusion   Imagination   Integrity   Courage   Passion   Impact

Learn more about our values: https://www.rmit.edu.au/about/our-strategy/values

Organisational Accountabilities

RMIT is committed to the safety, wellbeing and inclusion of all staff and students. As a staff member, you are expected to comply with all relevant legislation and RMIT policies, including those related to: Equal opportunity, Occupational health and safety, Privacy and trade practices & Child safety standards:

Appointees are responsible for completing all required training and ensuring that they and their team members remain up to date on relevant compliance obligations.

Staff are expected to understand and support RMIT's child safe practices as part of their professional responsibilities. More about our child safety commitment: https://www.rmit.edu.au/about/our-locations-and-facilities/facilities/safety-security/child-safety.

Leadership at RMIT

At RMIT, leadership is not defined by position or hierarchy—it is a shared responsibility demonstrated by all staff, regardless of role or title. Leadership is grounded in our six core values, which guide and shape how we work together, make decisions, and create impact.

Effective leadership means consistently integrating these values into everyday actions and interactions, whether influencing a project outcome, supporting a colleague, or leading a team. All staff are expected to embody the principles of the *Be–Know–Do* Leadership Model:

Be – We are open and authentic, inclusive and empowering. We are purpose driven role models and communicators.
Know – We are self-aware, and understand our stakeholders, our sector and priorities.
Do – We set clear direction and expectations, we develop ourselves and others and promote mutual accountability to deliver results.

At every level, leadership at RMIT is about influence, contribution, and mindset. It is reflected in how we empower others, foster collaboration, and drive positive change through capability-building and alignment to strategic goals.

The College of Vocational Education

The purpose of RMIT's College of Vocational Education is to empower learners and our industry, community and government partners to succeed in the new world of work. Our five-year strategic roadmap, ALiVE@RMIT, purposefully guides everything we do in vocational education to deliver our vision: to position RMIT as a leading multi-sector provider with global impact and influence.

Led by our Deputy Vice Chancellor, the College of VE is reimagining how we deliver vocational education to create unique experiences for our students and partners, so we can:

- lead in practice-based learning
- empower learners for the future of work
- engage industry and community at scale
- grow for impact and influence

The College of VE is delivering impact through transformation that creates long-term change.

Position Summary

As VE Teacher, you will be mainly responsible for the delivery of course material, assessing students and the supervision of students enrolled in selected courses in the School. Participation in the School's continuing reviews of course content and development, delivery, teaching methods (including on-line delivery methods) and methods of students' assessment will also form part of this role. You will interact with external organisations, industry groups and RMIT teaching and administration staff. Your performance will be underpinned by participation in relevant activities which ensure your vocational competence meets and/or exceeds the education level being delivered and assessed.

Key Accountabilities

Learning and Teaching
- Prepare and deliver teaching programs, including training packages in a professional and effective manner.
- Assess the learning of students in a range of contemporary VE settings. This includes maintaining accurate records of student class attendance, student progress and student assessment in line with RMIT and the School policy.
- Identify 'students at risk' and assist in identifying appropriate strategies to improve student learning.
- Assist the School in improving the delivery of programs and services by (i) using best practice delivery modes and appropriate student assessment strategies (to industry standards where applicable) and (ii) using relevant information including student and industry feedback to inform improvements to delivery and assessment strategies.
- Provide accurate pre-course advice to students; assist with student selection and student induction.

Industry Engagement
- Promote the Schools' programs and services to relevant clients and establish and maintain effective industry contacts.
- Actively participate in consultancy work for the School. This may include the development of the consultancy, undertaking training/skills analysis, developing learning materials and/or providing services such as delivery.

Compliance
- Follow University Quality Assurance processes for teaching and supporting services to ensure that programs are; designed, delivered and validated in accordance with ASQA requirements, and delivered in accordance with the Skills Victoria performance agreement and user choice contracts with other states.
- Ensure that learning and teaching documentation such as learning materials and assessment tools are appropriately recorded and accessible to support program administration and evidencing alignment with the ASQA framework.
- Responsibility for record keeping (including updating your work plan) which reflects vocational competence to the level of education being delivered and assessed is maintained and improved.

Teamwork, Strategy and Innovation

- As part of a team, contribute to the development and implementation of the school's strategic and business plans.

Professional Development
- Participate in industry related professional development activities to maintain and develop skills and knowledge relevant to the profession or discipline, ensuring your vocational competence meets and/or exceeds the level of education being delivered and assessed.
- Ensure that a record and evidence of vocational competence to the level of education being delivered and assessed is maintained and reviewed through the annual Workplan.

Key Selection Criteria

1. Demonstrated effective interpersonal and communication skills relevant to teaching and consultancy environments. This includes effective presentation and facilitation skills, and in the use of flexible teaching methods.
2. Demonstrated skills and experience in competency-based assessment.
3. Demonstrated ability in ensuring current and contemporary vocational competence which meets and/or exceeds the education level being delivered and assessed.
4. Demonstrated experience in relevant industry, and substantial discipline knowledge as it relates to this position.
5. Demonstrated capacity to diagnose learning problems in students, propose and implement effective solutions.
6. Demonstrated ability to contribute effectively as a constructive and proactive member of a team.
7. Demonstrated skills in the use of relevant information and communication technologies.

Qualifications

Continuing Staff
VE Teachers appointed to a continuing position are required to meet all the following minimum standards.

1. Vocational Competencies

The appointee must be able to demonstrate vocational competencies at least to the level of those delivered.

2. Assessment and Delivery Competencies

The appointee must hold the *TAE40110 Certificate IV in Training and Assessment* from the TAE10 Training and Education Training Package as a minimum qualification. This consists of 10 units (7 core and 3 electives).

3. Teaching Qualification

To appoint a teacher at a classification of Teacher 3.1 or above, the appointee must hold a professional teaching qualification, defined as a qualification at Australian Qualifications Framework (AQF) Level 5 Diploma or above which includes supervised teaching practice and studies in teaching methodology or equivalent qualification accepted by the University.

Currently the qualification that RMIT recognises and supports is the *TAE50111 Diploma of VET*. Please note post 2013, there will be an equivalent replacement of this qualification.

Working with Children Check

Appointment to this position is subject to holding a valid Victorian Working with Children Check and other checks as required by the specific role. Maintaining a valid Working With Children Check is a condition of employment at RMIT.