

POSITION DESCRIPTION



POSITION TITLE: Access and Disability Officer

DIVISION / DEPARTMENT: Student Recruitment and Services/
Learning and Information Services

CLASSIFICATION LEVEL: PACCT Level 4

MODE OF EMPLOYMENT: Ongoing

***LOCATION:** 555 La Trobe Street, Melbourne

DATE: August 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

The Access & Disability Service (ADS) actively supports students living with disability, medical conditions or mental health conditions to participate in their learning on the same basis as students without disability. ADS uses a person centred and inclusive approach to promote and deliver individualized, equitable supports and reasonable adjustments to students registered with the Service.

PRIMARY PURPOSE & OBJECTIVES OF THE POSITION

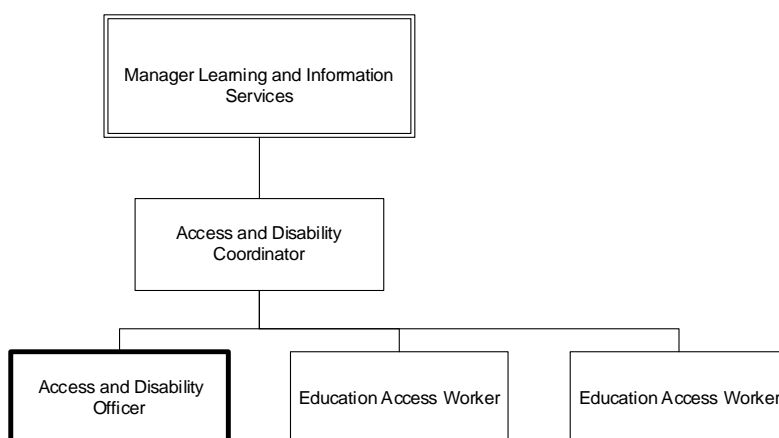
The Access and Disability Officer will provide a support to registered students of the Access and Disability Services under the direction of the Access and Disability Coordinator (ADC).

The objectives of the position include:

- Foster student independence and self-advocacy to encourage independent learning.
- Coordinate the student support arrangement process to ensure teaching departments understand the requirements of students with a disability.
- Coordinate Education Access Workers to assist students with a disability in an appropriate manner.
- Maintain accurate and timely records for all students with a disability including DAAWS applications.

REPORTING RELATIONSHIPS

The Access and Disability Officer reports directly to the Access and Disability Coordinator who reports to the Manager, Learning and Information Services.



KEY DUTIES

The responsibilities of this position include:

- Provide information, advice and support to students with disabilities and foster student independence and self-advocacy.
- Provide direct support to people with a disability, on a day to day basis, according to individual needs, plans, programs and direct observation
- Advise the ADC about policy and planning issues, resources requirements, access requirements, adaptive technology and Education Access Workers (EAW).
- Accept referrals of students with disabilities, ongoing medical conditions and mental health conditions, and provide appropriate support, referral and liaison within the institute and externally.
- Promote disability support services and facilities for enrolled and prospective students with disabilities within the Institute on an ongoing basis including at open days and other relevant events.
- Mentor, monitor and support the team of EAWs to apply best practice methods to empower students on their educational journey and reduce barriers
- Build and maintaining strong relationships within the Institute while often asking other staff at different levels to make changes to their usual practices
- Identify and highlight to the ADC any trends having an impact on students' wellbeing which emerge from extensive contact with students with disabilities from across the institute
- Participate in various disability related projects
- Administer necessary supports and adjustments, including recommending, negotiating and/or organising/facilitating support services and adjustment, within budget constraints.
- Rostering of EAWs and Auslan Interpreter bookings, ensuring students are advised of the arrangements in a timely and coordinated manner.
- Maintain accurate records and case notes.
- Assumes the responsibilities of the ADC on occasion when required.

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 planning and 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, Managing Diversity Policy and Procedures and any 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 2023 (PACCT EBA), the following descriptions apply for PACCT LEVEL 4 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 with relevant work experience; or a suitable combination of lesser qualifications and significant relevant experience.

TASK LEVEL

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

Tasks and work assignments will be typically under general direction but guided by policy, precedent and professional standards.

Apply broad technical knowledge and experience to the area of specialist expertise.

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

May involve co-ordination and supervision of other staff.

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.

Requires the application of theoretical knowledge, experience and skills to well defined work objectives.

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.

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.

Work will be performed typically under general direction, but guided by policy, precedent and professional standards.

May involve supervision and / or cooperation of others to achieve the objective.

May be required to undertake a wide range of duties and responsibilities, some of which may be complex.

Employees work under routine supervision to general direction depending upon the tasks involved and experience.

Have responsibility for daily operation of a work area, which may involve supervision, assigning and coordination of work for other staff.

Supervisors at this level require a thorough understanding of the relevant technology, procedures and processes within the operating unit.

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.

Work assignments require an understanding of the work area rules, regulations, processes, techniques, and understanding of how these interact with other related functions in the work environment.

Tasks/assignments require proficiency in the work area's rules, regulations, processes and techniques and their interaction with other related policies and procedures.

Provide advice in the area of expertise to others outside the immediate work area in the context of established rules and procedures.

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 cooperation and assistance from others, including those supervised, to achieve identified objectives.

May provide information and advice to members of the public on a course of action appropriate to their needs and assistance with organisational policies and guidelines.

May liaise with counterparts in other organisations to discuss specialist matters and with other employees on an individual and team basis in order to resolve intra-organisational problems.

Required to write reports in field of expertise and prepare correspondence.

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

- A relevant tertiary qualification in Disability Services or similar discipline with relevant work experience; or a suitable combination of lesser qualifications and significant relevant experience.
- Demonstrated relevant experience preferably in disability services within the education sector and with a minimum experience of one year full time or part time equivalent in paid employment within the past five years.
- Knowledge of the emotional, physical and behavioural needs of people with disabilities in a learning environment.
- Knowledge and understanding of relevant State and Commonwealth legislation pertaining to the rights of people who have a disability and the responsibilities of educational institutions.
- The ability to provide appropriate advice, support and referral services to students and staff, on issues relating to a wide range of disabilities, including mental health and medical conditions.
- High level of organisational and computing skills, including word-processing, database management, financial management and accurate record keeping.
- Excellent interpersonal and communication skills, both written and oral and an ability to conduct seminars and workshops and/or training conducted by the Access & Disability Service as required.
- Demonstrated behaviours that align with the William Angliss Institute Values.

SPECIAL CONDITIONS

- Provision and or willingness to obtain an *Employee Working with Children Check* prior to commencement. The successful incumbent will also 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.
- A current Victorian driver's licence would be an advantage.
- Period of work outside normal hours is required.

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