

JD FORM 2 - JOB DESCRIPTION

SECTION A – POSITION DETAILS

ORGANIZATION/INSTITUTION/OFFICE: SOLOMON ISLANDS NATIONAL UNIVERSITY

FACULTY/DEPARTMENT: TECHNICAL AND FURTHER EDUCATION (TAFE)

DUTY STATION: HONIARA

POSITION NUMBER (HRMIS): XXXXXX **UNIVERSITY VACANCY REF:** HR 65/2025

POSITION TITLE: LECTURER IN AUTOMOTIVE ENGINEERING LIGHT VEHICLE

POSITION LEVEL: BAND 2 **SALARY RANGE:** \$69,099.28- \$92,911.31

THIS POSITION REPORTS TO: HEAD OF DEPARTMENT

THIS POSITION SUPERVISES:

EMPLOYMENT TYPE: CONTRACT

THIS POSITION IS OFFERED ON A **FIXED-TERM CONTRACT OF FIVE (5) YEARS**, SUBJECT TO PERFORMANCE REVIEW AND RENEWAL BY UNIVERSITY POLICIES.

SECTION B-LIAISONS

INTERNAL: DEPARTMENT HEAD, STUDENTS, STAFF, ADMINISTRATIVE OFFICER, IT SUPPORT SERVICE, AND LIBRARY

EXTERNAL:

SECTION C - SCOPE OF DUTIES

A course leader is responsible for course planning, delivery of training, conducting students' assessments, assessment reporting and evaluation, development of learning materials, curriculum review, review of teaching plans and instruments and course evaluation.

SECTION D- KEY DUTIES AND RESPONSIBILITIES

Teaching and learning

- Provide learning activities which meet curriculum requirements and the aims and needs of all learners.
- Plan and use a range of effective and appropriate teaching and learning techniques to engage and motivate learners and encourage independence and learner autonomy.
- Establish a purposeful and motivating learning environment where learners feel safe, secure, confident and valued.
- Establish and maintain procedures with learners which promote and maintain appropriate behaviour, communication and respect for others, while challenging discriminatory behaviour and attitudes.
- Encourage the practice and enhancement of safety in all teaching, learning and the practical environment.
- Select and develop a range of effective resources, including appropriate use of new and emerging technologies, ensuring they are inclusive, promote equality and engage with diversity.
- Deliver training with high regard for safety, workshop practices, knowledge acquisition and skills development.
- Evaluate the efficiency and effectiveness of own teaching, including consideration of learner feedback and learning theories.
- Use mentoring and/or coaching to support own and others' professional development, as appropriate and tailored for TVET training.
- Use listening and questioning techniques appropriately and effectively in a range of learning contexts.
- Evaluate and improve own communication skills to maximise effective communication and overcome identifiable barriers to communication.
- Collaborate and communicate appropriately with colleagues and external agencies to encourage learner progress.
- Provide opportunities for learners to understand how the specialist area relates to the wider social, economic and environmental context.
- Work with learners to address particular individual learning needs and overcome identified barriers to learning.
- Work with colleagues with relevant learner expertise to identify and address literacy, language and numeracy development in own specialist area.

Assessment for learning

- Devise, select, use and appraise assessment tools, including, where appropriate, those which use new and emerging technologies.
- Develop, establish and promote peer- and self-assessment as a tool for learning and progression.
- Develop learning tasks competencies with the instruments of its application, assessment and reporting.
- Design and apply appropriate methods of assessment fairly and effectively.

- Apply appropriate assessment methods to produce valid, reliable and sufficient evidence.
- Collaborate with others, as appropriate, to promote equity and consistency in assessment processes, participating fully in internal and external verification.
- Ensure that learners understand, are involved and share in the responsibility for assessment of their learning.
- Contribute to the organisation's quality assurance process by producing accurate and standardised assessment information, and keeping appropriate records of assessment decisions, appropriate industry attachment records and learners' progress.

Professional values and practice

- Use opportunities to highlight the potential for learning to positively transform lives and contribute to effective citizenship, identifying the transferable skills they are developing, and how these might relate to employment opportunities.
- Model safety standards and best industry practices at all times during the teaching and learning interactions and activities
- Encourage learners to recognise and reflect on ways in which learning can empower them as individuals and make a difference in their communities.
- Share good practice with others and engage in continuing professional development through reflection, evaluation and the appropriate use of resources
- Conform to statutory requirements and apply codes of practice, including appropriate consideration of the needs of children, young people, and vulnerable adults and equality of opportunity.
- Keep accurate records which contribute to organisational procedures.
- Evaluate own contribution to the organisation's quality cycle.

Access and progression

- Refer learners to information on potential current and future learning and career opportunities and appropriate specialist support services.
- Provide learners with appropriate information about the organisation and its facilities (library, computer lab, other student services), and encourage learners to use the organisation's services, as appropriate.
- Provide effective learning support within the boundaries of the teaching role.

Teamwork

- Regular contact and liaison with the teaching team in his teaching discipline to provide support for students' learning.
- Work with HODs and teaching colleagues in the planning, delivery, assessment, evaluation and review of the programmes/curricula.

Student & staff counselling

- To act as a personal mentor and coach, giving the first-line support to students.
- Work with students to do their best to learn from learning experiences and professional learning interaction with their staff and peers, giving regular encouragement in their work.
- To maintain Health and Safety in programs and the College as a whole.

SECTION E - KEY DELIVERABLES

- Deliver engaging, up-to-date, and industry-relevant training in Light Vehicle Automotive Engineering in line with national training packages or curriculum.
- Tailor teaching strategies to support diverse learning needs, including students from different backgrounds and with varying abilities.
- Contribute to the design, development, and continuous improvement of learning materials, assessments, and training resources aligned with industry standards.
- Establish and maintain strong industry links for work placements, guest lectures, and curriculum relevance.
- Maintain accurate student records, attendance, and progress reports.

SECTION F – QUALIFICATIONS AND CAPABILITIES

Minimum Qualifications:

- Diploma in Automotive Engineering or Certificate IV in Automotive Mechanics, Light Vehicle or Certificate IV in Automotive Engineering Light Vehicle or similar qualification with Industry Proficiency Certificate.
- Certificate III or IV in International Skills Training (IST), Certificate III or IV in International Training and Assessment Course (ITAC) or Certificate in ALTP.

Experience:

- At least five years of industrial experience in their trade
- At least 3 years of teaching experience
- Understanding of different ways apprentices learn and adapt work ethics, behaviour and experiences
- Computer proficiency in the standard packages (word processing, e-mail and internet use, and spreadsheets).

Capabilities:

- Strong instructional and presentation skills tailored to both theoretical and practical learning environments.
- Ability to explain complex mechanical concepts clearly to students at varying skill levels.
- Ability to integrate new technologies and automotive trends into learning programs.
- Provides constructive feedback and academic support to help students meet competency requirements.
- Strong verbal and written communication skills for effective teaching, report writing, and liaising with stakeholders.

SECTION G- KEY SELECTION CRITERIA

Suitability for this position will be assessed against the following key selection criteria;

KSC 1: Demonstrated ability to design, develop, and deliver engaging training and assessment materials aligned with training package requirements.

KSC 2: Demonstrated capability in providing individual support, mentoring, and academic guidance to ensure student success and retention.

KSC 3: Demonstrated ability to work collaboratively as part of a teaching team, sharing resources and contributing to department goals.

KSC 4: Ability to engage and motivate diverse cohorts, including apprentices, school leavers, and adult learners

KSC 5: Strong written and verbal communication skills for interacting effectively with students, staff, and industry stakeholders.

KSC 6: Demonstrated extensive and recent industry experience in light vehicle mechanical technology

SECTION H - TERMS AND CONDITIONS

Fortnightly Salary Range:	\$2,657.66-\$3,573.51
Annual Salary Range:	\$69,099.28- \$92,911.31
Annual Leave Entitlement:	20 working days
Annual Gratuity:	15% of annual basic salary (paid annually)
Housing:	15% housing allowance of basic salary or rental entitlements under the university housing policy
Other Terms and Conditions of Service relevant to this position:	As per the Contract and HR Policy

SECTION H - APPROVAL (*Business use only*)

This Job Description is approved on the basis that I believe it accurately reflects the requirements of the position and will assist the SINU to achieve its Strategic objectives:

Director Human Resource: 

Date Approved: 17/07/25

Additional Comments:

This Job Description outlines role clarity and accountability and will be regularly reviewed to stay aligned with the university and TAFE's evolving needs and sector trends.