

## JOB DESCRIPTION

### Coordinator Student Support Services

<b>Level:</b>	Level 4
<b>Position Number:</b>	40000437
<b>Location:</b>	Geraldton
<b>FTE:</b>	1.0
<b>Division:</b>	Client Experience
<b>Branch:</b>	Student Support Services
<b>Agreement:</b>	Public Sector CSA Agreement 2024 (and subsequent agreement/s)
<b>Award:</b>	Government Officers' Salaries Allowances and Conditions Award 1989

## ABOUT THIS POSITION

The Coordinator Student Support Services supports the educational, personal and social development of students to maximise their participation and success in training while at CRTAFE. This role includes coordinating the delivery of services for Aboriginal people, youth and people with disabilities; working with individuals and groups of students; working closely with lecturing and support staff; and establishing and utilising contacts with other service providers. The Coordinator also liaises with members of the Marketing team to support events such as, but not confined to, Graduation, Reconciliation and NAIDOC.

## POSITION'S RELATIONSHIPS

### THIS POSITION REPORTS TO:

Manager Student Support Services	Geraldton	Level 7
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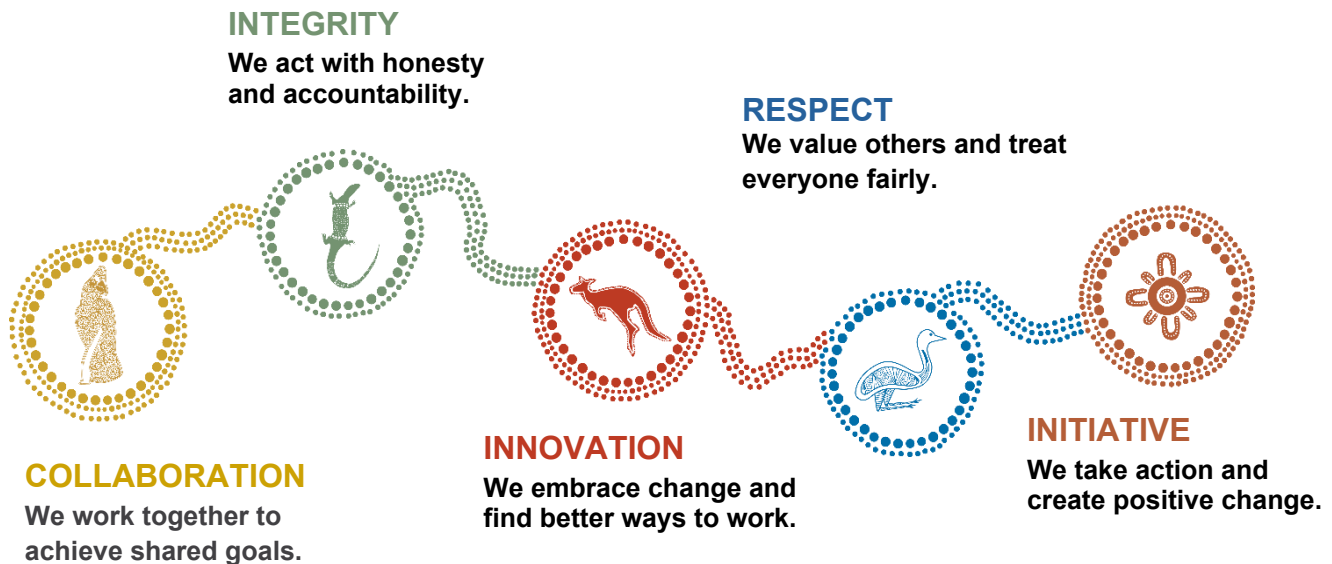
### OTHER POSITIONS REPORTING TO ABOVE POSITION:

Team Leader Marketing	Northam	Level 5
Coordinator Aboriginal Student Support	Geraldton	Level 4
Coordinator Student Support Services	Kalgoorlie	Level 4
Coordinator Student Support Services	Northam	Level 4
Administrative Assistant	Geraldton	Level 2

### OFFICERS UNDER DIRECT RESPONSIBILITY:

Access & Equity Support Officer	Geraldton	Level 2
Student Support Officer x 2	Geraldton	Level 1

## OUR VALUES



## KEY ROLE INFORMATION

### KEY RESPONSIBILITIES OF THE POSITION:

- Provides advice, support and information about training and careers to assist students to access and participate in training at CRTAFE. This may include secondary school students.
- Coordinates strategies and actions that assist students to remain engaged in and gain successful outcomes from training, including where students require additional support or services.
- Provides advice and support to other staff on effectively supporting students and regarding the availability of services internally and externally.
- In consultation with the Manager Student Support Services, implements and coordinates student mentoring, or other “in-class” support services.
- Maintains relationships with relevant external service providers to ensure the College has access to important services to support students in specialised areas; initiates referrals or assists students to access external service providers where necessary.
- In consultation with the Manager Student Support Services, identifies and implements awareness raising and professional development for staff relevant to the area of responsibility.
- Monitors issues and developments relating to student support and uses this information to inform and improve College services.
- Supports the Manager Student Support Services to implement and promote policies and procedures that relate to student support and welfare, e.g. Duty of Care for

Minors; procedures relating to student behaviour; and procedures relating to student wellbeing, health and safety.

- Assists with key student-centred activities including enrolments; graduation and award events; promotional and marketing events aimed at promoting access to and participation in training; careers and information events.
- Organises and conducts student induction programs; face to face, online or by telephone as needed.
- Coordinates provision of relevant information to parents/guardians as needed and ensures procedures relating to collection of information from parents/guardians of minors (under 18-year-olds) are carried out as required by College policy.
- In consultation with the Manager Student Support Services (and Events & Communications Officer), organises and promotes the College's community and industry scholarships program and Major Awards process, including sourcing sponsorship, selection of recipients and organising presentation events as needed.
- Undertakes administrative, budget management and records keeping responsibilities associated with this position, utilising student information systems, in accordance with College policies, privacy and compliance requirements.
- Commits to contributing to the Student Support Services team as a willing and adaptable team member.

## SELECTION CRITERIA

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The selection process includes assessing applications against the responsibilities and the role specific requirements of the position, within the context of Leading Others and the ability to demonstrate and apply the expected leadership behaviours.

### ESSENTIAL:

- Experience in providing advice, mentoring, or case management to individuals in an education, training, or community setting.
- Well-developed verbal and written communication and interpersonal skills, including experience in presenting information to individuals, groups and stakeholders.
- Well-developed organisational, problem-solving, analytical, and planning skills.
- Ability to identify, lead and implement change to achieve efficiency and/or quality improvements.
- High level computing skills, including a working knowledge and understanding of information systems and record management.
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### DESIRABLE:

- A relevant vocational or tertiary qualification (e.g. career development, education support, counselling, community services, youth work or social work).

## OTHER REQUIREMENTS

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- May be required to work from any College campus.
- Possession of a current Working with Children Check.
- Possession of a C or C-A Class Driver's Licence.

## CERTIFICATION

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The details contained in the document are an accurate statement of the position's responsibilities and requirements.



Karen Watts  
A/Managing Director

25 March 2026

## LEADERSHIP CONTEXT

We believe all our people are leaders irrespective of their role. We consider this as critical to our success and, to support this, we have adopted [Leadership Expectations](#) which provides a common understanding of the mindsets and expected behaviours required of all our employees and the public sector.

THE LEADERSHIP CONTEXT FOR THIS ROLE IS: LEADING OTHERS.

Leadership Expectations provide a clear understanding of expected leadership behaviours for all public sector employees in different contexts. The expected behaviours (see below) should be demonstrated in the context of Leading Others for this position.

<b>Lead collectively</b>	You work proactively to create shared thinking and understanding across your team. You accept responsibility for contributing to the collective strategy of the College and adopt a perspective that embraces all those you lead.
<b>Think through complexity</b>	You think critically and strategically to solve problems and enhance effectiveness across your team.
<b>Dynamically sense the environment</b>	You adapt your approach to changes in the work environment that affect or may impact the ability of your team or work group to deliver outcomes. You seek to understand the root cause of problems by investigating multiple sources of information.
<b>Deliver on high leverage areas</b>	You identify and understand the competing priorities of your work area, prioritising essential tasks and adjusting as appropriate. You assign tasks and delegate appropriately.
<b>Build capability</b>	You contribute to the development of those in your team or work area by understanding their current capabilities and striving to develop them further.
<b>Embody the spirit of public service</b>	You ensure your work practices and those of your team or work area are in accordance with the policies and procedures of the College. You lead by example, promoting and role modelling behaviours and respect for others in all aspects of your work.
<b>Lead adaptively</b>	You are continually learning and adapting your personal style and approach to be effective in the changing work environment.

The Government of Western Australia acknowledges the traditional custodians throughout Western Australia and their continuing connection to the land, waters, and community. We pay our respects to all members of the Aboriginal communities and their cultures, and to Elders both past and present.