



Aboriginal Health Council of South Australia Ltd.

Contract Term: 2 years from appointment

Position: Manager, Clinical Education & Student Experience

Work Group: Workforce and RTO

Reports to: General Manager, Workforce and RTO

Employment status: Full-Time, ongoing

Classification Code: AHCSA Level 7

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 Manager, Clinical Education & Student Experience provides strategic and operational leadership for AHCSA's education delivery and learner experience functions, ensuring the delivery of high-quality, culturally safe vocational education that supports learner success and strengthens the Aboriginal health workforce.

The position is accountable for the operational performance, quality and continuous improvement of the RTO's education, assessment, student engagement and learner support functions. It translates organisational strategy into effective operational practice and provides expert advice on vocational education, learner outcomes, workforce capability and Aboriginal health workforce development.

The role provides strategic leadership and direct management of a multidisciplinary team of educators and student support staff, establishing high-performing operational practices and ensuring consistent, culturally safe and evidence-informed delivery across all education and learner experience activities. It oversees performance, drives continuous improvement and ensures educational practice remains aligned with organisational priorities and sector expectations.

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Working in close partnership with Member Services, employers and sector partners, the position ensures training remains responsive to workforce needs and contributes to the strategic objectives of the Workforce Development & RTO portfolio, strengthening workforce pathways and learner outcomes across the Aboriginal health sector.

The position contributes to strategic planning and organisational leadership, working collaboratively with the Manager, RTO Operations to ensure educational delivery is supported by robust governance, compliance systems and operational processes.

3. Organisational relationships and extent of authority

The Manager, Clinical Education & Student Experience reports to the General Manager, Workforce and RTO and operates with a high level of autonomy and authority in leading the educational functions of the RTO. The position is accountable for strategic decision-making relating to education delivery, learner experience, educator capability and assessment quality, and exercises advanced professional judgement within established organisational delegations and strategic priorities.

The role provides strategic leadership, supervision and performance management to Clinical Educators, Student Support Officers and other education-related positions, ensuring high-quality, culturally safe and compliant delivery across all learner-facing functions. It holds responsibility for establishing operational practices, setting expectations, monitoring performance and driving continuous improvement across education and learner experience.

The position works collaboratively with the Manager, RTO Operations to ensure educational delivery is supported by robust governance, compliance systems and operational processes, and contributes expert advice to organisational leadership on education strategy, learner outcomes, workforce capability and emerging vocational education trends.

The role maintains productive and influential relationships across AHCSA, Member Services, universities, health services, employers, professional bodies and other education providers to strengthen workforce pathways, sector alignment and learner outcomes. It represents AHCSA in education and workforce development forums and contributes to sector-wide initiatives that support Aboriginal health workforce development.

The position leads complex educational functions, influences organisational direction, and ensures the RTO's education and learner experience functions are strategically aligned, culturally grounded and responsive to workforce needs.

This position holds financial and human resource delegations as determined under the AHCSA Delegations Framework.

4. Special conditions

- Current National Police Certificate.
- Current Working with Children Check.
- Current Driver's Licence.
- Ability to travel throughout South Australia, including overnight travel.
- Out-of-hours work may occasionally be required.

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5. Statement of Key Responsibilities

The Manager, Clinical Education & Student Experience is responsible for:

Strategic Educational Leadership: *Leading the delivery of high-quality vocational education and training that reflects contemporary Aboriginal health practice and meets regulatory requirements by:*

- Providing strategic leadership for all education and training delivery across the RTO.
- Translating organisational strategy into educational practice and contributing to policy development..
- Ensuring teaching, learning and assessment practices reflect best practice adult education principles.
- Leading the implementation of accredited training products across multiple delivery modes.
- Driving innovation in teaching practice, learning design and education delivery.
- Promoting culturally safe, learner-centred educational practice.
- Monitoring educational performance outcomes and improvement targets across all RTO programs.
- Developing, reviewing and overseeing operational policies, procedures and work instructions related to education delivery, learner experience, educator practice and assessment quality.
- Supporting continuous improvement of educational programs through evaluation, feedback and industry engagement.

Student Experience and Success: *Leading a connected learner experience that maximises recruitment, engagement, retention and completion by:*

- Overseeing student recruitment, admissions and onboarding processes.
- Ensuring culturally appropriate academic, wellbeing and holistic support is available throughout the learner journey.
- Monitoring learner engagement, retention, completion and satisfaction.
- Leading strategic initiatives that improve learner outcomes and strengthen organisational performance.
- Ensuring student feedback informs continuous improvement activities.
- Promoting an inclusive learning environment that supports Aboriginal learners to succeed.
- Developing and maintaining learner-facing procedures and work instructions that support consistent, culturally safe and high-quality student engagement and support practices.

Clinical Education and Assessment Quality: *Ensuring education delivery and assessment practices maintain high standards of quality and integrity by:*

- Providing educational leadership to Clinical Educators and Trainers.
- Providing advice to the General Manager and organisational leadership regarding educational quality, compliance risks and emerging VET requirements.
- Monitoring assessment quality, consistency and fairness.
- Supporting validation and moderation activities.
- Ensuring educators maintain vocational competency and currency.
- Promoting evidence-informed teaching methodologies.

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- Supporting implementation of new qualifications and accredited programs.
- Monitoring and ensuring compliance with relevant VET standards such as ASQA, AHPRA and training package requirements.
- Developing, reviewing and overseeing assessment policies, procedures and work instructions to ensure compliance, consistency and integrity across all programs.

Workforce Pathways and Industry Engagement: *Strengthening workforce capability and learner employment outcomes by:*

- Developing strong partnerships with Member Services and employer organisations.
- Supporting high-quality work-integrated learning opportunities.
- Promoting employment pathways into the Aboriginal health workforce.
- Ensuring education programs remain responsive to workforce priorities.
- Consulting regularly with industry to identify emerging workforce capability requirements.
- Representing AHCSA within education and workforce development forums.

Continuous Improvement and Educational Innovation: *Driving continuous improvement across education and learner experience by:*

- Monitoring learner outcomes and educational performance.
- Leading educational quality improvement initiatives.
- Supporting implementation of innovative teaching approaches and learning technologies.
- Using learner feedback and performance data to improve programs.
- Working collaboratively with the RTO Operations Manager and team to continuously improve curriculum and learning resources.
- Contributing to strategic planning for future education products and services.
- Leading the development, review and implementation of operational policies, procedures and work instructions that support continuous improvement, audit readiness and staff performance.

People Leadership: *Developing and leading a high-performing education team by:*

- Providing leadership, coaching and supervision to educators and student support staff.
- Establishing clear expectations and accountability for performance.
- Supporting professional development and ongoing capability building.
- Fostering collaboration, innovation and continuous learning.
- Ensuring staff understand, apply and comply with operational policies, procedures and work instructions relevant to their roles
- Leading the development and maintenance of team leave procedures and work instructions to support consistent, high quality practice
- Managing workforce planning, recruitment and performance development.
- Promoting a positive, culturally safe and inclusive workplace culture.
- Contributing to budget planning, resource allocation and workforce planning for education and student support functions.
- Monitoring utilisation of educational resources and staffing to support sustainable service delivery and organisational priorities.



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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
core capability PERSONAL ATTRIBUTES	
<i>Cultural Respect and Inclusiveness</i> Engage stakeholders inclusively, respecting Aboriginal cultural values and diverse community insights to guide actions.	- Create opportunities to improve knowledge of teams in diversity and inclusion. - Integrate cultural respect into all professional practice. - Tailor approaches to align with the cultural preferences of Aboriginal people and communities. - Identify and address culturally insensitive practices.
core capability AUTHENTIC RELATIONSHIPS	
<i>Customer Focus</i> Understand customer needs and deliver high impact services that meet those needs.	- Promote a customer-focused culture in the organisation and consider new ways of working to improve customer experience. - Ensure systems are in place to capture customer service insights to improve services. - Effectively manage risks to service delivery. - Identify continuous improvement opportunities and ways to innovate.
<i>Work Collaboratively</i> Collaborate with others and value their contribution	- Encourage a culture that recognises the value of collaboration. - Build a supportive and cooperative team environment - Recognise outcomes achieved through effective collaboration between and within teams. - Facilitate opportunities to engage and collaborate with stakeholders. - Encourage others to use appropriate collaboration approaches and tools
core capability PEOPLE LEADERSHIP	



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<i>Manage and Develop People</i> Engage and motivate staff and develop capability and potential.	• Define roles and responsibilities to achieve better business outcomes. • Recognise talent and develop team capability. • Mentor staff and encourage professional development and continuous learning. • Prioritise addressing and resolving performance issues. • Implement performance development frameworks to align workforce capability with the organisation's objectives.
technical capability EDUCATION, TRAINING & WORKFORCE DEVELOPMENT	
<i>Teaching</i> Apply educational theories to meet diverse needs, design flexible learning experiences, and lead strategies to foster engagement.	• Review relevant theoretical frameworks about learning and teaching in VET, applying and modeling their use in VET teaching practice • Lead learning design across varying contexts for a range of delivery methods. • Model a broad range of facilitation techniques. • Lead others to develop facilitation approaches across a range of delivery contexts.
<i>Industry Practice Alignment</i> Build relationships to align teaching, assessment, and program content with industry practices and workforce needs, stay updated on trends, and lead efforts to enhance vocational competence.	• Negotiate with industry bodies and stakeholders to align learning programs with expectations, ensuring teaching and assessment reflect current industry trends. • Provide leadership in professional networks and offer advice and guidance on industry developments and changes. • Develop and implement approaches to build team vocational competence. • Work with enterprises to design learning and development strategies that address strategic direction.

6.2. Experience

- Extensive leadership experience within vocational education, higher education, workforce development or equivalent.
- Strong understanding of Aboriginal community contexts, cultural protocols, community governance structures and the principles of culturally safe practice within Aboriginal Community-Controlled organisations.
- Demonstrated experience leading education delivery within a Registered Training Organisation or comparable regulated environment.
- Experience developing and implementing operational policies, procedures and work instructions that support governance, compliance and consistent educational practice.
- Experience leading multidisciplinary education teams, including educators and learner-support staff, with responsibility for performance, capability development and operational oversight.
- Experience implementing quality improvement initiatives within education.
- Demonstrated experience managing organisational change and continuous improvement.

6.3. Educational/Vocational Qualifications

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- Relevant tertiary qualification in Education, Health, Management or related discipline.
- Certificate IV in Training and Assessment (or equivalent).
- Current vocational competency relevant to education responsibilities where required.
(or lesser formal qualifications with acquisition of considerable skills and extensive relevant experience to an equivalent standard; or a combination of experience, expertise and competence sufficient to perform the duties required at this level).

7. Desirable Skills, Knowledge, Experience, Qualifications and/or Training

7.1. Experience

- Experience working within the Aboriginal Community Controlled Health sector.
- Experience leading culturally responsive education programs.
- Experience with student management systems such as eskilled.
- Experience managing work-integrated learning or clinical placement programs.

7.2. Educational/Vocational Qualifications

- Postgraduate qualification in Education, Leadership or Management.
- Qualification in Aboriginal Primary Health Care, Nursing or another relevant health discipline.

Acknowledged by Occupant

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Print name Signature Date

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