



Position Description – Disability Support Transition Officer

Position Details

Position Title: Disability Support Transition Officer

Position Number:

Portfolio: Education

School/Group: Student

Campus Location: Based at the City Campus but may be required to work and/or be based at other Vocational Education campuses of the University.

Classification: Hew 7

Employment Type: Fixed

Term May 2024- December 2027

Time Fraction: 0.8 EFT

RMIT University

RMIT is a leading multi-sector university of technology, design and enterprise with more than 91,000 students and 11,000 staff globally. We offer postgraduate, undergraduate, vocational education and online programs to provide students with a variety of work-relevant pathways.

Our purpose is to offer life-changing experiences for our students, and to help shape the world with research, innovation, teaching and industry engagement. With strong industry connections forged over 130 years, collaboration with industry remains integral to RMIT's leadership in education, applied and innovative research, and to the development of highly skilled, globally-focused graduates.

With three campuses in Melbourne (Central Business District, Brunswick and Bundoora), two in Vietnam (Hanoi and Ho Chi Minh City) and a centre in Barcelona, Spain, RMIT is a truly global university. RMIT also offers programs through partners in Singapore, Hong Kong, mainland China, Indonesia, Sri Lanka, Belgium, Germany, Austria and The Netherlands, and enjoys research and industry partnerships on every continent.

We are also committed to redefining our relationship in working with and supporting Aboriginal self-determination. Our goal is to achieve lasting transformation by maturing our values, culture, policy and structures in a way that embeds reconciliation in everything we do. We are changing our ways of knowing, working and being to support sustainable reconciliation and activate a relationship between Indigenous and non-Indigenous staff, students and community. Our three campuses in Melbourne (City, Brunswick and Bundoora campuses) are located on the unceded lands of the people of the Woi Wurrung and Boon Wurrung language groups of the eastern Kulin Nation

We're proud to share with you:

- The launch of our second **Reconciliation Plan for Dhumbah Goorowa**– a “commitment to share” - an **important step in our reconciliation journey**.
- RMIT University is an **Athena SWAN** member with Bronze Award accreditation and the College of Science, Engineering and Health is central to driving improvements in gender equality, diversity and inclusion, particularly in the Science, Technology, Engineering, Mathematics and Medicine (STEMM) disciplines.
- RMIT was placed **10th in the 2019 Randstad Employer Brand Research Awards**, up five spots from 2018.
- We were named as an **Employer of Choice for Gender Equality** by the Workplace Gender Equality Agency in 2019.
- We achieved **Gold Employer status for LGBTIQ** inclusion in the Australian Workplace Equality Index

(AWEI) in 2018 and now in 2019.

- We were recognised as a **top five employer in 2018 for workplace accessibility** with the Australian Network on Disability.

RMIT Standings in university rankings

RMIT has a deep commitment to innovation, research and teaching, we are a 5-Star university under the QS Stars international evaluation system and are **238th globally in QS World University Rankings 2020** (moved up 12 places compared to 250th last year), being also 32nd in the world among universities less than 50 years old (2014 QS Top 50 Under 50 index). Additionally:

- In the 2019 QS World University Rankings by Subject, RMIT was positioned 12th in the world (highest ranked in Australia) in Art and Design, 22nd in the world (fourth highest in Australia) in Architecture and the Built Environment, and 37th in Media and Communications. We are also among the world's top 100 universities in Engineering (Civil and Structural; Electrical and Electronic; and Mechanical, Mechanical, Aeronautical and Manufacturing); Accounting and Finance; and Business and Management Studies).
- In the 2018 QS Rankings by Subject, RMIT was ranked 11th in the world and number one in the Asia Pacific for Art and Design, and 26th in Architecture and the Built Environment. RMIT is also among the world's top 100 universities in Engineering (Civil and Structural; Electrical and Electronic; and Computer Science and Information Systems); Accounting and Finance; Business and Management Studies; and Communication and Media Studies. The 2018 Shanghai Ranking's Global Ranking of Academic Subjects highlighted RMIT's strength in Engineering and Technology in particular.
- In the specialised rankings, RMIT is ranked 77th in the QS Graduate Employability Rankings 2020 and 82nd in the inaugural Times Higher Education University Impact Rankings 2019.
- RMIT also ranks in the world's **top 400** in the 2019 Academic Ranking of World Universities and in the world's **top 400** in 2020 Times Higher Education World University Rankings.

For more information, visit rmit.edu.au/about

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 the 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 partnership 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 Disability Transition Officer supports students with disabilities moving from secondary education to vocational education at RMIT. Their main task is to provide intensive support during the first 90 days of a student's enrolment, including developing equitable learning plans where appropriate. They collaborate closely with students and staff across the RMIT campus and support teams. Additionally, they liaise with secondary schools to promote understanding of the TAFE environment and transition best practices within the Victorian TAFE network.

As part of the Student Equity team with the Students Group at RMIT, this role works with the Equitable Learning and Accessibility team and reports to its manager. The role also interprets relevant policies and procedures to guide students and staff effectively. They must quickly become familiar with the institution's systems and manage a caseload of students with complex needs, working independently to manage and prioritise their tasks.

Reporting Line

Reports to: Manager, Equitable Learning and Accessibility

Direct reports: NIL

Organisational Accountabilities

RMIT University is committed to the health, safety and wellbeing of its staff. RMIT and its staff must comply with a range of statutory requirements, including equal opportunity, occupational health and safety, privacy, and trade practice. RMIT also expects staff to comply with its policy and procedures, which relate to statutory requirements and our ways of working.

Appointees are accountable for completing training on these matters and ensuring their knowledge, and the knowledge of their staff, is up to date.

Key Accountabilities

Pre Enrolment and early support for students and families:

- Help students, in collaboration with their existing support network, transition from secondary schooling to RMIT Vocational Education, providing strategies and resources
- Work with TAFE and school teams to provide transition information and support, including disability inclusion and career support service information
- Aid students and families in navigating the enrolment process
- Educate students and families about their rights to Reasonable adjustments and provide expert advice on equitable assessments
- Organize pre-enrolment support meetings with necessary stakeholders to help students understand course capabilities and expectations

Post Enrolment case coordination of students:

- Develop and execute a 90 day transition plan with key supports and actions
- Support the students with developing an Equitable Learning Plan to provide reasonable adjustments to enable their equitable participation in their studies
- Support students with complex needs through case coordination, assessing requirements and referring to appropriate services
- Encourage students to develop self-management skills and independence using assistive technologies
- Facilitate and coordinate learning needs meetings with students and their course educator staff to support their reasonable adjustments

Support for Educators and Professional Staff:

- Provide professional development, presentations and consultations to educators about service and supports for students with disabilities
- Assist RMIT staff in implementing reasonable adjustments and equitable assessments for students
- Collaborate with RMITs other student support services (e.g. Ngarara Willim our Indigenous student support service) to tailor transition approaches

Stakeholder Collaboration and support:

- Participate in working groups and communities of practice RMIT or the external DTO Tafe Network establishes to support this program and students at RMIT
- Use critical thinking and negotiation to resolve complex issues with multiple stakeholders, ensuring successful outcomes
- Gather and report data on service quality and impact in line with RMIT and external requirements

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.
- Understanding of students with disability navigating increased complexities due to intersectional/ diverse circumstances or a background of trauma
- 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.
- Strong communication skills – including written and spoken communication.
- Strong interpersonal skills – especially in the context of engaging with a wide variety of stakeholders with competing priorities.
- Knowledge of Reasonable Adjustments in the context of tertiary education, the ability to solve problems independently, make decisions, and collaborate when necessary.
- 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 the RMIT to resolve matters associated with the student's transition.
- Ability to work autonomously with minimal supervision, taking carriage and responsibility of the work required to deliver the accountabilities of the position.
- Maintain an up-to-date understanding of policies and legislative frameworks pertaining to the rights and responsibilities of individuals identifying as having a disability.

Qualifications

A tertiary qualification in a relevant discipline with subsequent relevant professional experience, or an equivalent combination of education, training and/or experience.

Note: Appointment to this position is subject to passing a **Working with Children** check.

Child Safe Requirements:

- Demonstrated working knowledge and application of the Victorian Child Safe Standards and National Child Safe Principles.
- Demonstrated knowledge and application of appropriate behaviours when engaging with children, including children with a disability and from culturally and/or linguistically diverse background

Note: Appointment to this position is subject to passing a **Working with Children** and national Police Check

Applicants must hold Australian Citizenship, Permanent Residency or hold a valid work permit or visa for the fixed term period.

Endorsed:	Signature: (signature to be added post consultation) Name: Lara Rafferty Title: Associate Director, Equity and Inclusion Date:	Approved:	Signature: (signature to be added post consultation) Name: Dene Cicci Title: Executive Director, Students Date:
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