

POSITION DESCRIPTION

POSITION TITLE:	Disability Transition Officer
DIVISION / DEPARTMENT:	Student Recruitment and Services / Learning and Information Services
CLASSIFICATION LEVEL:	TAFE PACCT Level 5
MODE OF EMPLOYMENT:	Full-Time
*LOCATION:	555 La Trobe Street, Melbourne
Date:	April 2024

*Note that the incumbent may be required to operate from any work sites of the Institute

GENERAL INFORMATION ABOUT THE INSTITUTE

William Angliss Institute is the Government endorsed specialist training provider for the foods, tourism, hospitality and events industries and is recognised as Australia's leading provider of training for these key industry sectors. The Institute aims to provide excellent vocational education and training services for industry, students and government in Victoria, Australia and internationally.

Programs offered by William Angliss Institute range from one-day courses and weekend industry training, through to apprenticeships, nationally recognised certificates and two-year full-time advanced diploma programs. Specialist degree programs extend the Institute's portfolio to provide higher level business and management education. Close links with industry and continuing innovation in the delivery of services ensure the relevance of programs to today's workplace.

GENERAL INFORMATION ABOUT THE DEPARTMENT

This position sits within the Learning and Information Services Department and specifically within the Access and Disability Services (ADS) area. The ADS area provides a range of equitable supports to students with lived experience of disability, medical conditions or mental health conditions. ADS promotes inclusive and person-centered practice and ensures reasonable adjustments are made for students to participate in education on the same basis as students without disability, medical conditions or mental health conditions.

PRIMARY PURPOSE & OBJECTIVES OF THE POSITION

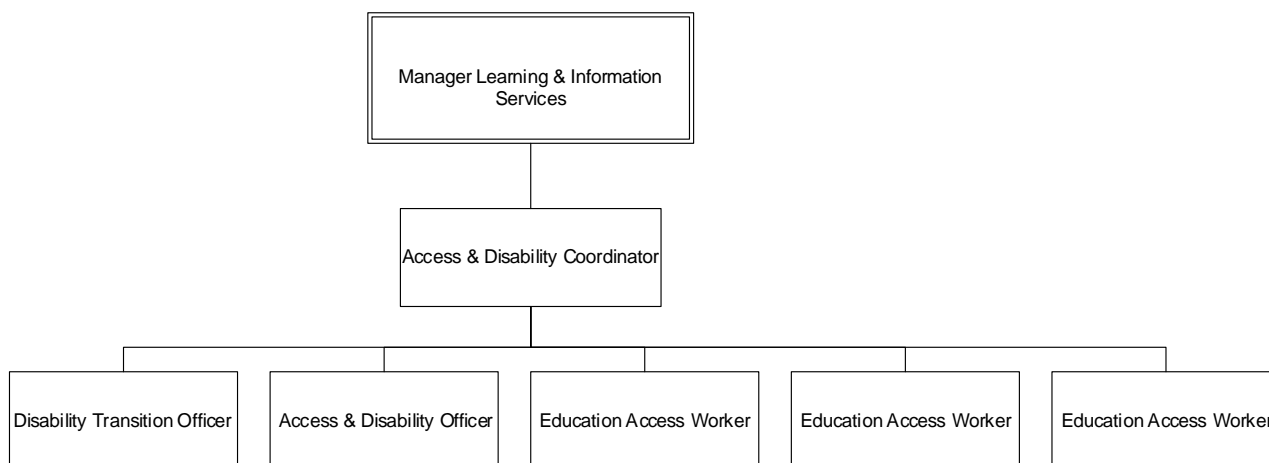
The Disability Transition Officer role is aimed at creating a seamless, positive experience for students with disability who are transitioning from secondary school into tertiary study at TAFE.

It will provide the first tier of personalised support services for students, targeted at improving outcomes of successful completion and preparedness for employment for students with disability, and assuring a genuinely inclusive study experience.

REPORTING RELATIONSHIPS

This position reports directly to the Access and Disability Coordinator who reports to the Manager, Learning and Information Services.

There are no subordinates reporting to this position.



KEY DUTIES

- Provide specialist interpretive advice and support to secondary students with disability and their families/carers especially to assist in understanding the difference between secondary and TAFE learning environments as well as with the enrolment process where they may encounter challenges.
- Proactively approach and liaise with relevant TAFE, secondary and specialist school staff, as well as reaching out to the relevant Department of Education Area Teams to provide information and advice on how to assist senior secondary students understand the TAFE environment.
- Work with eligible students and their families and provide information and guidance with understanding their rights regarding reasonable adjustment and the process in a TAFE context.
- Provide tailored guidance and or resolutions for students with disability during the first 90 days of their transition from secondary, or specialist schools, into the TAFE environment, outlining supports and key actions to be undertaken during the period to make the transition easier.
- Work with students and key stakeholders to develop a Transition plan for students with disability entering the TAFE system from secondary school, including liaison with Access & Disability staff to ensure that a streamlined progression into ongoing support occurs for the student.
- Arrange and facilitate transition support meetings with student, Access and Disability Service representative, Course Program Leader/Coordinator, Allied Health professionals/care team and secondary school representative, prior to enrolment, to assist students understand inherent requirements of the course, reasonable adjustments available and placement expectations (if applicable).

Build and foster collaborative relationships with internal and external stakeholders, networks and services.

- Collect and maintain data relevant to evaluating the quality and impact of services delivered to students who have shared a disability status, in their transition from senior secondary to TAFE.
- Prepare reports, in line with agreed William Angliss Institute and TAFE network program evaluation approaches.
- Participate in, and contribute to, a TAFE Network Disability Transition Officer Community of Practice.

- Review and evaluate internal processes and provide recommendations to improve policy and procedures within Access and Disability service area.
- Work with other William Angliss Institute student support units to establish an approach for transition support where a student has made primary engagement with the other unit, in accordance with established Institute procedures.

Other Responsibilities:

- The incumbent can expect to be allocated duties not specifically mentioned in this document but within the capacity, qualifications and experience normally expected from persons occupying positions at this classification level.
- Specific performance objectives will be negotiated as part of the Institute’s regular performance review process.
- The incumbent will be required to comply with the Institute and Public Sector Code of Conduct, Occupational Health and Safety Policy and Procedures, Child Safe Policy and Procedures, Diversity, Access and Equity Policy and all other relevant legislation, policy, procedures or practices.
- Be familiar and ensure compliance with the relevant state and territory Vocational Educational and Training (VET) Government Funding Contract at all times by meeting contractual requirements of the Contract(s) and ensuring all staff are aware of their responsibilities mandated by the Contract(s). Ensure that internal and external audit recommendations that relate to the relevant VET Government Funding Contract(s) are actioned and implemented on a timely basis and reported accordingly.

In accordance with the William Angliss Institute of TAFE PACCT Staff Enterprise Agreement 2021 (PACCT EBA), the following descriptions apply for PACCT LEVEL 5 positions:

EDUCATION, TRAINING AND EXPERIENCE

Education, Training and Experience means the type and duration of training which the duties of the classification level typically require for effective performance. Training is the knowledge through formal education, on the job instruction or exposure to procedures.

Relevant Degree and relevant experience; or lesser formal qualifications with substantial experience and specialist expertise or broad knowledge in technical and administrative fields; or a suitable combination of relevant qualifications and experience.

A broad knowledge of the various aspects of a specialist discipline or area of work, or a sound knowledge of specific aspects of a specialist discipline.

TASK LEVEL

Task Level means the type, complexity and responsibility of the tasks typically performed by staff within each proposed classification level

Work independently within overall Institute policies and guidelines.

May supervise, as well as set priorities and monitor work flows within a work area of other skilled employees.

Provide specialist interpretation, advice and decisions based upon established operational practices, professional standards, policies and procedures.

Able to design, develop and trial procedures, equipment and systems.

Apply analytical skills.

JUDGEMENT AND PROBLEM SOLVING

Judgement is the ability to make sound decisions, recognising the consequences of decisions taken or actions performed, and Problem Solving is the process of defining or selecting the appropriate course of action where alternative courses of action are available.

Perform work assignments guided by policy, precedent, professional standards and/or technical expertise.

Often, complex or technical problems need to be solved with some creativity or originality by selecting the particular method for solution from a range of available alternatives and by using knowledge acquired through relevant experience.

Contribute to the development, redefinition and interpretation of policy within the immediate work group.

Take responsibility for outcomes of the work group. Undertake planning involving resource use and develop proposals for resource allocation.

SUPERVISION AND INDEPENDENCE

Supervision and Independence means both the way in which positions are supervised, managed or held accountable, and the degree of independence which applies in supervising or managing other staff or contractors. Independence is also the extent to which a staff member can work independently without supervision or direction.

Guidance and supervision to the employee will be at a general level. The employee may have supervisory and line management responsibility for a work area.

The employee may work independently on specific projects or on complex technical tasks.

ORGANISATIONAL RELATIONSHIP AND IMPACT

Organisational Relationship and Impact means the level of knowledge and awareness of the organisation, its structure and functions that would be expected in the performance of the duties of the position, and the purposes to which that organisational knowledge and awareness may be put.

Detailed knowledge of the area of work and broad knowledge of other associated areas.

Regular liaison with other areas of the Institute to impact upon decision making/service provision process.

Contribute to the development of policy.

INTERPERSONAL SKILLS

Interpersonal Skills means the level of communication skills both verbal and written and the scope of the circumstances where the staff member is expected to use these skills.

Ability to gain co-operation and assistance from other employees including those supervised where appropriate, clients and members of the public to achieve the identified objectives.

Within the field of expertise, provide input to influence the decisions within the work area and their impact on other functions / areas.

Capable of liaising, on an individual and team basis, with employees at all levels of the Institute and with counterparts in other organisations to discuss specialist matters and with other employees to resolve intra-organisational problems.

Note: PACCT Staff at this level must also be competent in meeting criteria detailed for the previous level as per Schedule 2 of the PACCT EBA.

KEY SELECTION CRITERIA

- Relevant Degree and relevant experience; or lesser formal qualifications with substantial experience and specialist expertise or broad knowledge in technical and administrative fields; or a suitable combination of relevant qualifications and experience.
- Demonstrated understanding of the experiences that young people with a disability, mental health and/or medical condition may have during educational and life transitions.
- General awareness of, and familiarity with, the secondary school and Victorian Vocational education and Training environments, and the capacity to source specialist information from other areas within Institute to resolve concerns associated with the student's transition.
- Comprehensive knowledge of Reasonable Adjustments in the context of higher education, the ability to solve problems independently, make decisions, and collaborate when necessary.
- Demonstrated ability to develop and deliver information, resources and training to build the capacity of others in support of people with a disability undertaking educational and life transitions.
- Highly developed communication and interpersonal skills (verbal and written) with the ability to provide expert and authoritative advice.
- Demonstrated experience in developing productive relationships with key stakeholders that fosters a co-operative and collegiate approach and ability to influence others in the provision of Access and Disability services.
- Demonstrated ability to work autonomously with minimal supervision and sound organisational ability, with the capacity to balance demands of simultaneous assignments and managing competing priorities.
- Demonstrated behaviours that align with the William Angliss Institute Values.

SPECIAL CONDITIONS

- Provision and or willingness to obtain a Working with Children Check (employee) will be required prior to commencement. The incumbent will be required to renew prior to expiry date of current check whilst employed by the Institute.
- Provision and or willingness to obtain a Police Check will be required prior to commencement and renewal every five years thereafter.
- Period of work outside normal hours may be required.
- Travel is required in this role, in Melbourne CBD and metropolitan areas

WILLIAM ANGLISS INSTITUTE STRATEGY 2024 - 2028

Our Vision:

To be Australia's recognised first choice educational provider of foods, tourism, hospitality and events skills and knowledge.

Our Mission:

To deliver the highest quality specialist skills and education to inspire and empower a diverse community of learners.

Our Business Strategy:

Our Vision and Mission drive the business strategy of the Institute. As a specialist provider unique in Australia's post-secondary education landscape differentiation is central to William Angliss Institute's business strategy.

Differentiation Includes:

- being recognised for the quality of the student experience
- being recognised for the capability of our graduates
- actively applying innovation within our programs
- being recognised for facilitating lifelong learning
- further development of transnational educational delivery through an off-shore network
- a commitment to applied research

Differentiation will support:

- growing in a manageable and profitable manner
- practising sustainable development
- celebrating our expertise
- continuing to build successfully on our heritage, our industry, our people, our community and our alumni

William Angliss Institute acknowledges the traditional owners of the land on which our campus facilities are based and through our actions seek to share and build knowledge across our staff and students with respect to First Nations culture.

Focus Areas:

William Angliss Institute's Strategic Plan 2024- 2028 has five focus areas. They are:

1. Enhancing the Student Experience
2. Fostering Education Excellence
3. Optimising International Opportunities
4. Engaging with Industry, Community and Alumni
5. Being Sustainable

Institute Values

Personal Responsibility:	accountable, responsive, with integrity, respect and impartiality and acknowledging human rights
Inspiration:	passionate, stimulating and optimistic
Empowerment:	nurturing, encouragement and challenging
Community:	sharing, partnership and connections
Expertise	Leadership, innovation and industry practice