

Position Description



holmesglen

TAFE VICTORIA

Disability Transition Support Officer

Portfolio/Faculty	Engagement and Support
Department/Workgroup	Student Engagement and Equity - Disability Support Service
Position No.	
Classification	PACCT Worker Level 5 (PW 5)
Reports to	Coordinator – Disability Support Service (Coordinator)
Direct reports	Not Applicable
Date:	May, 2024

Portfolio Overview

The Engagement and Support portfolio provides a range of Institute wide services that promote student engagement, success and foster a positive Holmesglen experience. The portfolio consists of a range of departments that support the student journey from pre-enrolment to graduation. Departments include:

- Apprentice Central
- Brand, Marketing and Communications
- Learning Skills Centre
- Library
- Registrar
- Student Recruitment
- Student Engagement and Equity
- Student Wellbeing

Student Engagement and Equity

The Student Engagement and Equity department fosters an inclusive and participatory educational environment, ensuring every student feels valued and supported. It promotes a vibrant and participatory student life and advocates for the needs of diverse students, offering services such as disability support and services for First Nations students. The department is responsible for promoting diversity, equity and inclusion and overseeing strategic initiatives that promote student voice and partnership. It also manages complaints and appeals processes, providing balanced advice and guidance to students to address grievances and maintain a just and equitable campus community.

About the Role

The Disability Transition Support Officer provides personalised support for students with a disclosed disability to transition from a secondary school (including specialist schools and alternate education settings) to a TAFE environment. Specifically, the position takes a lead role to support secondary students, and parents and other members of the support network, to partner with Institute faculties to guide and monitor students during their first 90 days of enrolment.

The position will work with each student to create a transition plan to ensure they are well-prepared and resourced to exit school successfully and remain engaged in Vocational Education and Training (VET). The position will collaborate with key stakeholders to support the sharing of transition best practice within the Victorian TAFE sector.

Key Accountabilities

- 1 Provide guidance to students, schools and care teams to support the transition from secondary school to the TAFE environment, highlighting the distinctions and offering strategies and resources to support the transition process.
- 2 Proactively communicate and collaborate with relevant TAFE and school-based teams, including disability liaison officers, youth workers and career support and wellbeing staff, to develop and provide information to support the transition process from secondary school to TAFE.
- 3 Work with eligible students (and their families) to provide an understanding of Reasonable Adjustments and how reasonable adjustments operate in the TAFE context.
- 4 Facilitate support for students transitioning to TAFE including:
 - pre-enrolment student support group meetings comprising allied health professionals and Institute disability staff and assisting students and their families with the enrolment process
 - developing a plan for the first 90 days of transition, detailing support and key actions to be undertaken
 - working with Institute student support areas to establish an approach for transition support where a student has made primary engagement
 - liaising with faculty staff to implement reasonable adjustments to support the delivery of educational objectives
 - arranging faculty education staff and secondary school representatives (where possible) to assist students to understand course capabilities, available reasonable adjustments and placement expectations.
- 5 Collaborate with both internal and external stakeholders to identify opportunities and implement strategies to provide broader awareness and understanding of the transition process and requirements, including the differing expectations of the secondary school and the TAFE environment.
- 6 Collect and maintain data relevant to evaluating the quality and impact of services delivered to students transitioning from the secondary to the TAFE environment and prepare activity and financial reports in accordance with Institute and TAFE Network program evaluation requirements.
- 7 Participate in, and contribute to, a TAFE Network Disability Transition Officer Community of Practice.
- 8 Comply with Holmesglen policies, procedures and processes, and applicable legislative and regulatory requirements, and contribute to the ongoing improvement of systems and processes.
- 9 Support the Institute's Strategic Plan and Vision and work to ensure that all activities align to the Institute's commitment to quality.
- 10 Act in accordance with Holmesglen Safety policies and procedures, including Child Safety Standards, to ensure that departmental operations comply with Occupational Health and Safety legislation.

Key Selection Criteria

- 1 Experience of working with people with a disability and demonstrated experience in the provision of disability support services, preferably in an educational environment.
- 2 A broad knowledge of the various aspects of working with people with disabilities and an understanding and awareness of legislated requirements relating to the interpretation and application of Reasonable Adjustments in the context of vocational and higher education.
- 3 Familiarity with the secondary school and VET environments including knowledge and understanding of vocational training and learning that informs disability support services.
- 4 Well-developed interpersonal and written and verbal communication skills with a demonstrated ability to facilitate support services and liaise effectively with diverse clients and relevant stakeholders.
- 5 Proven organisational and time management skills, with a demonstrated ability to use initiative, meet deadlines, achieve goals and work concurrently on, and prioritise, multiple tasks and work schedules.
- 6 Demonstrated self-motivation with a proven ability to maintain privacy and confidentiality, to be self-directed and to work cooperatively and flexibly in an environment of competing demands.

Mandatory

- Degree qualifications in disability, community welfare or similar field and relevant work experience.
- Lesser formal qualifications with substantial experience and specialist expertise in, or broad knowledge of, the disability support sector.

Knowledge

- Current understanding of legislative frameworks and regulations, policies, processes and techniques relevant to the rights and responsibilities of individuals identifying as having, and living with, a disability.
- Demonstrated understanding of:
 - the experiences that young people with a disability, mental health and/or medical condition may have during educational and life transitions
 - confidentiality and privacy principles applicable in the education and professional disability support sectors.
- Familiarity with relevant community organisations and welfare agencies including welfare and mental health information services.

Skills and Experience

- Well-developed interpersonal and written and verbal communication skills and a demonstrated ability to relate professionally to a diverse range of clients, staff and student cohorts.
- Experience of:
 - working autonomously and/or minimal supervision in an environment that requires judgement, discretion and initiative
 - setting priorities in an environment of competing demands
 - on-line collaboration and communication platforms and software that can be used to connect with students.
- Ability to:
 - deal with sensitive and confidential information, as well as the ability to use initiative to develop appropriate and relevant solutions to identified issues
 - source specialist information from other areas within the Institute to solve problems associated with the transition
 - 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.

Other Relevant Information

- This position description describes in general terms the normal duties which this position is expected to undertake. Duties not specifically mentioned in this document, but within the capacity, qualifications and experience normally expected from people occupying positions classified at this level may be allocated.
- Employees attending certain workplace settings, including health and care facilities, may be required to meet mandatory vaccination obligations.
- Due to the nature of the position, there may be a requirement to accommodate flexible working hours and attendance requirements.
- The incumbent may be required to perform their duties at any campus or location controlled by Holmesglen Institute or elsewhere as directed.
- Holmesglen is a child safe organisation. This position requires a valid Victorian Employee Working with Children check and National Police Records check.
- Holmesglen cultivates a workforce that embraces and values student voice and partnership.

About Holmesglen – Who we are

Holmesglen is a leading Australian provider of vocational and higher education and one of the largest government-owned TAFEs in the state of Victoria. With 40 years' experience and more than 140,000 graduates, we are TAFE at its best by transforming lives, building workforce capability and enriching communities through education and training.

We are a leader in education, training and applied research, renowned for its innovation and its commitment to learner and industry success. We offer industry training, certificate, diploma, and degree programs across six locations and seven campuses.

Locations include Chadstone, Drummond Street, City, Moorabbin, North Melbourne, Glen Waverley, and Eildon.

As a multi-award-winning institute, you can learn more and do more at Holmesglen. holmesglen.edu.au

