

## Position Description – Senior Coordinator, Equitable Learning

### Position Details

<b>Position Title:</b>	Senior Coordinator, Equitable Learning
<b>Position Number:</b>	50015669
<b>Portfolio:</b>	Education
<b>School/Group:</b>	Student
<b>Campus Location:</b>	Based at the City Campus but may be required to work and/or be based at other campuses of the University.
<b>Classification:</b>	HEW 8
<b>Employment Type:</b>	Continuing
<b>Time Fraction:</b>	1.0 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](http://rmit.edu.au/about)

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## 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

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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.

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### **Position Summary**

This position provides line management supervision, coaching and mentoring to the Equitable Learning Services (ELS) team of Advisors (approximately 8 FTE) and two casual alternative formatting staff. The team supports RMIT students with a disability develop Equitable Learning Plans with recommended reasonable adjustments to enable them to participate equitably in their study program.

The position ensures consistent quality of advice to students as well as to educator staff supporting students with disabilities and/or implementing reasonable adjustments. The role oversees a quality evaluation framework for the service, the case load allocation of complex students to Advisors, a task-based roster for the advisors, and the induction of new staff into the team. The role also drives the services continual improvement through regular supervision, team meetings, planning days and supports the team's involvement in project work as appropriate.

Additionally, this role develops and coordinates the University's response to urgent and/or multiple/complex support needs of students with disability. The role provides disability specialist advice and subject matter expertise on complex disability supports required by students. The role engages in this way at an individual student level; at an operational level and at a systemic level.

The role leads multi-disciplinary case coordination of ELS and other resources to deliver a holistic, strengths based, proactive response for students whose complex communication behaviours have resulted in an escalation to additional RMIT supports due to potential risk of harm to themselves or others.

This role provides expert advice to support the team of Advisors, university educators and other professional staff to respond/refer confidently and appropriately to escalated concerns about students within the bounds of their role.

At a systematic level, this position monitors and reviews complex cases that significantly impact on the staff and students of RMIT, in addition to monitoring the impact of the overall service. It does this by collecting data, analysing trends and patterns and reporting this through to line management with recommendations to improve student experience and build staff capability in the management of complex cases.

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### **Reporting Line**

Reports to: Manager, Equitable Learning and Accessibility

Direct reports: Up to 8 direct reports and general supervision of casual and contractor staff as required

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## 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.

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## Key Accountabilities

Service operations:

- Manage and develop the operational delivery of the Equitable Learning Service which includes, line management responsibilities, building team capability through coaching and mentoring, allocating staff resources and engagement in service innovation and projects.
- Manage and develop the team to ensure areas requiring specialist expertise are supported by the team, e.g. liaison with Aboriginal and Torres Strait Islander students, students with print disability and other high needs.
- Implement and oversee a quality evaluation framework to ensure quality of service provision and consistency, monitoring the quality and effectiveness of processes and systems.
- Enable and develop an effective collaborative team that positively influences inclusive practice across the wider RMIT community, delivering projects focused on continuous improvement needs and supports for teaching and professional staff.

Managing risk and student vulnerabilities:

- Oversee support provisions for students with complex and high support needs. This includes leading/facilitating multi-disciplinary case coordination and review meetings with key stakeholder staff, providing disability subject matter expertise, and supporting advisors develop allocated student management plans, evaluating and monitoring progress.
- Manage any complex student cases where they have been escalated to other professional teams and respond to informal complaints.

Strategic and external focus:

- Provide analysis of disability trends and patterns of ELS registered students across multiple platforms to support informed decisions; and provide reports and recommendations to line management for continuous improvement to university policies, processes, procedures and service operation. Add risk management focus for data collection/analysis.
- Establish, maintain and strengthen partnership and liaison with relevant internal and external stakeholders for service provision and innovation.
- Drive and lead cross functional collaboration with student service teams to improve practice across student learning, support, and services.
- Build RMIT's capacity in supporting students with disabilities. Develop, implement and review projects and initiatives to ensure disability legislative requirements and obligations are complied with and the university is always aiming for best practice in disability inclusion in education.
- Show commitment to continuous improvement beyond established perspectives, driving change and innovation within the service, e.g. through initiating, strengthening or participating in partnerships and liaison with relevant internal and external stakeholders and networks.
- Any other tasks and activities appropriate for the position as directed by the line management.

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## Key Selection Criteria

1. Demonstrated experience in leading and managing disability services, preferably within a dual sector

education environment.

2. Demonstrated experience leading a team that manages complex cases and coordinating the management of communication with all relevant stakeholders.
3. Excellent interpersonal and communication skills with the ability to foster a collaborative and effective team environment, that positively influences the wider RMIT teams and community.
4. Demonstrated capacity for analytical and conceptual thought in the development of new initiatives; in the diagnosis of problems; and in providing innovative and practical solutions.
5. Demonstrated strong interpersonal and resilience skills, with the ability to role model calmly responding to people under stress/ in distress and deescalate situations effectively.
6. Demonstrated high level written and verbal communication skills and report provision.
7. Demonstrated skills in building and maintaining productive relationships with a wide range of stakeholders and groups, employing clear decision-making skills and the ability to work both independently and in a cross disciplinary team environment.
8. Demonstrated understanding and commitment to diversity, inclusion and reconciliation.

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### Qualifications

A degree or a postgraduate qualification in a relevant discipline and/or significant relevant professional experience at a similar level.

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

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