

JOB DESCRIPTION

Access & Equity Support Officer

Level:	Level 2
Position Number:	40000440
Location:	Geraldton
FTE:	1.0
Division:	Client Experience
Branch:	Student Support Services
Agreement:	Public Sector CSA Agreement 2024 (and subsequent agreement/s)
Award:	Government Officers' Salaries Allowances and Conditions Award 1989

ABOUT THIS POSITION

The Access and Equity Support Officer identifies, establishes and implements a range of support strategies to assist people with disabilities as well as other equity groups to access and participate in college programs and services. This will be achieved in consultation with the student, members of the Student Services Team, Lecturers, other College staff, external community and agency representatives, family, carers and other support providers.

POSITION'S RELATIONSHIPS

THIS POSITION REPORTS TO:

Coordinator Student Support Services	Geraldton	Level 4
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OTHER POSITIONS REPORTING TO ABOVE POSITION:

Student Support Officer x 2	Geraldton	Level 1
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OFFICERS UNDER DIRECT RESPONSIBILITY:

NIL

OUR VALUES

INTEGRITY

We are genuine, honest, and apply high ethical standards.

RESPECT

We treat everyone fairly, valuing the difference between people, taking their preferences into consideration, and acknowledging the rights of others.



COLLABORATION

We work together as a team and communicate openly and honestly with each other. When one does well, we all do well.

INNOVATION

We have a 'can do attitude' and seek solutions that are imaginative, championing flexible thinking and approaches.

COURAGE

We respond to challenges, take appropriate risk and accept responsibility for our actions. We are resilient and positive and show trust in each other.

KEY ROLE INFORMATION

KEY RESPONSIBILITIES OF THE POSITION:

- Identifies and implements strategies to assist people with disabilities to access and participate in college programs and services, including utilisation of the Accessibility Learning System.
- Provides information and advice about education and training programs, College facilities such as the Pepperell Residential Village and College processes such as enrolments with students, their families and advocates.
- Liaises with College lecturers and staff, to ensure inclusive teaching strategies and adjustments are supported, and training opportunities for people with disability are available.
- Liaises with College staff to provide information about education and training opportunities to local agencies, community organisations and High Schools.
- In conjunction with the Manager Student Support Services promotes and represents the College.
- Liaises with the Manager Student Support Services, Coordinator Student Support Services and Lecturers to develop and implement induction programs and support plans for students with disability.
- Identifies, coordinates and liaises with the mentors who support students, including progress of student support plans.

- Liaises with the Business Data Analyst to maintain and monitor statistics on students with special needs, ensuring reports are available to inform planning of services.
- Provides input and assists Manager Student Support Services to prepare and review College Disability Access and Inclusion Plan, including providing information for annual College reports.
- Supports Manager Student Support Services by carrying out operational functions and contributing within the Student Support Services team.
- Promotes a safe and inclusive learning environment through a culturally responsive approach.

SELECTION CRITERIA

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

ESSENTIAL:

- Well-developed written and verbal communication skills.
- Good organisational skills including the ability to prioritise, self-manage work and work collaboratively within a team environment.
- Good interpersonal skills and the ability to communicate and interact with clients from diverse backgrounds.
- Demonstrated knowledge and understanding of the issues facing people with disabilities in employment, education and training.

DESIRABLE:

- Knowledge of relevant legislation, including the Disability Services Act.
- Understanding of and commitment to Equal Employment Opportunity principles, and Occupational Safety and Health practices.
- Working towards or hold a qualification relevant to the field.

OTHER REQUIREMENTS

- May be required to work from any College campus.
- Possession of a C or C-A Class Driver's Licence.
- Possession of a current Working with Children Check.
- A successful criminal record screening clearance (Nationally Coordinated Criminal History Check – Department of Education).

CERTIFICATION

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



Joanne Payne
Managing Director

30 June 2025

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: PERSONAL LEADERSHIP

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 Personal Leadership for this position.

Lead collectively	You acknowledge the relationship between your work and the value it contributes to your team. You understand the College's objectives and can express how your work relates and contributes to achieving operational excellence.
Think through complexity	You think through complexity by following set procedures and applying your knowledge, skills and experience to identify problems as they arise. You use information and analysis to initiate problem resolution and seek guidance as necessary.
Dynamically sense the environment	You engage in your work environment with a positive and open mind, acknowledging that your approach may not be the only effective approach. You seek to understand issues and problems before reacting and discuss them thoughtfully with your team.
Deliver on high leverage areas	You identify the tasks and priorities of your work that are in line with the priorities of your team. You reschedule and reprioritise your work on a daily basis with guidance if necessary to reflect changes in your team environment.
Build capability	You actively contribute to the development of your team's capability, ensuring you support your team members.
Embody the spirit of public service	You promote and show respect for the College in completing your tasks and recognise that your interactions and service delivery have a direct impact on the reputation of the College.
Lead adaptively	You are continually learning and adjusting your 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.