



## Position Description – Disability Transition Officer

### Position Details

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| <b>Position Title:</b>    | Disability Transition Officer   |
| <b>College/Portfolio:</b> | Education   |
| <b>School/Group:</b>      | Students Group  |
| <b>Campus Location:</b>   | Based at the Melbourne CBD campus, however may be required to work and/or be based at other campuses of the University. |
| <b>Classification:</b>    | HEW 6   |
| <b>Employment Type:</b>   | Fixed term until December 2027  |
| <b>Time Fraction:</b>     | 0.8 FTE   |

### RMIT University

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RMIT is a multi-sector university of technology, design and enterprise. The University's mission is to help shape the world through research, innovation and engagement, and to create transformative experiences for students to prepare them for life and work. 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 three main campuses in Melbourne are located in the heart of the City, Brunswick, Bundoora and Point Cook, along with other Victorian locations. There are also two campuses in Vietnam (Hanoi and Ho Chi Minh City) and a centre in Barcelona, Spain. RMIT is a truly global university.

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

We are also committed to redefining our relationship in working with, and supporting, Indigenous 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.

## Why work at RMIT University

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Our people make everything at the University possible. We encourage new approaches to work and learning, stimulating change to drive positive impact. Find out more about working at RMIT University, what we stand for and why we are an Employer of Choice.

<https://www.rmit.edu.au/careers>

We want to attract those who will make a difference. View RMIT's impressive standings in university rankings.

<https://www.rmit.edu.au/about/facts-figures/reputation-and-rankings>

## College/Portfolio/Group

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### 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

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The role of the Disability Transition Officer is to provide one-to-one specialised and intensive support for students with disabilities transitioning from secondary school (including specialist schools and alternate education settings) to RMIT Vocational Education (VE). Working within a 'Team Around the Learner' framework this position is responsible for oversight of case-management of students throughout their first 90 days of enrolment. The role will partner with secondary schools to develop understanding of the TAFE environment and share transition best practice within the Victorian TAFE Network.

As part of the broader Student Equity and Inclusion group, the Disability Transition Officer will work alongside RMIT's Equitable Learning and Accessibility team and report directly to the Manager, Equitable Learning and Accessibility.

## Reporting Line

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Reports to: Manager, Equitable Learning and Accessibility

Direct reports: Nil

## Organisational Accountabilities

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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.

RMIT is committed to providing a safe environment for children and young people in our community. Read about our commitment and child safe practices. <https://www.rmit.edu.au/about/our-locations-and-facilities/facilities/safety-security/child-safety>.

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

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- Provide guidance to students, schools and care teams on navigating the transition from secondary school to RMIT Vocational Education, highlighting the distinctions between the two environments and offering strategies and resources to support the transition process.
- Proactively communicate and collaborate with relevant TAFE and School-based teams, including Disability Inclusion Officers, Youth Pathways, Transition Officers, Career Support and Wellbeing, to develop and provide information to support the transition process from secondary school to RMIT.
- Work with eligible students (and their families) to help them understand their rights regarding Reasonable Adjustment and how Reasonable Adjustments work in a TAFE context.
- Develop a plan for the student's first 90 days of transition, outlining supports and key actions to be undertaken during the period to make the transition easier, including initiating supports with the Equitable Learning Support Advisors.
- Facilitate wrap around support for prioritized, complex students transitioning to RMIT Vocational Education including student support group meetings prior to enrolment with the student, comprising where appropriate, allied health professionals, RMIT disability advisors, RMIT educator staff, and someone from the student's secondary school (if possible), to help students understand course capabilities, Reasonable Adjustments available and placement expectations.
- Support students and their families with understanding the enrolment process, providing clarity where they encounter difficulties.
- Work with RMIT's student support units as appropriate (for example Ngarara Willim, our Indigenous students service) to establish an approach for transition support where a student has made primary engagement with the other unit.
- Collaborate with other RMIT student services teams/external stakeholders to identify opportunities and implement strategies to provide broader awareness and understanding of the transition process and requirements, and differing expectations between the secondary school and the TAFE environment.
- Collect and maintain data relevant to evaluating the quality and impact of services delivered to students with a disclosed disability transitioning from senior secondary to RMIT Vocational Education and prepare activity and financial reports, in line with agreed TAFE Network program evaluation approach.
- Participate in, and contribute to a TAFE Network Disability Transition Officer Community of Practice.

**Key Selection Criteria**

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1. Demonstrated understanding of the experiences that young people with a disability, mental health and/or medical condition may have during educational and life transitions.
2. 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.
3. Strong communication skills – including written and spoken communication.
4. Strong interpersonal skills – especially in the context of engaging with a wide variety of stakeholders with competing priorities.
5. Knowledge of Reasonable Adjustments in the context of tertiary education, the ability to solve problems independently, make decisions, and collaborate when necessary.
6. 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 RMIT to problem solve matters associated with the student’s transition.
7. Ability to work autonomously with minimal supervision, taking carriage and responsibility of the work required to deliver the accountabilities of the position.
8. 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**

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A degree or a postgraduate qualification in a relevant discipline and/or relevant professional experience at a similar level; or a suitable, transferrable combination of relevant qualifications and experience.

**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 Check and other checks as required by the specific role. Maintaining a valid Working With Children Check is a condition of employment at RMIT.

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| <b>Endorsed:</b> | Signature:<br>Name: Lara Rafferty<br>Title: Associate Director, Equity and Inclusion<br>Date: | <b>Approved:</b> | Signature:<br>Name: Dene Cicci<br>Title: Executive Director, Students<br>Date: |
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