Position Description

Title: Disability Assessment Advisor  HEW Level: 8

Faculty/Office: Executive Director, Student Engagement and Registrar

Department/Team: Student Wellbeing

Date: June 2019

Position Purpose: To assess and case manage reasonable adjustments for students registered with a disability.

ORGANISATIONAL CONTEXT

The Office of the Executive Director, Student Engagement and Registrar (EDSER) is responsible for providing outstanding administration and support services to improve the student experience.

Student Wellbeing services focus on early intervention/prevention (information and advice), triage (assessment), interventions (treatment/adjustments), and where required, referral to internal and/or external providers.

Accessibility Support is provided to students with accessibility needs and/or health conditions to enable the provision of a virtual or physical, social and learning environment that complements and enhances their university experience on the same basis as other students, in an environment free from harassment and discrimination.

ORGANISATION CHART

[Diagram showing organizational structure including Director, Student Life, Associate Director, Student Wellbeing, Counseling Practice Coordinator, Senior Clinical Psychologist, Student Care & Trauma Lead, and Disability Support Lead.]
### KEY ACCOUNTABILITIES

- Assess and monitor reasonable adjustments for students with a disability that meet statutory requirements.
- Develop individual plans to implement the outcomes and recommendations of functional and other assessments and integrate these with the specific requirements of the University, faculty and relevant courses.
- Provide expert advice and support to faculty and office staff and other Wellbeing and Support Services staff on the implementation of reasonable adjustments, educational supports and plans.
- Review the effectiveness of and identify potential gaps in or improvements to appropriate, evidence based interventions for students with a disability.
- Provide training and coaching for Notetakers, Interpreters and Coaches that are providing support for students with a disability.
- Educate individuals and groups on biopsychosocial, health, participation and wellbeing issues.
- Identify the need for and refer clients to other relevant internal or external allied health or community services.
- Identify, evaluate, escalate and report on potential risks in relation to students with a disability.
- Supervise and/or mentor students and interns on placements if appropriate.
- Comply with relevant professional standards and codes of ethics and EEO and WHS regulations.
- Perform any other duties as required and as appropriate for the incumbent's level of competence.

### POSITION CONTEXT

<table>
<thead>
<tr>
<th>Reports to:</th>
<th>Disability Support Lead</th>
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<tbody>
<tr>
<td>Positions Reporting to:</td>
<td>Nil</td>
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<tr>
<td>Key Direct Clients:</td>
<td>MQ staff in general, MQ students</td>
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<tr>
<td>Other Key Relationships:</td>
<td>Particular staff members in other offices or departments, External providers</td>
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<td>Budget Accountability:</td>
<td>Nil</td>
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<td>Role-specific Conditions:</td>
<td>Working with children checks, Membership or registration with a relevant professional body related to disability or other allied health discipline</td>
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Problem solving

The incumbent uses their knowledge and experience to provide reasonable adjustments for students who have a disability in accordance with the Disability Discrimination Act (1992); and develop and implement new projects, programs, process improvements or initiatives within the faculty/office and/or contribute to new University-wide projects, programs, process improvements or initiatives.
## CAPABILITY FRAMEWORK

Capability Frameworks describe the behaviours, skills, attributes and experience required to successfully perform a position or group of similar positions.

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<tr>
<th>COMPETENCIES</th>
<th>ATTRIBUTES</th>
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<tbody>
<tr>
<td><strong>Planning and Execution</strong>: Managing time and resources to complete tasks and achieve objectives.</td>
<td><strong>Resilience</strong>: Dealing effectively with and recovering quickly from setbacks or pressure.</td>
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<tr>
<td><strong>Analysis and Judgement</strong>: Evaluating information and data to solve problems and make decisions.</td>
<td><strong>Accountability</strong>: Assuming responsibility for making decisions and delivering agreed outcomes.</td>
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<td><strong>Communication</strong>: Effectively grasping and conveying ideas and concepts to others.</td>
<td><strong>Integrity</strong>: Maintaining confidentiality, discretion and professionalism.</td>
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<td><strong>Service Focus</strong>: Making students, staff, key contacts and their needs a priority.</td>
<td><strong>Interpersonal Savvy</strong>: Recognising and responding appropriately to changing interpersonal situations and contexts.</td>
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<td><strong>Relationship Management</strong>: Establishing effective working relationships with others.</td>
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### REQUIRED KNOWLEDGE
Qualifications, technical and/or professional skills and information needed from day one for successful performance.

- Degree or equivalent experience in disability or related health discipline.
- Knowledge of clinical information management systems.
- Knowledge of relevant legislation and principles related to disability standards for higher education.
- Knowledge of best practice integrative client-centred case management services and interventions.
- Computer skills including Microsoft Office, internet and email.

### ACQUIRED KNOWLEDGE
Organisational and/or professional skills and information to be developed within the first 3 to 6 months in the role for successful performance.

- Knowledge of Student Wellbeing’s functions and structure.
- Knowledge of Student Wellbeing’s policies, systems, processes and procedures.
- Knowledge of the supports and services available on campus and in the wider community that can be used to optimise students performance.
- Knowledge of University policies, systems, processes and procedures and how to adapt these at the faculty/office level.
- Knowledge of how the University works and how relevant functions across the University interrelate.

### KEY EXPERIENCES
Practical experiences and exposure to specific environments or activities related to successful performance.

- Coordinating services and providing support to clients with disabilities.
- Providing support to diverse youth, adult, CALD and indigenous populations.
- Identifying and referring clinical scenarios where an individual or group is identified as at risk.
- Working as part of a multidisciplinary team.
- Participation in case management service delivery.
- Coordinating and allocating educational services and/or resources.