

POSITION DESCRIPTION



Tutoring for Success Program Coordinator



POSITION DETAILS

Position Title	Tutoring for Success Program Coordinator
Classification	HEW Level 7
Position Number	7008235
School/Office	Badanami Centre for Indigenous Education
Division	Deputy Vice-Chancellor Indigenous Leadership

This is an identified position, and applicants must be an Aboriginal and/or Torres Strait Islander person. Being an Aboriginal and/or Torres Strait Islander person is a genuine occupational qualification as authorised under Section 14(D) of the NSW Anti-Discrimination Act, 1977 NSW.

POSITION PURPOSE

The **Tutoring for Success Program Coordinator** plays a key role in enhancing the academic success, retention and progression of Indigenous students at Western Sydney University. The position leads the coordination and continuous improvement of Badanami's Tutoring for Success (TFS) Program and delivers culturally responsive academic literacy and learning initiatives that build Indigenous students' capability, confidence and independence as learners.

The role works in close partnership with Indigenous students, academic staff and professional stakeholders across the University to embed effective academic literacy practices and contribute to University-wide Indigenous student success outcomes

KEY ACCOUNTABILITIES

1. **Coordinate** and **manage** the day-to-day operations of Badanami's Tutoring for Success (TFS) Program, ensuring high quality, culturally safe academic support for Indigenous students.
2. **Design, deliver** and **evaluate** academic literacy and learning programs, workshops and resources for face-to-face and online delivery.
3. **Provide expert advice** to the Director, Badanami Centre for Indigenous Education on academic literacy strategies that support Indigenous student participation, retention and completion.
4. **Build and maintain** collaborative relationships with academic staff across disciplines to improve Indigenous student learning outcomes.
5. **Monitor program** performance and student outcomes, using data and feedback to inform continuous improvement.

6. **Contribute** to divisional and University wide strategic initiatives relating to Indigenous education, learning and teaching.
7. **Ensure compliance** with University policies, legislative requirements and culturally appropriate practices in all service delivery.

QUALIFICATIONS, EXPERIENCE AND SKILLS

- Aboriginal and/or Torres Strait Islander identity (genuine occupational qualification under Section 14(d) of the NSW Anti-Discrimination Act 1977).
- Relevant tertiary qualification and/or equivalent professional experience in adult education, academic literacy, learning support or program coordination.
- Demonstrated experience designing and delivering academic literacy programs for diverse student cohorts.
- Proven ability to work collaboratively with academic staff to improve student learning outcomes.
- High-level written, verbal and interpersonal communication skills.
- Current NSW Working With Children Check.
- Capacity to work across multiple campuses, including willingness to travel as required.

KEY RELATIONSHIPS

- **This position reports to:** Director, Badanami Centre for Indigenous Education
- **This position supervises:** Tutors (Casual)
- **Key internal relationships:**
 - Badanami Centre for Indigenous Education professional staff
 - Director and senior staff within the DVCIL division
 - Academic staff across Schools and disciplines University-wide
 - Academic literacy, learning support and student success teams
 - Professional staff supporting learning and teaching, student engagement and retention initiatives
- **Key external relationships:**
 - Indigenous communities, particularly within Greater Western Sydney
 - Higher education sector colleagues and networks in learning support

CHALLENGES

- Balancing cultural integrity with institutional requirements: Delivering academic literacy support that is culturally responsive while aligning with University frameworks, policies and academic standards.
- Managing complexity across multiple stakeholders: Coordinating effective support across diverse disciplines, campuses and academic teams with varying expectations and priorities.
- Driving measurable student outcomes: Demonstrating impact on Indigenous student retention, progression and success within a complex and evolving higher education environment.
- Sustaining service quality under changing demand: Adapting programs and delivery models to respond to fluctuating student needs, enrolment patterns and resource constraints.

UNIVERSITY EXPECTATIONS

The University expects that all employees are aware of, and comply with legislation and Western's policies and procedures relevant to the position, including but not limited to:

- Code of Conduct
- Work Health and Safety and Wellbeing Management System
- Enterprise Agreement or Award
- Anti-discrimination principles, Equal Employment Opportunity and staff and student equity.

Approved by: HR Partner

Date: 23/03/2026