



## Aboriginal Health Council of South Australia Ltd.

**Position: RTO Assessor (Casual)**

**Work Group: Registered Training Organisation**

**Reports to: Senior Clinical Educator**

**Classification Level 4 Increment 1**

**Employment status: CASUAL**

**Approval: ..... Date:.....**

**Executive Board Aboriginal Health Council of SA Ltd.**

## JOB SPECIFICATION

### 1. Organisational overview

The Aboriginal Health Council of South Australia Limited (AHCSA) is the peak body representing Aboriginal community-controlled health and substance misuse services in South Australia at state and national levels.

Our primary role is to be the 'health voice' for all Aboriginal people in South Australia. We achieve this by advocating for the community and supporting workers through our Member Services with appropriate Aboriginal health programs based on a holistic perspective of health.

AHCSA delivers nationally accredited training and has been registered with the Australian Skills Quality Authority (ASQA) as a Registered Training Organisation (RTO) since 2004 (RTO 40142). AHCSA prides itself on providing a comfortable learning environment reflective of the organisation's cultural values and connections.

### 2. Summary of the broad purpose and characteristics of the position

The RTO Assessor supports the RTO by providing high-quality assessment and marking services that contribute to positive student learning outcomes and the delivery of culturally safe education programs. The role is responsible for assessing student work in line with unit requirements, marking guides, and organisational expectations, while ensuring assessment practices are fair, consistent, evidence-based, and completed within required timeframes. The position also provides clear and constructive feedback to support student development and progression.

The RTO Assessor works collaboratively with the broader Education team to participate in moderation activities, identify student learning concerns or trends, maintain accurate assessment records, and contribute to the continuous improvement of assessment processes and tools. The role is expected to uphold confidentiality, professionalism, cultural safety, and organisational values in all interactions and assessment activities.

### 3. Organisational relationships and extent of authority

The RTO Assessor is accountable to and reports to the Senior Clinical Educator and works in close collaboration with all members of the RTO team, AHCSA staff, Member Services and key stakeholders. In particular it works closely with RTO Clinical Educator / AHP positions to coordinate work priorities and ensure a consistent approach with student assessment.

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### 4. Special conditions

- This position is subject to Australian Skills Quality Authority compliance criteria.
- National Police Certificate required.
- Out-of-hours work may be required

### 5. Statement of Key Responsibilities

The RTO Assessor supports the AHP Education team by delivering consistent, fair, and timely marking of student assessments, while contributing to a high-quality learning experience:

#### Assessment and Marking

- Mark student assessments in line with unit requirements, marking guides, and organisational expectations.
- Apply consistent, fair, and evidence-based judgement when assessing student work.
- Provide clear, practical, and constructive feedback to support student learning and progression.
- Identify gaps in student understanding and escalate concerns or risks to the Education team where required.
- Maintain accurate and up-to-date assessment and student records in line with organisational and RTO requirements.
- Meet assessment turnaround timeframes and manage workload effectively to ensure timely marking outcomes.

#### Moderation and Quality Assurance

- Participate in moderation and validation activities to support consistency and quality across assessment practices.
- Contribute to the continuous improvement of assessment tools, marking guides, and assessment processes.
- Support the maintenance of high educational and assessment standards in line with organisational and regulatory requirements.
- Ensure assessment activities align with ASQA, AQF, and relevant Training Package requirements.

#### Communication and Team Collaboration

- Communicate with the Education team regarding student performance trends, assessment concerns, or emerging risks.
- Work collaboratively with educators and other markers to support consistent student outcomes and continuous improvement activities.
- Participate in relevant team meetings, training, and professional development activities as required.
- Provide advice or clarification to students regarding assessment feedback where appropriate.



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### Professional Conduct and Cultural Safety

- Uphold confidentiality, privacy, professionalism, and cultural safety in all assessment activities and interactions.
- Maintain awareness of organisational policies, procedures, and culturally safe education practices.
- Demonstrate a commitment to Aboriginal community-controlled values and culturally responsive education practices.

## REQUIREMENTS OF THE POSITION

### 6. Essential Skills, Knowledge, Experience, Qualifications and/or Training

#### 6.1. Knowledge, Skills, Abilities and Behaviours

AHCSA's **Organisational Capability Framework** outlines the essential knowledge, skills, abilities, and behaviours required to succeed in each role. This framework is a critical tool for attracting, recruiting, developing, and retaining a capable, adaptable, and responsive workforce.

The framework defines core and technical capability areas. Core capabilities apply to **all positions**, and technical capabilities are specific to **particular positions** within AHCSA.

The following capabilities have been identified as vital for the effective performance of this position and will be assessed during the recruitment process. These competencies are key to ensuring success and alignment with AHCSA's goals and values.

| CAPABILITY AREA                                                                                                                                                      | DESCRIPTORS                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>core capability   PERSONAL ATTRIBUTES</b>                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                      |
| <i>Cultural Respect and Inclusiveness</i><br>Engage stakeholders inclusively, respecting Aboriginal cultural values and diverse community insights to guide actions. | <ul style="list-style-type: none"> <li>• Create opportunities to improve knowledge of teams in diversity and inclusion.</li> <li>• Integrate cultural respect into all professional practice.</li> <li>• Tailor approaches to align with the cultural preferences of Aboriginal people and communities.</li> <li>• Identify and address culturally insensitive practices.</li> </ul> |
| <b>technical capability   EDUCATION, TRAINING &amp; WORKFORCE DEVELOPMENT</b>                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                      |



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| <p><i>Teaching</i></p> <p>Apply educational theories to meet diverse needs, design flexible learning experiences, and lead strategies to foster engagement.</p>                                                                                                              | <ul style="list-style-type: none"> <li>Review relevant theoretical frameworks about learning and teaching in VET, applying and modeling their use in VET teaching practice.</li> <li>Lead learning design across varying contexts for a range of delivery methods.</li> <li>Model a broad range of facilitation techniques.</li> <li>Lead others to develop facilitation approaches across a range of delivery contexts.</li> </ul>                                                                                              |
| <p><i>Assessment of Learning</i></p> <p>Design, develop, and evaluate assessment tools to ensure validity, reliability, and industry alignment, adapting methods to diverse contexts and leading continuous improvement through stakeholder consultation and validation.</p> | <ul style="list-style-type: none"> <li>Lead others in applying relevant theory to improve assessment practice.</li> <li>Design and implement strategies to ensure assessment tools meet industry and system requirements.</li> <li>Co-design holistic assessment approaches.</li> <li>Lead quality assessment practices, exploring opportunities for innovation and improvements.</li> <li>Coordinate industry validation.</li> <li>Critically evaluate outcomes and implement improvements to assessment strategies.</li> </ul> |

### 6.2. Experience

- Experience marking or assessing vocational or tertiary-level assessments
- Understanding of competency-based assessment (VET sector ideal)
- Background in health, community services, or Aboriginal health
- Experience working with Aboriginal and Torres Strait Islander learners or communities
- Strong written communication skills, particularly in providing feedback
- Ability to work independently and manage competing priorities

### 6.3. Educational/Vocational Qualifications

- Certificate IV Training and Assessment or equivalent, working towards or willing to obtain.
- Qualifications in primary health care equivalent to at Aboriginal Health Worker, Aboriginal practitioner, enrolled nursing or registered Nursing

## 7. Desirable Experience, Qualifications and/or Training

### 7.1. Experience

- Be a practicing AHW or AHP
- Experience in adult education.
- Experience in educational curriculum development.

### 7.2. Educational/Vocational Qualifications

- Aboriginal health Practitioner registered with APHRA, with specialisation in primary health care or [Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care](#) or;



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- Aboriginal Health Worker with recency of practice.

### Acknowledged by Occupant

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**Print name Signature Date**

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