Position Description – ELS Support Officer

Position Details

Position Title: **Equitable Learning Services Support Officer**

College/Portfolio: **Education** **School/Group: Student**

Campus Location: Primarily based at **Melbourne City** campus, and the potential to work across other RMIT campuses as required.

Classification: HEW 6 **Time Fraction: 1 FTE**

Employment Type: **Fixed term**

Fixed Term Reason: **Specific Task or Project**

Reporting Line: **Senior Coordinator, Equitable Learning Services**

No. of Direct reports: 0

RMIT University

RMIT is a global university of technology, design and enterprise, committed to creating transformative experiences for students and making a meaningful impact through research, innovation, and engagement. For more information on RMIT University follow the links below.

https://www.rmit.edu.au/about
https://www.universitiesaustralia.edu.au/university/rmit-university/
https://www.rmit.edu.au/about/facts-figures

Our campuses in Melbourne (City, Brunswick, Bundoora, and Point Cook) are complemented by international campuses in Vietnam and a centre in Barcelona, Spain. We proudly acknowledge the Woi Wurrung and Boon Wurrung peoples of the eastern Kulin Nation on whose unceded lands our campuses are located.

We are deeply committed to reconciliation and Indigenous self-determination, embedding these values throughout our policies, culture and structures.

https://www.rmit.edu.au/about/our-locations-and-facilities

Why Join RMIT?

Our people are at the heart of everything we do. At RMIT, we value innovation, collaboration and impact. Our values are the heart (durrung) of who we are and what we stand for at RMIT. They guide what we do, how we make decisions, and how we treat each other.

Inclusion **Imagination** **Integrity** **Courage** **Passion** **Impact**

Learn more about our values: https://www.rmit.edu.au/about/our-strategy/values

Organisational Accountabilities

RMIT is committed to the safety, wellbeing and inclusion of all staff and students. As a staff member, you are expected to comply with all relevant legislation and RMIT policies, including those related to: Equal opportunity, Occupational health and safety, Privacy and trade practices & Child safety standards:

Appointees are responsible for completing all required training and ensuring that they and their team members remain up to date on relevant compliance obligations.

Staff are expected to understand and support RMIT's child safe practices as part of their professional responsibilities. More about our child safety commitment: https://www.rmit.edu.au/about/our-locations-and-facilities/facilities/safety-security/child-safety.

Leadership at RMIT

At RMIT, leadership is not defined by position or hierarchy—it is a shared responsibility demonstrated by all staff, regardless of role or title. Leadership is grounded in our six core values, which guide and shape how we work together, make decisions, and create impact.

Effective leadership means consistently integrating these values into everyday actions and interactions, whether influencing a project outcome, supporting a colleague, or leading a team. All staff are expected to embody the principles of the *Be–Know–Do* Leadership Model:

Be – We are open and authentic, inclusive and empowering. We are purpose driven role models and communicators.
Know – We are self-aware, and understand our stakeholders, our sector and priorities.
Do – We set clear direction and expectations, we develop ourselves and others and promote mutual accountability to deliver results.

At every level, leadership at RMIT is about influence, contribution, and mindset. It is reflected in how we empower others, foster collaboration, and drive positive change through capability-building and alignment to strategic goals.

College/Portfolio/Group

Education Portfolio

The Education Portfolio is headed by the Deputy Vice-Chancellor Education and Vice President who leads the planning and implementation of the University's strategies related to RMIT's academic programs and the RMIT student experience. The Portfolio is responsible for services to support the quality of RMIT programs, including the professional development of academic staff, continuous improvement of student experience, learning and teaching outcomes and the management of learning and research information sources.
The Education Portfolio plays a key role in empowering students to access education, participate actively in the life of the University and achieve successful and fulfilling lives beyond graduation. The provision of a stimulating and satisfying experience for students is a priority for the University.

Students Group

The Students group shapes, designs and delivers key student services and experiences to prepare RMIT students for study, life and the global workforce.
We work in partnerships with students, academics, professional staff, industry and the community to deliver transformative student experiences that improve access, participation, retention and success for all RMIT students.

Our objectives are to:

- Shape, co-create and inform an inclusive, safe, industry-engaged and global student experience

- Deliver impactful, connected service, care and development opportunities at scale, and to
- Engage, empower and value each other so that together we can make a difference.

We welcome a diversity of perspectives and are inclusive in our approach to work. We are aligned in our passion for having a collective and positive impact on the student experience at RMIT. Our team is comprised of talented and motivated people from a range of professional disciplines and backgrounds, at various stages of their careers and including RMIT students.
We are a values-led organisation and we value imagination, agility, passion, inclusion, courage and impact.
The Group is led by the Executive Director Students.

Position Summary

The role of the fixed term Support Officer is to provide additional support to our Equitable Learning Services (ELS) team through heightened periods of student engagement. Typically, this is in the first semester when students first wish to engage in our services, and can extend mid-way through second semester, however there can be other times throughout the year when the team capacity is under greater than usual stress.
The Support Officer responds to student and educator enquiries that would be escalated by the existing Service Delivery Support (SDS) Officer for an ELS Advisor to respond to. The role will also assess student documentation for eligibility for ELS support and provide bridging support to students waiting for appointments with an ELS Advisor. Bridging supports include but are not limited to provisional Equitable Learning Plans with reduced reasonable adjustments, while students await appointment with ELS Advisor, and referrals to other support within RMIT or externally as appropriate.
The Support Officer can also complete routine administrative functions beyond the scope of the Student Services Support Officer.

Key Accountabilities

- **Responsive Intake Student Support**
  - Assess ELS Enquiries/ inbox requiring an ELS perspective and respond in a timely manner.
  - Resolve student/stakeholder enquiry where possible and when beyond the scope of the Service Delivery Support (SDS) officer.
  - Act as an escalation point for student enquiries regarding Equitable Learning Service (ELS) supports that require a disability specialist lens, including assessing urgency and determining any further appropriate escalation.
  - Refer students to relevant RMIT services (e.g., Welfare, Counselling, Safer Community, etc.) as needed.
  - Provide general advice on navigating campus services, including sensory rooms, library hubs, enrolments, appeals, and Special Consideration.
  - Facilitate/ Co-facilitate workshops for students and/or staff to support understanding around adjustments and implementation of the learning plan.
- **Student appointments and assessment**
  - Assess student documentation and develop Provisional Equitable Learning Plans for students with complex, time sensitive needs, or due to lengthy ELS appointment wait times, to ensure timely support for students.
  - Provide support for students where ELS Advisors have unexpected leave, conducting short appointments and developing Provisional ELPs, and duty work assessment and issue resolution for any students requiring immediate support and advice.
  - Assess documents for communication and psychosocial preferences to recommend the most suitable appointment mode for Advisors (e.g., face-to-face, Teams).
  - Create and maintain student files in SMP/Salesforce and prepare administrative materials in advance of appointments.
- **Equitable Learning Plan Reviews and Revisions**

  - Support reviews of ELPs based on desktop review of student file according to pre-determined priority criteria.
  - Review and update existing ELPs where students have requested extending plan dates or updating school details, including, where required, conducting phone-based assessments, updating or revising adjustments.
- **Enabling Staff Reviews**
  - Support the Enabling staff booking process and liaise with Auslan Services regarding student communications and appointment coordination.
  - Liaise with SDS Admin to identify students frequently cancelling enabling staff at short notice. Provide reach out support to these students to resolve their challenges and withdraw enabling staff if no longer required.
- **Communication and Continuous Improvement**
  - Contribute to the development of email templates and student resources.
  - Forward unresolved enquiries to the appropriate advisor or coordinator.
  - Identify and recommend workflow or system improvements to enhance service delivery for students with ELPs or awaiting appointments.
- **Other Duties**
  - Undertake any reasonable duties within the scope of this role as requested by ELS Senior Coordinator.

Key Selection Criteria

- Demonstrated understanding of the experiences that young people with a disability, mental health and/or medical condition may have during educational and life transitions.
- Demonstrated ability to develop and deliver information, resources and advice to build the capacity of others in support of people with a disability undertaking educational and life transitions.
- Strong communication skills, both verbal and information technology.
- Proficient in the use of complex database systems and able to advise on continuous improvements at a process and systems level.
- Demonstrated knowledge and application of appropriate behaviours when engaging with children, including children with a disability and from culturally and/or linguistically diverse backgrounds.

Qualifications

- Relevant community, health or welfare service or tertiary sector qualifications and/or experience

Working with Children Check

Appointment to this position is subject to holding a valid Victorian Working with Children Check and other checks as required by the specific role. Maintaining a valid Working with Children Check is a condition of employment at RMIT.