

## STATEMENT OF DUTIES – August 2016

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| <b>Title</b>                 | Disability Liaison Officer   |
| <b>Number</b>                | Generic  |
| <b>Department</b>            | Education Services   |
| <b>Section</b>               | Student Experience & Compliance Unit   |
| <b>Team</b>                  | Student and Teacher Support  |
| <b>Supervisor</b>            | Manager Student and Teacher Support  |
| <b>Award/Agreement</b>       | Tasmanian State Service Award  |
| <b>Classification</b>        | General Stream Band 6  |
| <b>Employment Conditions</b> | Permanent or fixed-term, full-time or part-time, up to 73.5 hours per fortnight, 52 weeks per year including 4 weeks annual leave or appropriate pro rata leave entitlements if part time. |
| <b>Location</b>              | South, North, North West   |

### The Role

To liaise with enrolled students, prospective students with disabilities and staff to ensure that students' needs are understood, communicated effectively and dealt with by teaching programs within Australian Quality Training Framework (AQTF) standards and the Student Access and Equity Policy.

### Level of Responsibility/ Direction and Supervision

Responsible for providing a quality service using available resources, assisting in policy development and providing advice and training to staff.

The occupant will receive general direction from the supervisor, and within this framework is expected to exercise initiative, judgement and discretion.

### Primary Duties

1. To analyse the needs of students with disabilities and provide a Learning Access Plan, with appropriate detail about how the disability may impact on engagement in the education/training program.
2. Liaise with staff in delivery programs to provide appropriate support and accommodation, particularly in relation to adaptive strategies and assistive technologies.
3. To provide prospective and current students with appropriate career and course counselling, ongoing support and communication with their teachers, parents/carers and welfare workers, as appropriate, to address learning barriers. This includes liaising with students/parents/carers to forecast projected needs and plan for contingencies to facilitate access to classes.

4. To roster and supervise support staff and participate in priority allocation for the budgeting process and take responsibility for effective financial management of allocations.
5. To organise and conduct training programs for staff and assist teaching staff to develop useful and creative responses in relation to training delivery and assessment for students who have a disability or multiple disabilities.
6. Liaise with other agencies, industries and organisations to co-ordinate arrangements for students with disabilities in providing services and assistive technology. Close monitoring of student progress through the broader Student Support network.
7. To represent the organisation on internal and external committees related to the needs of students with disabilities, including case management conferences when required.
8. Provide policy advice and promote the establishment of suitable mechanisms which provides feedback on matters relating to the requirements of staff and students with disabilities.
9. Perform other duties as envisaged by the assigned classification under the relevant industrial award or agreement and in accordance with the skills, competence and training of the occupant.

## Selection Criteria

Employment in the State Service is governed by the *State Service Act 2000* and employment decisions must be based on merit. A decision relating to appointment or promotion is based on merit if:

- an assessment is made of the relative suitability of the candidates for the duties; and
- the assessment is based on the relationship between the candidates' work-related qualities and the work related qualities genuinely required for the performance of the duties; and
- the assessment focuses on the relative capacity of the candidates to achieve outcomes related to the duties; and
- the assessment is the primary consideration in making the decision.

Work-related qualities might include; skills and abilities; qualifications, training and competencies; standard of work performance; capacity to produce required outcomes; relevant personal qualities; and demonstrated potential for future development.

The following specific selection criteria must be addressed by candidates in this context. The nominated role and duties contained in this statement of duties must also be used to assist in the interpretation of these selection criteria.

1. An understanding of the needs and constraints experienced by a broad range of people with a disability. Established proficiency, expertise and knowledge of a wide range of disabilities and how they impact on engagement in education and training programs.
2. Demonstrated knowledge and skill in areas including:
  - adaptive strategies
  - assistive technologies
  - counselling
  - mediation
  - advocacy
  - career guidance
  - staff consultancy
3. Extensive experience and knowledge of educational and training organisations, types of courses and access to courses.

4. Demonstrated high level interpersonal skills with the ability to relate to students with a high degree of sensitivity and to staff in a professional, cooperative manner.
5. Highly developed skills in liaising with a broad range of stakeholders including students, external agencies, vocational teaching teams and the broader Student Support network to develop a collaborative, flexible and responsive Individual Learning Plan.
6. Demonstrated understanding of legislative framework and standards applying to students and potential students with disabilities enrolled or seeking to enrol.

## Requirements

**Essential** A person is to provide evidence that they are vaccinated against COVID-19 or have an approved exemption.

A person is vaccinated against COVID-19 if the person has received all of the doses of a vaccine for COVID-19, necessary for the person to be issued with a vaccination certificate in respect of COVID-19 by the Australian Immunisation Register, or an equivalent document from a jurisdiction outside of Australia.

A person may be granted an exemption from providing evidence that they are vaccinated against the disease where the person demonstrates –

### I. Medical contraindication

A person is unable to be vaccinated against the disease due to a medical contraindication if they:

a) provide evidence in a form provided and accepted by the Head of Agency from a medical practitioner (as defined by the Australian Immunisation Register as a medical practitioner [who can grant a medical exemption](#)) which certifies that the person has a medical contraindication that prevents them from being vaccinated against the disease.

Or

b) have a medical exemption, that applies to the vaccinations for the disease, that has been recorded on the Australian Immunisation Register, operated by or on behalf of the Commonwealth Government.

Demonstrated to the satisfaction of the Head of Agency.

- The **Registration to Work with Vulnerable People Act 2013** requires persons undertaking work in a regulated activity to be registered. A regulated activity is a child related service or activity defined in the Registration to Work with Vulnerable People Regulations 2014. This registration must remain current and valid at all times whilst employed in this role and the status of this may be checked at any time during employment.

Current Registration to Work with Vulnerable People

- Desirable**
- Experience in a vocational and education training environment.
  - Appropriate tertiary qualification (e.g. Education, Special Education, Health Sciences, Allied Health Professionals)

## Working within TasTAFE

TasTAFE is a Statutory Authority and Tasmania's largest publicly owned registered training organisation. As the highest volume training provider in Tasmania, TasTAFE services the needs of industry, individual

VET students as well as year 11 and 12 students in conjunction with the state's network of senior secondary colleges.

TasTAFE plays a vital role in improving the economic performance of Tasmania particularly in participation and productivity levels. The organisation caters for the needs of:

- Tasmanian adults seeking to improve vocational and further education qualifications
- Tasmanian businesses and their employees, including trainees and apprentices
- Tasmanian community groups and networks who support the disadvantaged and disengaged
- Those in rural and remote areas of Tasmania seeking access to VET services.

Employees within TasTAFE are required to:

- Support the establishment and ongoing development of TasTAFE
- Have a good understanding of the organisation's strategic intent and a commitment to TasTAFE's vision, mission and values
- Actively promote and support the achievement of the TasTAFE corporate plan.

### **Work Health and Safety**

In accordance with the *Work Health and Safety Act 2012* (the Act) all employees, whilst at work, are expected to participate in maintaining safe working conditions and practices, and take reasonable care for their own health and safety, ensuring their actions do not adversely affect the health and safety of others. All employees are expected to comply with any reasonable instructions given by TasTAFE to ensure compliance with the Act; and cooperate with TasTAFE Work Health and Safety Policies, Procedures and Guidelines.

### **Information and Records Management**

All employees are responsible and accountable to:

- Create records according to the business needs and business processes of their business unit or section that adequately document the business activities in which they take part.
- Register documents in an approved Business Information Management System.
- Access information for legitimate work purposes only.

All employees must not:

- Destroy delete or alter records without proper authority; or
- Remove information, documents or records from the organisation without permission.

### **Working Relationships**

This role operates within the context of a connected and networked TasTAFE.

### **State Service Principles and Code of Conduct**

Employment in the State Service is governed by the *State Service Act 2000*. All employees are responsible for ensuring that the standards of behaviour and conduct specified in the State Service Principles and Code of Conduct are adhered to. All employees are expected to act ethically and with integrity in the undertaking of their duties. Employees who breach the code of conduct may have sanctions imposed.

The State Service Principles and Code of Conduct are contained in the *State Service Act 2000* and can be found on the State Service Management Office website at

<http://www.dpac.tas.gov.au/divisions/ssmo> together with Employment Direction No. 2 *State Service Principles*. All employees must read these and ensure they understand their responsibilities.

All employees are expected to utilise information management systems in a responsible manner in line with the DoE Condition of Use policy statement located at [Department of Education: Information technology policies](#)

State Government workplaces and vehicles are non smoking environments.

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**Category/funding/restrictions:**

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**Office use only:**

**APPROVED BY HRM DELEGATE:**

Instrument to Vary Establishment:

Date Duties and Selection Criteria Last Reviewed: 11/16 - CL

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