



Youth Transition Coordinator

School of Special Educational Needs: Behaviour and Engagement

Position number	Generic
Agreement	Department of Education (School Support Officers) CSA Agreement 2019 or as replaced
Classification	Level 4
Reports to	Senior Youth Transition Coordinator (Level 5)
Direct reports	Nil

Context

The Statewide Services Division is responsible for the central portfolios that deliver support services to students and schools across the State to improve educational outcomes for all students. This includes closely collaborating with regions to ensure there is a state-wide integration of support to schools and students delivered through regional networks, providing policy advice, allocating resources, and monitoring programs and services to ensure high standards.

The School of Special Educational Needs: Behaviour and Engagement has responsibility and oversight for the delivery and monitoring of services and support for students with extreme, complex and challenging behaviours across the public school system. Services are delivered by SSEN:BE staff in Engagement Centres located in each education region throughout the state and from Statewide Service based in Padbury.

The Midland Learning Academy is also part of SSEN:BE and is a small school model for highly disengaged students who are no longer participating in, and are unlikely to re-engage in mainstream schooling.

SSEN: BE coordinates a continuum of support with schools for students through a *Request for Assistance* process. Requests are prioritised based on the identified needs of schools and students.

This continuum of support may include:

- Professional learning to support school staff with student engagement and behaviour. Professional learning may be facilitated from Engagement Centre staff or from the Classroom Management Strategies (CMS) and WA Positive Behaviour Support (WA PBS) team

- Consultative support for schools needing additional assistance with planning for those students with very complex needs
- Direct support for school staff to assist with plan implementation and/or direct support to students as part of a planned intervention. An Intervention Plan developed in collaboration with school staff outlines the outcomes for student support.

Further context about the School of Special Educational Needs: Behaviour and Engagement is available on [Schools Online](#).

Visit education.wa.edu.au to find out more information about the Department of Education.

Key responsibilities

- Provide individualised case coordination for 10 to 18 year old students transitioning to a range of education, training and employment options, including referral to support services.
- Provide support and advice to students and broker access to other providers, including appropriate local youth and counselling service.
- Actively participate in multidisciplinary team meetings and with key stakeholders as appropriate, including the provision of information and consultancy advice as required.
- Research, develop, implement and monitor high quality transition plans for young people to access appropriate pathways to a range of education, training and employment options.
- Develop and maintain an effective network of youth, employment, education and training services relevant to young people in the locality.
- Maintain a record system, analyse data and prepare information to develop and monitor plans.

Selection criteria

1. Demonstrated knowledge and understanding of youth, education and training services, particularly in relation to at risk 10 to 18 year olds.
2. Demonstrated well developed conceptual and analytical skills, including the ability to identify and clarify issues and problems and generate strategies to address them.
3. Demonstrated well developed organisational skills with the ability to prioritise tasks to meet deadlines and work autonomously and collaboratively within a team environment.
4. Demonstrated skills and experience in working with individuals or small groups of students experiencing difficulties.
5. Demonstrated well developed oral, written and interpersonal communication skills with the ability to establish and maintain effective working relationships, negotiate and resolve conflict.

Eligibility and training requirements

Employees will be required to:

- obtain a current Department of Education Criminal Record Clearance prior to commencement of employment
- obtain or hold a current Working with Children Check
- complete the Department's induction program within three months of commencement
- complete any training specific to this role required by Departmental policy
- complete the Department's training in Accountable and Ethical Decision-Making within six months of appointment.

Certification

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

ENDORSED

Date 7 May 2021
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