



## VET Electrotechnology Teacher

Emmaus College is a proudly co-educational Catholic college, established in 1980 through the amalgamation of St Thomas More College, a Christian Brothers' school for boys (1969 – 1979) and Chavoin College, a Marist Sisters' school for girls (1966 – 1979). The next stage of the amalgamation in 2025 was with Holy Saviour Primary School, Vermont South and St Timothy's Primary School, Vermont. The College operates over multiple campuses in Vermont South, Vermont and Burwood. One campus is dedicated to Years 7, 8, 10, 11 and 12, another campus is designated to the Year 9 program, Y9@E, and another is a dedicated Junior School K to Year 6. All staff at Emmaus may be required to work at any of our campuses.

**Our school motto:** To Know Christ

**College Vision:** To foster a community that nurtures the full flourishing of each learner, inspiring excellence as they come 'To Know Christ' on their own road to Emmaus

**College Mission:** Emmaus College, as a Christ-centred Community, has fundamentally at the heart of its spirituality, the person of Jesus Christ. The story of the Walk to Emmaus in the Gospel of Luke and from which the College is named, nourishes our spirituality. Students are encouraged to live by the key core values of faith, community, respect, excellence, integrity and service and to empower them to achieve their best academically. Emmaus aims to ensure that learners acquire and utilise the knowledge and skills to be future-ready. Our mission as a Christ-centred community provides a caring and supportive environment that enables students to develop their full potential in all areas of life. Pastoral care is a key focus of the College and promotes and enhances student wellbeing of a personal, social, physical, emotional, cognitive and spiritual nature.

### EXPECTATIONS OF STAFF IN A CHILD SAFE SCHOOL

Emmaus College is committed to creating and maintaining a child-safe school environment. Students' care, safety, and welfare are embedded in policies and procedures that ensure a commitment to zero tolerance of child abuse. All actions and programs will maintain high ethical standards and work according to child safety standards and child protection reporting guidelines. All employees have a shared legal responsibility to contribute to a safe working environment for staff and students in their area. Emmaus College is an equal opportunity employer.

### Teachers at Emmaus College

Teachers at Emmaus College work together in a spirit of cooperation with the best interests of all students at the forefront and within the confines of College policies and procedures to achieve the curriculum, learning and student wellbeing goals of the College.

### The Position

The VET Electrotechnology Teacher is responsible for delivering and assessing the UEE22020 Certificate II in Electrotechnology (Career Start) and/or 22499VIC Certificate II in Electrotechnology Studies (Pre-vocational) qualifications to secondary school students as part of the Victorian VET Delivered to School Students (VETDSS) program. This role ensures the delivery of high-quality, compliant, and industry-relevant training that prepares students for entry-level employment, apprenticeships, and further education pathways within the electrotechnology industry. The teacher provides practical instruction in electrical theory, circuits, wiring and cabling, testing and fault finding, soldering, workplace communication, electrical safety, and the use of industry-standard tools and equipment. The role maintains compliance with Victorian Registration and Qualifications Authority (VRQA) requirements, VETDSS requirements and the Standards for RTOs (2025).

## Key Responsibilities and Duties

### Teaching and Learning

- Plan, deliver and assess units of competency from the UEE22020 Certificate II in Electrotechnology (Career Start) and/or 22499VIC Certificate II in Electrotechnology Studies (Pre-vocational) qualifications in accordance with the Training and Assessment Strategy (TAS)
- Develop engaging, practical and industry-aligned learning materials suited to secondary school learners
- Deliver practical training in areas including electrical fundamentals, DC and AC circuits, cabling systems, electrical testing and fault finding, soldering techniques, workplace communication, safe work practices, use of electrical test equipment and introduction to renewable and emerging technologies where applicable
- Ensure practical activities are conducted within industry-standard and simulated workplace environments that reflect current workplace expectations and practices
- Maintain accurate lesson plans, assessment tools and learning resources consistent with the UEE Training Package, accredited course requirements and RTO compliance obligations
- Provide timely feedback on student progress and performance
- Ensure all practical and workshop activities are conducted in a safe, controlled and compliant environment aligned with WHS and electrical safety standards
- Conduct competency-based assessment and maintain records of attendance, assessment evidence and outcomes
- Foster employability skills, professionalism and workplace readiness consistent with industry expectations

### Quality Assurance & Compliance

- Participate in assessment validation and moderation activities with the auspicating RTO
- Adhere to all policies and procedures outlined in the school's VET Quality Framework and RTO partnership agreement
- Ensure delivery and assessment comply with:
  - Standards for RTOs (2025)
  - VRQA guidelines for VET programs in schools
  - UEE Electrotechnology Training Package requirements
  - Accredited course requirements for 22499VIC
  - College and RTO policies and procedures
- Maintain accurate assessment records and evidence in accordance with RTO and regulatory requirements
- Support continuous improvement activities and contribute to internal and external audits as required
- Participate in review and enhancement of training and assessment resources to ensure quality and compliance

### Student Support & Engagement

- Create a safe, inclusive and supportive classroom and workshop environment
- Encourage professionalism, employability skills and workplace readiness
- Support learner participation through identification and referral of Language, Literacy, Numeracy and Digital (LLND) support requirements in accordance with school and RTO processes
- Support student understanding of industry pathways into apprenticeships, pre-apprenticeships, traineeships and further study
- Maintain communication with parents, school staff and RTO representatives regarding student progress, attendance and wellbeing
- Support the coordination, monitoring and evaluation of Structured Workplace Learning (SWL) opportunities in partnership with employers, students, school staff and the auspicating RTO

- Promote positive workplace behaviours and expectations consistent with industry standards

### Workshop & Resource Management

- Maintain a safe, organised and industry-standard electrotechnology workshop and training environment
- Ensure practical training facilities replicate industry-standard and simulated workplace environments appropriate to the delivery of the qualifications
- Monitor, maintain and report on the condition of electrical training equipment, tools, test instruments and workshop resources
- Manage workshop consumables, cabling, electrical components, electronic parts and Personal Protective Equipment (PPE) required for practical training activities
- Ensure all equipment is inspected, tested and maintained in accordance with manufacturer specifications, electrical safety requirements and school procedures
- Maintain equipment registers, maintenance schedules, workshop asset records and inventory controls
- Ensure students are provided with and correctly use appropriate PPE during practical activities
- Identify, report and address hazards, incidents and maintenance requirements in a timely manner
- Support procurement and selection of equipment, tools and materials that reflect current industry standards and practices

### Industry & Professional Standards

- Maintain current vocational competency and industry currency relevant to the UEE22020 and/or 22499VIC qualifications
- Maintain knowledge of emerging technologies and contemporary industry practices relevant to electrotechnology, including electrical installation, renewable energy systems, communications technologies, automation and energy efficiency practices where applicable
- Engage in professional development relating to VET pedagogy, electrical safety, assessment practices and current industry developments
- Promote and implement safe work practices, electrical safety standards and environmental sustainability principles
- Maintain and update workshop risk assessments, equipment registers and Safe Work Method Statements (SWMS)
- Ensure compliance with WHS legislation, energy safety requirements and environmental regulations
- Collaborate with VET colleagues, trainers, assessors and RTO representatives to support continuous improvement and excellence in program delivery
- Maintain professional networks and industry engagement to ensure training reflects current workplace practices and employer expectations
- Any other duties as required by the Deputy Principal- Learning and Innovation and the Principal.

### Essential Qualifications and Accreditations

The VET Electrotechnology Teacher will be required to have the following competencies/qualifications:

- Certificate IV in Training and Assessment (TAE40116) or successor qualification, or qualifications that meet the current Standards for RTOs requirements
- Relevant electrical trade qualification, Certificate III in Electrotechnology Electrician or higher qualification in the electrotechnology industry
- Demonstrated ability to meet trainer and assessor requirements under the Standards for RTOs (2025), including evidence of vocational competency, industry currency and professional development
- Demonstrated vocational competency and current industry experience relevant to the units delivered and

assessed

- Experience in VET or VETDSS program delivery within a secondary school or vocational education setting
- Knowledge of VETDSS delivery requirements and Victorian compliance frameworks
- Current Working With Children Check (WWCC)
- Current electrical licence (where applicable), or evidence of recent industry practice and engagement relevant to the units being delivered and assessed
- Minimum Level 1 First Aid qualification, or willingness to undertake the training course.

The successful applicant will have a strong understanding of competency-based training and assessment practices, along with knowledge of VRQA, VCAA VETDSS and RTO compliance requirements. They will demonstrate a sound understanding of electrotechnology industry practices, electrical safety requirements, and workplace expectations. The role requires the ability to create engaging, practical learning environments that promote safety, participation and inclusion, as well as the capacity to supervise students safely in workshop and practical training settings. The successful applicant will also possess excellent communication, organisational and interpersonal skills, and demonstrate the ability to foster employability skills and workplace readiness among secondary school students. A commitment to student learning, safety and adherence to industry-standard practice is essential.

### **Terms and Conditions**

The College performs thorough assessments of potential and existing employees. The screening process includes but is not limited to Criminal Records Checks and Working with Children Checks. Salary is paid in accordance with the Catholic Schools Multi-Employer Agreement according to years of experience and qualifications. The successful candidate will work minimum one day per week (0.20 FTE) in an ongoing capacity.

### **Professional Review**

This Position Description is intended as a framework for professional review.

*This position statement is a guide only and is not intended to be an exhaustive or exclusive list of the duties attached to this position. It is subject to review and modification by the Principal in response to the changing needs of the College and the development of skills and knowledge.*