

POSITION DESCRIPTION

<u>Position Title:</u>	Student Support Officer
<u>Classification:</u>	Social and Community Services Employee - Level 2
<u>Department/Program:</u>	Inclusion Training
<u>Report to:</u>	Team Leader
<u>Location:</u>	Supports will be undertaken in the classroom and in the community
Issued:	3/11/2021

I have read, understand and accept this position description. I agree to notify my supervisor immediately of any change in my capacity to meet the requirements. I also agree to inform my supervisor if any of the following requirements change:

- drivers license status (if applicable)
- NDIS worker screening check
- the capacity to fulfil the inherent requirements of the role

Employee's Name:

Employee's Signature:

Date:

SALARY

The classification applicable to the position is Level 2 in accordance with the Social, Community, Home Care & Disability Services Industry Award 2010

POSITION OBJECTIVE

The Student Support Officer is a direct support professional operating in an educational context. The position exists to assist the Trainer & Assessor and members of the Inclusion Training Team to deliver quality education programs that meet the individual needs of each student. This is achieved by assisting students to attain a valued identity as a member of the class learning cohort within a registered training organisation.

Under the supervision of the Trainer & Assessor, the Student Support Officer will be directed to provide support to students engaging in planned classroom activities that focus on developing life skills, improving literacy, numeracy and employability outcomes. The role requires the Student Support Officer to provide personal care and support to students in a manner which promotes the independence and dignity of the person during classes, in breaks between classes and potentially whilst engaging in community-based activities.

Integrity

“To consistently act on sound moral principles”

We will act with integrity by:

- Being respectful
- Doing what we say we'll do and being open about how we do it
- Being honest about what we can and cannot achieve
- Acting in a manner that is deserving of your trust
- Having skilled, competent and professional employees

Potential

“The inherent ability or capacity for growth”

We will see the potential of all persons by:

- Believing that everyone has the potential to keep achieving more
- Ensuring that everyone has equal opportunities for development
- Understanding that overcoming obstacles is a necessary part of the journey to success

Individuality

“A single person regarded as a unique personality, distinguished from others by special qualities”

We will embrace individuality by:

- Acknowledging uniqueness and accepting differences in a non-judgemental manner
- Using a person-centred approach to meet the unique needs of each person
- Supporting people to make choices that build the lives they want
- Working with people in unique and personalised ways
- Respecting individual and family customs, practices, beliefs, traditions and heritage

Relationships

“A significant connection existing between people and communities”

We will foster relationships by:

- Being honest with each other
- Supporting and encouraging each other
- Connecting people with their community and nurturing new relationships
- Working together to solve problems
- Listening to each other to achieve mutual understanding
- Strongly believing that together people create better lives

KEY RESULT AREA - Student Support

Key Responsibilities and Duties	Key Performance Indicators (KPI's)
<p>Student support</p> <ul style="list-style-type: none"> ● Working knowledge of person-centred approach to supporting a person with a disability ● Recognise and promote the dignity, independence, choices, rights and responsibilities of each student, being mindful of dignity of risk and duty of care ● Assist students with personal care, daily tasks and carrying out other activities as required ● Assist in the implementation of daily programs and/or activities under the direction of the Trainer & Assessor ● Create learning materials and resources to support activities in the classroom ● Work with students to support their learning ● Being fluid and flexible in a campus environment and community setting ● Support students' physical and emotional needs and provide support to be socially and physically included in the classroom and their local community ● Provide support to students ensuring rights, choices and personal decision-making are in accordance with the Disability Act 2006 & the Quality and Safeguards Commission guidelines ● Work in consultation with the Trainers and Team Leaders to provide appropriate support for students, ● Provide other supports including: <ul style="list-style-type: none"> ▪ attending to personal care and hygiene needs ▪ performing manual handling related to the transferring of people we support ▪ providing assistance with meals ▪ assisting with communication ▪ assisting with mobility ▪ other support as required 	<ul style="list-style-type: none"> ● Develops an appropriate supportive working relationship with each student supported ● Gains the confidence, trust and respect of each student supported ● Recognises and promotes the importance of dignity and the rights of each student they support ● Demonstrates an understanding and application of 'duty of care' for each student supported and exercises judgement with sensitive matters ● Provides support in line with all other aspects of the disability service standards and the organisation's mission and values ● Assigned tasks carried out in a professional and ethical manner and in accordance with the Code of Conduct, Disability Act, 2006 & the Quality and Safeguards Commission guidelines ● Demonstrates appropriate independent judgement relating to students' needs within the classroom setting and as required in the community ● Classroom and common areas maintained in a clean and tidy state ● Responds appropriately to emergency situations ● Demonstrates a proactive and solution-focused approach ● All requests followed up and actioned in a timely manner and to the satisfaction of the Trainer & Assessor ● Follows routines and/or timetables and completes tasks on time
<p>Communication with students and stakeholders</p> <ul style="list-style-type: none"> ● Liaise with families, carers, advocates and other service providers, as required ● Communicate significant issues to the Trainer you are working with ● Foster positive working relationships with all colleagues and stakeholders 	<p style="text-align: center;">Key Performance Indicators (KPI's)</p> <ul style="list-style-type: none"> ● Achieves a positive relationship with each person supported using appropriate communication tools ● Ensure effective communication channels with all stakeholder ● Feedback from all stakeholders is positive and complimentary ● Low level of complaints from stakeholders
<p>Administration</p> <ul style="list-style-type: none"> ● Complete all administrative and computer-related tasks associated with the position accurately and promptly, in line with the organisation's quality management system ● Ensure the following is completed in the timeframe required and through the appropriate Inclusion Training team member: <ul style="list-style-type: none"> ○ goal monitoring notes, communication & administration of medication records where appropriate ○ all quality forms, in particular timesheets, stakeholder feedback sheets, incident reporting, register of injuries, all other administration and documentation as required or as requested. 	<p style="text-align: center;">Key Performance Indicators (KPI's)</p> <ul style="list-style-type: none"> ● Administrative duties completed in the timeframe allocated ● NDIS compliance notes only include relevant & factual information ● Communication (written and verbal) is appropriate, respectful and professional ● Provides relevant, clear and factual written information in reports

KEY RESULT AREA - Student Support (Continued)

Key Responsibilities and Duties	Key Performance Indicators (KPI's)
<p>Professional Development</p> <ul style="list-style-type: none"> • Participate in relevant Professional Development to maintain and increase professional competencies • Attend scheduled staff training, meetings & other meetings as required 	<ul style="list-style-type: none"> • Attendance at relevant training • Maintain Industry currency by attending PD sessions • Attend daily Team briefings

KEY RESULT AREA – Organisational

Key Responsibilities and Duties	Key Performance Indicators (KPI's)
<ul style="list-style-type: none"> • Ensure that OH&S policies and procedures are strictly adhered to and report any injuries, safety hazards and risks to the Trainer & Assessor immediately • Maintain and promote a workplace free from discrimination and harassment of any kind and to follow the organisational grievance procedure to report any discriminatory or harassing behaviour 	<ul style="list-style-type: none"> • Reports accidents, incidents of non-compliance and potential hazards immediately to the Trainer/Team Leader or to the OH&S Committee Chair or any member • Workplace free from discrimination & harassment • Adheres to and complies with the OH&S Safety regulations • Takes reasonable care of the health and safety of self and others.

KEY RESULTS AREA – Our Team/ Customer Service

Key Responsibilities and Duties	Key Performance Indicators (KPI's)
<ul style="list-style-type: none"> • Perform duties in a trustworthy manner and accept personal responsibility for all actions • Attend and participate in relevant meetings • Contribute to the development of the Inclusion Training Team ensuring communication is positive and effective • Proactively supports other team members 	<ul style="list-style-type: none"> • Support key business functions of the organisation, ensuring a positive public image of Inclusion Melbourne is presented at all times • Models & provides excellent customer service to all stakeholders • Models high standards of teamwork • Openly supports and respects diversity within the team • Works with team members to assist in planning and in achievement of team timelines, goals and outcomes. • Able to articulate a comprehensive knowledge of all aspects of Inclusion Training's services • Communication with Team is positive and effective
<ul style="list-style-type: none"> • Participation in scheduled performance reviews 	<ul style="list-style-type: none"> • Performance review conducted in accordance with the relevant policy • Active participation in supervision meetings • Feedback is accepted in an open and receptive manner
<ul style="list-style-type: none"> • Demonstrate and uphold IM Values • Proactive Customer Service (internal & external) • Ensure effective communications with all stakeholders 	<ul style="list-style-type: none"> • Values of Inclusion Melbourne are incorporated into daily work practices • Excellent customer service to all stakeholder • Positive customer feedback • All communications are positive and effective • Displays a commitment to open communication

ORGANISATIONAL RELATIONSHIPS

Reports to:	Campus Team Leader
Supervision:	Nil
Internal Liaisons:	Inclusion Training staff Administration & finance staff
External Liaisons:	People we support and their families Family & carers Community members Service providers Members of the public

ACCOUNTABILITY

- Responsibility for reporting immediately to the Trainer any change in the student's well being
- Responsible for providing a high quality and reliable support in accordance with guidelines provided by the Trainer & Assessor
- Responsible for undertaking work in accordance with the Occupational Health and Safety guidelines
- Responsible for accurate and consistent recording of information on timesheets
- Submission of all paperwork, forms & timesheets by designated date and time
- Responsible for notifying the Trainer & Assessor immediately of any difficulties in performing duties during the day

EXTENT OF AUTHORITY, JUDGEMENT & DECISION MAKING

- Student Support Officer is instructed to carry out specific tasks within the classroom and in the community. These tasks are expected to be performed within defined time limits, however, some flexibility is provided to meet student's needs
- To work within the guidelines and direction of the Team Leader, Trainer & Assessor and Inclusion Training management
- To exercise professional judgement and discretion when faced with a range of situations and to manage the situation competently

KEY SELECTION CRITERIA

To be effective in this role, the incumbent must have or demonstrate:

Essential

- Compliance with the Victorian Government/Education Department Vaccination Mandate
- An ability to carry out the physical requirements of the role
- A genuine interest in, and commitment to Inclusion Melbourne's vision, mission and values of integrity, potential, individuality and relationships
- Knowledge, understanding and acceptance of the purpose of the organisation
- Well-developed interpersonal skills
- Demonstrated problem solving, planning and operational skills
- A flexible and effective approach to working within a team environment
- The ability to build rapport with a diverse range of people
- Excellent written and verbal communication skills
- Must have a smartphone (iPhone/Android) with capability to download & utilise software Application

Physical requirements

- Ability and willingness to do physically demanding work i.e. assisting with direct care
- Support in changing, dressing, lifting & transferring people we support
- Ability to push adults in wheelchairs
- To be physically and emotionally fit and have the ability to meet all of the requirements of the role

Desirable

- Relevant qualifications e.g. Certificate III in Individual Support/Disability
- Appropriate experience
- Experience in a Learning environment and community setting
- Understanding of people with disability
- Understanding of issues associated with the not for profit sector
- Experience and ability to work with volunteers and community members

QUALITY AND CONTINUOUS IMPROVEMENT

Inclusion Melbourne adopts a continuous improvement approach in all services provided to external and internal customers, and in all policies, processes and procedures. All staff members are required to display commitment to, and to participate in continuous improvement by constantly seeking to introduce efficiencies and economies in the performance of their duties as a contribution to ongoing productivity improvement.

PRIVACY, SECURITY & CONFIDENTIALITY

Inclusion Melbourne acknowledges and respects the privacy of individuals' and adheres to the Privacy Principles of the Health Records Act 2001; the Information Privacy Act 2000; the Commonwealth Privacy Act 1988 and the Australian Privacy Principles. These control the way Inclusion Melbourne collects, stores, uses and discloses personal information.

Staff will be expected to:

- Ensure information held regarding the people we support, employees and volunteers is stored securely
- Use or disclose personal information only for the purpose for which it was collected
- Take reasonable steps to protect personal information from; misuse, loss and unauthorised access, modification and disclosure
- Take reasonable steps to make sure that the personal information collected, used or disclosed is accurate
- Take reasonable steps to destroy or de-identify personal information that is no longer required for the purpose it was held

Inclusion Melbourne is committed to ensuring that the privacy and confidentiality of all people we support, staff, volunteers and business information is maintained by all associated with Inclusion Melbourne.

GENERAL INFORMATION

Training & Development

Inclusion Melbourne will provide training internally and externally to encourage employees at all levels to reach their potential. All employees are required to undertake any mandatory training courses offered at Inclusion Melbourne. Staff are also required to show others how the systems under their control operate.

Occupational Health, Welfare and Safety

The Board and management are totally committed to the development, implementation and maintenance of policies and procedures, which sustain a safe and healthy work environment.

Management recognises its duties and responsibilities under the Occupational Health and Safety Act 2004, and accepts accountability of the management of OHS programs and the resolution of health and safety issues.

All staff shall accept that they have a duty of care to protect not only their own Health and Safety, but also that of their fellow employees, participants, volunteers and the public. Staff are expected to participate with management in the continual improvement of workplace standards. All staff will assist with injury management initiatives and co-operate with Return to Work programs within the workplace.

Policies & Procedures

A comprehensive set of policies and procedures are available on Inclusion Melbourne's online quality portal SharePoint system. It is expected that all staff familiarise themselves with the organisation's policies and procedures.

Conditions of Employment

Terms and conditions of employment are in accordance with the Social, Community, Home Care & Disability Industry Award 2010 and the National Employment Standards (NES). A copy of the Award and the NES guidelines are available on Inclusion Melbourne's website. For further information refer to the Conditions of Employment policy.

Probationary Appointment

In accordance with the provisions of the Fair Work Act and Regulations, a six month probationary period will apply, to relevant positions.

Superannuation

Inclusion Melbourne will make superannuation contributions in accordance with its obligations under the Superannuation Guarantee (Administration) Act 1992. Employee contributions are optional.

Salary Packaging

Participation in Inclusion Melbourne's Salary Packaging and Employee Benefits Program is entirely optional for all employees. Inclusion Melbourne recommends that employees seek independent financial or taxation advice about salary packaging before commencement of packaging arrangements. Copies of salary packaging documentation will be provided to staff at the commencement of their employment, or on request at any time after commencement.

For further information please visit the website of our salary packaging provider AccessPay or contact AccessPay directly.

- Phone – 1300 133 697 (8am-6pm ACST Mon-Fri)
- Email – customerservice@accesspay.com.au
- Fax – 1300 361 498

Long Service Leave

Long Service Leave is provided for in the National Employment Standards (NES), the Long Service Leave Act 2018 and Inclusion Melbourne's Conditions of Employment policy.

Annual Leave

Annual Leave is provided for in the National Employment Standards (NES) and Inclusion Melbourne's Conditions of Employment policy.

Personal/Carer's Leave & Compassionate Leave

Personal/carer's leave and compassionate leave are provided for in the National Employment Standards (NES) and Inclusion Melbourne's Conditions of Employment policy.

Ceremonial Leave

An employee who is legitimately required by indigenous tradition to be absent from work for Aboriginal or Torres Strait Islander ceremonial purposes will be entitled to up to 10 working days unpaid leave in any one year, with the approval of the Chief Executive Officer. Further details refer Inclusion Melbourne's Conditions of Employment policy.

Parental Leave

Parental Leave is provided for in the National Employment Standards (NES) and Inclusion Melbourne's Parental Leave policy.

Purchase Additional Leave

Refer Conditions of Employment policy and the Additional Leave Purchase Employee Information Booklet.

Designated Breaks

It is a long established custom and practice of Inclusion Melbourne (and prior to that Gawith Villa) to close for business over the Christmas/New Year period and during designated staff professional development days. Staff should discuss specific work requirements with their manager. A calendar will be developed for each business unit and will be distributed to staff each year, identifying dates of service closure and public holidays.

Termination of Appointment

Notice of termination is provided for in the NES. The notice of termination required to be given by an employee is the same as that required of an employer except that there is no requirement on the employee to give additional notice based on the age of the employee concerned. If an employee fails to give the required notice the employer may withhold from any monies due to the employee on termination under the award or the NES, an amount in respect of the period of notice required by this clause less any period of notice actually given by the employee. The period of notice is as follows:

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|---|---------|
| • 1 year or less | 1 week |
| • 1 year and up to the completion of 3 years | 2 weeks |
| • 3 years and up to the completion of 5 years | 3 weeks |
| • 5 years and over | 4 weeks |

In addition, employees over 45 years of age at the time of the giving of notice with not less than two years continuous service are entitled to an additional week's notice.

Right to Work in Australia

You must either be an Australian citizen; or have permanent residence status; or have an appropriate visa issued by the Department of Immigration and Citizenship that entitles you to work in Australia.

Smoke Free Work Place

The organisation has a "No smoking" policy in all Inclusion Melbourne buildings. Smoking is also prohibited in organisational vehicles.

Criminal Record Check

A criminal records police check must be undertaken prior to employment for all persons who are the preferred applicants for all positions. An unsatisfactory assessment may result in the applicant not being appointed. Appointment is subject to a satisfactory police check. An applicant who refuses to complete the appropriate forms will not be appointed.

Mandatory Vaccination Requirement

It is a condition of employment that employees comply with the Victorian Public Health Order relating to mandatory vaccination. Evidence of vaccination (or relevant medical exemption) is required.

Other Employment or Conflict Of Interest

During your employment with Inclusion Melbourne, you must not, without the Chief Executive Officer's prior consent, undertake any appointment, position, work or other employment (whether paid or unpaid), that:

- results in you competing with Inclusion Melbourne
- (e.g. enter into a private arrangement with a family with whom you have come into contact with via Inclusion Melbourne);
- results in you using confidential information
- (e.g. client contact details) for competitive purpose or personal gain;
- otherwise adversely affects Inclusion Melbourne; or
- Affects the performance of your duties to Inclusion Melbourne.

This consent will not be reasonably withheld; Inclusion Melbourne acknowledges that part-time and casual staff are likely to hold positions with multiple employers.

Return of Documents & Property

Upon the termination of your employment with Inclusion Melbourne, or at any time on the request of Inclusion Melbourne, you will immediately deliver up to Inclusion Melbourne, all documents which were prepared by or on behalf of Inclusion Melbourne, or which belong to any client or customer of Inclusion Melbourne, and which are in your care, custody, or control, and all other property belonging to Inclusion Melbourne.

Use of Private Vehicles for Work Related Activities

Where an employee is authorised to use his/her own vehicle for work related activities, a mileage allowance is paid in accordance with the Award. Persons using their own vehicle for work related purposes are strongly encouraged to take out motor vehicle insurance cover and to inform their insurer of the work related nature of the vehicle usage.

Risk Management

All staff have a responsibility to understand and observe the Risk Management Policy and related procedures in accordance with training and instruction given, and to report any risk to their immediate supervisor. Risks that affect the organisation may result from property damage, unethical or fraudulent behaviour or illness and injury to people.

Equal Opportunity & Diversity

All appointments will be made in conformance with the spirit and intent of the Equal Opportunity and Anti-Discrimination legislation. Inclusion Melbourne is committed to maintaining a diverse workforce that reflects the diverse needs of the people we support. Inclusion Melbourne is an equal opportunity employer and encourages applications from people with a disability, and from culturally and linguistically diverse backgrounds including Aboriginal and Torres Strait Islanders, and the LGBTIQ community.