



Position Description: Project Lead

Classification	SCHCADS Social and community services employee level 4 - pay point 1 with opportunities to progress.
Salary	\$88,099 p.a. Additionally, you are eligible to access NFP salary packaging of up to \$15,900 towards living expenses and \$2,650 towards meals and entertainment, reducing your taxable income and increasing your take-home pay by upwards of 11.74%. The equivalent maximum gross salary is \$96,828 p.a.
Superannuation	Employer contribution of 12%.
Working hours	Full Time (38 hours pw).
Basis of employment	Fixed Term contract to 31 December 2027 and opportunity to extend until 30 April 2030, subject to confirmed funding and performance, with a 6-month probation period.
Other benefits	Motor vehicle allowance, annual leave loading, wellbeing days, flexible work hours, professional development and portable long service leave with the NSW Community Services Industry (CSI) scheme.
Location	On the traditional lands of the Gundungurra and Dharawal people in the Southern Highlands of NSW.
Reports to	Maria Lowe, Community Projects Manager.
Direct reports	Nil.
Applications close	5pm (AEST) Sunday 14 September 2025.
Contact for enquiries and applications	Email a cover letter addressed to Maria Lowe and copy of your CV with the Subject Line: Project Lead [your name] at: application@kitchengardenfoundation.org.au



Acknowledgement of Country and Commitment

The Stephanie Alexander Kitchen Garden Foundation acknowledges the Traditional Custodians of the lands and waterways on which we work, live and play. We pay our respects to all Aboriginal and Torres Strait Islander peoples, and Elders past, present and future.

Aboriginal and Torres Strait Islander Peoples across Australia have cared for Country for millennia and Australian children and young people have so much to learn from their ways of knowing, being and doing, with respect to growing, harvesting, preparing and sharing.

We commit to a continued cultural learning journey and partnering with Aboriginal and Torres Strait Islander organisations where it supports self-determined outcomes.

About the Stephanie Alexander Kitchen Garden Foundation

Our vision:

Healthy children and young people living in sustainable communities across Australia.

Our purpose:

We enable children and young people to form positive food habits for life.

Our role:

We support communities and educators across Australia to deliver pleasurable food education and kitchen garden programs for children and young people by providing inspiration, information, extensive resources, capability and professional development, a national community of practice, and ongoing support.

Pleasurable food education:

Pleasurable food education inspires children and young people to understand and connect with fresh, delicious food through fun, hands-on learning. This approach empowers children and young people to develop practical skills, an appreciation of seasonal produce, and a positive, confident and healthy relationship with food – for life.

Our approach:

Positive, preventative, impactful and community minded.



Our Community Projects:

The Stephanie Alexander Kitchen Garden Foundation works alongside community partners to address local health priorities for children and young people. We develop and implement customised, place-based projects driven by fresh, seasonal, delicious food. We draw on over 20 years of deep expertise of delivering the Kitchen Garden Program to support our partners to achieve the changes they want to see in the places where children and young people spend their time.

Our strategic priorities:

- Support more Australian schools and early childhood services to deliver pleasurable food education and the Kitchen Garden Program.
- Work alongside communities to support children and young people through community place-based projects that address inequities.
- Grow a national kitchen garden movement.
- Build long-term sustainability of the Foundation.

Our values:

Supportive, inclusive, passionate, collaborative, resourceful.

Equal Opportunity, Diversity and Inclusion

The Stephanie Alexander Kitchen Garden Foundation is an equal opportunity employer and is committed to providing a workplace free from all forms of unlawful discrimination, harassment, bullying, vilification and victimisation. The Foundation makes decisions on employment, promotion, and reward based on merit.

The Foundation is committed to all aspects of equal opportunity, diversity and inclusion in the workplace and to providing all staff, contractors, volunteers and visitors with a safe, respectful and rewarding environment free from all forms of unlawful discrimination, harassment, vilification and victimisation. This commitment is set out in the Foundation's policies that addresses diversity and inclusion, equal employment opportunity, discrimination, sexual harassment, bullying and appropriate workplace behaviour. All staff are required to comply with all Foundation policies.

The Foundation values diversity because we recognise that the differences in our people's age, ethnicity, culture, gender, nationality, sexual orientation, physical ability and background bring richness to our work environment. We value diversity and inclusion and are committed to creating an environment where the compounding benefits of a diverse workforce are recognised as vital in our continuous desire to realise our vision of healthy children and young people living in sustainable communities across Australia.



Position Summary

The Project Lead will play an integral role in establishing and delivering our flagship Kitchen Garden Program onsite on the traditional lands of the Gundungurra and Dharawal people in the Southern Highlands of NSW.

Reporting to the Community Projects Manager who is based in Narrm (Melbourne) on the traditional lands of the Wurundjeri Woi Wurrung and Bunurong peoples of the Kulin Nation, the Project Lead will be responsible for all elements of program development, coordination, and facilitation, community engagement and overall project management and delivery.

This dynamic role involves working with primary school aged children and the broader community and is fun, hands-on and fast-paced. Self-motivation, strong kitchen garden knowledge, facilitation skills and ability to engage children are essential for this role.

We strongly encourage and welcome applications from Aboriginal and Torres Strait Islander people.

The Foundation is committed to building a diverse and inclusive team with a variety of backgrounds, skills and views. We welcome applications from First Nations people, people with disability, people from the LGBTIQ+ community, and people from culturally diverse backgrounds. Please reach out if you would like to discuss any accommodations that might support you in applying for this role.



Key Responsibilities and goals to achieve include but are not limited to

Manage the flagship Stephanie Alexander Kitchen Garden onsite on the traditional lands of the Gundungurra and Dharawal people in the Southern Highlands of NSW

- Program design: an onsite program and operating model is developed that draws on our 21 years of deep Kitchen Garden Program expertise and is tailored to meet the needs of the local context and adapted to an excursion model.
- Program delivery: a fun, hands-on learning program with a focus on student health, wellbeing, collaboration and leadership is delivered to primary school aged children through an ongoing schedule.
- Program operations: the kitchen garden and cooking hub spaces and the tools and equipment needed to deliver the program are maintained.
- Facilitation of pleasurable food education experiences to the community: kitchen and garden experiences are delivered to children that visit so they are engaged and inspired to understand and connect with fresh, seasonal, delicious food.
- Employee engagement: close and ongoing collaboration with the onsite team, including building capability to enable support for the program as required.
- School engagement: schools are connected to and from across the region and beyond, and ways to engage them with the site and program are identified, explored and any barriers are identified.

Community & stakeholder engagement

- Community members, leaders, children and young people are proactively engaged and inspired with pleasurable food education activities, generating project momentum and awareness.
- Key stakeholders and local community groups are engaged, with authentic, meaningful and sustainable relationships developed and collaboratively worked alongside throughout the project.
- Bespoke community activation/s are planned and delivered to generate awareness and community involvement.
- All pleasurable food education experiences are delivered in an inclusive way for all children and young people regardless of abilities, backgrounds or needs and they feel valued and respected, with equal opportunities to learn and thrive.
- Ongoing opportunities for broader community activations and involvement in pleasurable food education are implemented.



Project Management

- Local project ownership is undertaken in a proactive and self-directed way, including working autonomously on the ground to deliver on project goals, identifying and responding to local opportunities.
- The project is implemented, taking a place-based approach, building collaborative relationships, engaging the community and liaising with a diverse range of stakeholders.
- Excellent budget management and a considered use of limited resources available is demonstrated.
- All project outputs align with the Foundation's values, approach and strategic priorities.
- Project plan is continually reviewed to respond to feedback, opportunities, and learnings.
- An approach to provide kitchen garden grants to schools and services is developed and delivered in a way that addresses inequities.
- An engagement strategy is developed to encourage local schools and community groups to join the onsite program.
- All Foundation and site-based policy and procedures are adhered to.

Evaluation and Reporting

- An evaluation strategy is planned and implemented in collaboration with the wider team and local stakeholders.
- The onsite program is monitored and evaluated to ensure on-the-go learning is applied, to inform ongoing improvement to delivery.
- Reports that demonstrate project progress and evidence of impact are drafted as required in a professional, timely and high-quality manner.
- Required data for monitoring and reporting requirements are gathered as per project requirements or requested by the Foundation's management.
- Quarterly and annual reporting is contributed to as required.
- Project documentation supports high quality knowledge management.
- The Engagement team is collaborated with to promote the program and profile it publicly sharing program successes and impact.

Participation

- A passion and commitment to the Foundation's vision and values is demonstrated.
- A positive, can-do, collaborative and adaptive attitude to tasks and team activities is displayed.
- Participation in meetings and events is constructive, professional and enthusiastic.
- Reports that track progress against strategic and annual financial and non-financial goals are prepared as required.
- Formulating and documenting processes is standard practice.



- Commitment to the integrity, validity, currency and security of all the Foundation's information is continuous.
- Cross-organisational tasks determined by management are contributed to as required.

Selection Criteria

Specialist expertise

- Educator – experience designing programs/education for children.
- Program facilitation – confidence and ability to deliver fun and engaging hands-on cooking sessions with primary school aged children.
- Kitchen Garden Program related experience – demonstrated Kitchen Garden Program experience in a school, early childhood or related settings.
- Technically proficient in Microsoft 365 and experience in the use of relevant systems including CRM (ideally Salesforce), etc.

Knowledge and skills

- Education – experience working with school settings and a good understanding of the key issues and challenges faced by educators and school leadership regarding program delivery.
- Stakeholder Management – creates and sustains dynamic, and productive relationships with a diverse range of stakeholders.
- Project Management – demonstrated ability to manage priorities and multiple issues and projects simultaneously, take end-to-end responsibility for projects (design, delivery, evaluation) and show a proactive attitude.
- Budget management – proven ability to manage and report on expenditure.
- Strong organisational skills, including an ability to work on multiple tasks, with competing priorities simultaneously and with minimal supervision.

Personal attributes

- Purpose alignment – passion and commitment to the Foundation's vision and purpose is demonstrated.
- Values alignment – is committed to the Foundation's values.
- Ethical – has integrity and principles; reflects expected standards of behaviour.



Prerequisites

- Relevant four-year degree with one year's relevant experience; or
- Three-year degree with two years of relevant experience; or
- Associate diploma with relevant experience; or
- Lesser formal qualifications with substantial years of relevant experience; or
- Attained through previous appointments, service and/or study, an equivalent level of expertise and experience to undertake a range of activities.

Essential Safety Screening Requirements

- Proof of Identity Check.
- National Police check.
- Current NSW Working with Children Check (Employee).
- Current NSW Drivers Licence.
- Right to work in Australia.

Additional requirements

- The Project Lead will be required to work onsite on the traditional lands of the Gundungurra and Dharawal people in the Southern Highlands of NSW for most of their working hours. However, a hybrid option to work flexibly may be considered for the right candidate.
- The Project Lead may from time to time be required to travel intra-state and interstate. A motor vehicle allowance will be provided, along with any eligible travel reimbursements as per our Travel Policy and Procedure.
- Ability to work full time (38 hours pw).
- First aid certification, or a willingness to obtain.

Employment information

- This role is covered by the [Social, Community, Home Care and Disability Services Industry Award 2010](#) (SCHCADS), a Fair Work Commission consolidated modern award which incorporates all amendments up to and including 1 July 2025.
- Social and community services employee level 4 - pay point 1 with opportunities to progress.
- Fixed Term contract to 31 December 2027 and opportunity to extend until 30 April 2030, subject to confirmed funding and performance, with a 6-month probation period.
- This is not an exhaustive list of responsibilities or skills. This document is to be used as a guide only and incumbents may be required to complete tasks outside of this Position Description.



Key Performance Indicators

Key Performance Indicators (KPIs) are specific measures that demonstrate that outcomes in each key activity have been achieved. KPIs will be negotiated with the individual employee and reviewed regularly and annually as part of the performance management cycle.

Job Complexity, Skills, Knowledge

Characteristics of a level 4.1 role:

- works under general direction that requires the application of skills and knowledge appropriate to the work. Generally, guidelines and work procedures are established.
- will apply knowledge and skills which are gained through qualifications and/or previous experience in a discipline and will be expected to contribute knowledge in establishing procedures.
- may be required to provide specialist expertise or advice in their relevant discipline.
- requires a sound knowledge of program, activity, operational policy or service aspects of the work performed.
- requires skills in managing time, setting priorities, planning and organising their own work to achieve specific objectives.
- will be expected to set outcomes and further develop work methods where general work procedures are not defined.

Responsibilities

To contribute to the operational objectives of the workplace, a level 4.1 is expected to perform some of the following:

- undertake activities which may require exercise of judgment and/or contribute critical knowledge and skills where procedures are not clearly defined.
- perform duties of a specialised nature requiring the development of expertise over time or previous knowledge.
- identification of specific or desired performance outcomes.
- contribute to interpretation and administration of areas of work for which there are not clearly established procedures.
- expected to set outcomes and further develop work methods where general work procedures are not defined and could exercise judgment and contribute critical knowledge and skills where procedures are not clearly defined.
- although still under general direction, there is greater scope to contribute to the development of work methods and the setting of outcomes. However, these must be within the clear objectives of the organisation and within budgetary constraints.



- exercise responsibility for various functions within a work area.
- undertake a wide range of activities associated with program activity or service delivery.

Where the prime responsibility lies in a specialised field, the level 4.1 would undertake at least some of the following:

- liaise with other professionals at a technical/professional level.
- discuss techniques, procedures and/or results with clients on straight forward matters.
- carry out a variety of activities in the organisation requiring initiative and judgment in the selection and application of established principles, techniques and methods.
- perform a range of planning functions which may require exercising knowledge of statutory and legal requirements.
- assist senior employees with the planning and co-ordination of a community program of a complex nature.

Requirements of the position

Some or all the following are needed to perform the work of a level 4.1.

Skills, knowledge, experience

- knowledge of statutory requirements relevant to the work.
 - knowledge of organisational programs, policies and activities.
 - sound discipline knowledge gained through experience, training or education.
 - knowledge of the role of the organisation and its structure and service.
- specialists require an understanding of the underlying principles in the discipline.

Organisational relationships

- works under general direction.

Extent of authority

- required to set outcomes within defined constraints.
- provides specialist technical advice.
- freedom to act governed by clear objectives and/or budget constraints which may involve the contribution of knowledge in establishing procedures within the clear objectives and/or budget constraints where there are no defined established practices.
- solutions to problems generally found in precedents, guidelines or instructions.
- assistance usually available.



Organisational Requirements and Commitments

Child Safety & Safety of Vulnerable People

The Foundation is a Child Safe Organisation, committed to the safety and wellbeing of children, young people, people with disability, and other vulnerable people. We have zero tolerance of abuse and neglect of all vulnerable people. The Foundation is committed to providing a safe environment in which children and vulnerable people are protected from violence, abuse and neglect. All employees must:

- Always Comply with the Child Safe Standards.
- Maintain a safe environment in which children and vulnerable people are always safe.
- Actively prevent, and immediately report to the Foundation, any violence, abuse or neglect of any child or vulnerable person.

Workplace Health & Safety

The Foundation has zero tolerance for compromised worker safety. We endeavour to provide a working environment that is safe for all employees and people who use our services. As an employer, the Foundation adheres to Occupational Health & Safety regulations. All employees must:

- Comply with all Foundation policies related to Occupational Health and Safety in the workplace.
- Take reasonable care of their own health and safety, and the health and safety of their colleagues, service users, and others who may be affected by the employee's acts or omissions in the workplace.
- Immediately report to the Foundation any perceived or actual hazards or incidents.
- Not perform tasks where you do not feel safe or trained.

In addition, you have the right to switch off digital tools (including means of communication for work purposes) outside your working time without facing consequences for not replying to e-mails, phone calls or text messages.



Code of Conduct and Operational Accountability

The Foundation is committed to operating efficiently and ethically and remaining operationally and financially sustainable. All employees must:

- Operate within the requirements of the Foundation's accreditations, registrations, policies and procedures, Code of Conduct, and regulatory guidelines.

Other Information

The Stephanie Alexander Kitchen Garden Foundation

The Stephanie Alexander Kitchen Garden Foundation provides the inspiration, information, professional development and support for educators to deliver pleasurable food education to children and young people in Australia.

Pleasurable food education is a fun, hands-on approach to teaching children and young people about fresh, seasonal, delicious food so they form positive food habits for life.

Delivered through a kitchen garden program, pleasurable food education has an array of health, wellbeing, education and community benefits.

Stephanie Alexander AO, one of Australia's most recognised cooks, food educators and authors, established the Kitchen Garden Foundation in 2004, following the success of the first kitchen garden program piloted in 2001. The motivation for this work came from Stephanie's awareness of the growing childhood obesity problem in Australia.

The Stephanie Alexander Kitchen Garden Foundation supports early childhood services, primary schools and secondary schools across Australia, and our community is growing.

As an independent, not-for-profit organisation, we work in partnership with VicHealth, corporate, community and philanthropic organisations, and individuals, to continue our work.

Strategy 2023 - 2028

Read about our [Strategy 2023 - 2028](#).

Governance

The Stephanie Alexander Kitchen Garden Foundation is governed by a [board of management](#) and led by our CEO Rob Rees.