

DISABILITY TEACHER CONSULTANT

BRANCH/UNIT	Student Experience Group		
TEAM	Customer and Student Success–Support/ Disability & Access Services		
LOCATION	Negotiable		
CLASSIFICATION/GRADE/BAND	Special Program Coordinator		
POSITION NO.	TBA		
ANZSCO CODE	241511	PCAT CODE	1229192
TAFE Website	www.tafensw.edu.au		

1. ORGANISATIONAL ENVIRONMENT

TAFE NSW's purpose is to skill the workforce of the future. It is Australia's leading provider of vocational education and training with over 500,000 annual enrolments and a proud history for setting the benchmark for quality service. As the NSW public provider, it supports the NSW Government's priority to grow skills for the economy and jobs of tomorrow. Critically, TAFE NSW plays a vital role in providing vocational education in rural and regional NSW, and job training pathways for the most vulnerable in the community.

TAFE NSW offers the best of campus-based delivery as well as flexible, online and work-based learning. The TAFE NSW values of Customer First, Collaboration, Integrity and Excellence guide our team in strengthening communities, delivering world-class training for our students and producing job ready graduates for employers. The operating environment for TAFE NSW is dynamic as we leverage our scale, expertise, passion and reputation to meet the rapidly changing VET landscape.

TAFE NSW is committed to its students and customers and the role it plays in changing lives and opening up opportunities through learning.

2. POSITION PURPOSE

The Disability Teacher Consultant is responsible for establishing and coordinating specialist teaching and non-teaching support services for students with a disability together with performing teaching duties to achieve optimal student outcomes.

The role actively promotes access of students with disabilities to TAFE NSW courses maximising enrolments, participation, and completions in vocational education and training leading to successful achievement of student goals and employment for people with disabilities.

3. KEY ACCOUNTABILITIES

1. Perform direct teaching (216 hours per annum) and related activities to meet approved program requirements, including the delivery of professional development programs.
2. Assess the educational needs of students with disabilities enrolling in or planning to enrol in TAFE courses and ensure that orientation, access and mobility needs are met across a range of delivery modes and environments, including face to face, distance and online.
3. Counsel and advise students on educational facilities and specialist support available through TAFE NSW.
4. Coordinate the design and/or modification of inter-disciplinary programs within the TAFE system aimed at supporting students with a disability, including special education programs, individual tutorial assistance, educational interventions and the provision of assistive technologies and specialised equipment.
5. Provide support for TAFE teachers of students with disabilities advising on needs of the students, appropriate teaching methodologies, assessment/examination and curriculum delivery modifications to meet these needs.
6. Train educational and non-educational staff in inclusive, accessible teaching, learning and communication strategies and deliver Disability Awareness programs for staff and community groups.
7. Liaise with local community organisations, employers, government and non-government agencies, teachers, advocates, peak bodies and resource personnel to monitor students' needs and the appropriateness of access to TAFE facilities, services and programs including online learning platforms.
8. Recruit, select, train and mentor part-time teachers and specialist support staff, including assistants, interpreters, note-takers, and tutors supporting students with disabilities.
9. Liaise with internal and external stakeholders across learning locations and TAFE NSW sections to ensure effective support services for students with disabilities are maintained and industry/community needs are met.
10. Negotiate and maintain accurate individual education plans and associated records to support and monitor the progress of students with disabilities.
11. Attend meetings, seminars, workshops, working parties, in service training for professional development and to maintain currency in contemporary practices.
12. Develop and maintain a bank of suitable resource materials and information, including information about TAFE services, assistive technology and specialised equipment for use by students with disabilities.
13. Plan and monitor the efficient and effective acquisition and use of staff, accommodation, plant, equipment and consumable stores.
14. Demonstrate a genuine commitment to safety excellence and safety leadership. This includes setting health and safety expectations, results and behaviours with direct reports, providing a safe workplace and ways of working, and promoting and complying with safety systems and procedures.
15. Place the customer at the centre of all decision making.
16. Manage and develop a high performance team, aligned to the core values of integrity, collaboration, excellence and a customer first attitude, through effective leadership, support and feedback.
17. Collaborate with staff to ensure the development and regular review of meaningful individual performance development and review plans that are clearly aligned to strategic objectives and focused to develop the individual.

4. KEY CHALLENGES

- Establishing, building and maintaining productive relationships with a range of internal and external stakeholders to ensure needs of students with disability are met through the most appropriate strategies and resources.
- Coordinating work across a diverse range of activities including student and teacher support, direct teaching, advice, administration and staff training to meet TAFE NSW programs, courses and student needs.
- Keeping up to date with new and contemporary learning delivery modes, support strategies for students with disabilities and assistive technologies to ensure products and services are inclusive, accessible and culturally appropriate.
- Working in an online, any time enrolment learning environment and developing successful relationships with students with a disability and their support networks across NSW.

5. KEY RELATIONSHIPS

WHO	WHY
Internal	
Manager Disability & Access Services (Direct Manager)	<ul style="list-style-type: none"> • Receive leadership, advice and support.
Direct Reports – contingent resources	<ul style="list-style-type: none"> • Provide leadership, advice and support.
Broader Customer & Student Success support services specialists, teams and administration staff	<ul style="list-style-type: none"> • Share and collaborate on delivering effective disability teaching and support services.
TAFE NSW teaching sections, program leads and related support staff	<ul style="list-style-type: none"> • Work collaboratively on delivering services for students with a disability.
Students with a disability (currently enrolled and prospective)	<ul style="list-style-type: none"> • Supporting and providing a professional level of inclusive teaching, assessment services and support.
Student Advocates	<ul style="list-style-type: none"> • Liaise with as appropriate to support students with a disability.
External	
Community organisations, employers, non-government organisations, disability peak bodies	<ul style="list-style-type: none"> • Build and maintain strong professional relationships to enhance and support students with disabilities.
Disability related professional forums and networks	<ul style="list-style-type: none"> • Collaborate and network on service delivery programs and professional knowledge and information.

6. POSITION DIMENSIONS

Reporting Line: Manager Disability & Access Services.

Direct Reports: Depends on contingent and support needs.

Indirect Reports: Nil.

Financial delegation: TBA.

Budget/Expenditure: TBA.

Decision Making:

- Makes decisions on complex and sensitive issues that are based on professional judgment, evaluating risks and in the context of a complex and changing environment.
- Manage functional expenditure and resourcing within relevant policy and delegation frameworks.
- Matters requiring a higher level of approval are referred to the Reporting Line Manager.

7. ESSENTIAL REQUIREMENTS

A. All Teacher/Disability Consultant roles

1. Degree or Diploma level qualification in an area relevant to the inclusive education and support of people with a disability and Cert IV Training and Assessment (TAE).
2. Significant experience developing and coordinating reasonable adjustment and other support for students with a disability in the VET sector or similar including associated administration, staff, budget and resourcing management.
3. Demonstrated high level communication skills, including the ability to effectively liaise with community groups, government and non-government agencies to support disability services programs.
4. Experience assessing needs of students with disability, developing educational/individual plans, supporting teachers on strategies to meet these needs and performing direct teaching activities in line with policy and legislative requirements.
5. Demonstrated experience and commitment to improving opportunities for people with disability.
6. Demonstrated knowledge of suitable resource materials and information on services, assistive technology and specialised equipment for use by students with disabilities to meet a range of education delivery modes.
7. Willingness and ability to travel as per business requirements.
8. Ability to address and meet focus capabilities as stated in the Position Description.

B. Meet the essential requirements for at least one of the below disability speciality areas (where required).

Deaf and Hard of Hearing

- Fluency in Auslan.
- Minimum two years experience in working with adults and adolescents who are deaf or hard of hearing in an educational setting, including assessing and delivering reasonable adjustments.

Intellectual Disability/ Learning Disability

- Minimum two years experience in working with adults and adolescents who have an intellectual disability in educational programs, including assessing and delivering reasonable adjustments.

Blind and Vision Impairment

- Knowledge of Braille.
- Minimum two years experience in working with adults and adolescents who are blind or vision impaired in educational programs, assessing and delivering reasonable adjustments including assistive technology hardware and software.

Physical Disability and Medical Conditions

- Demonstrated understanding of physical access issues and relevant building codes.
- Minimum two years experience in working with adults and adolescents who have a physical disability or medical condition in educational programs, including assessing and delivering reasonable adjustments.

Mental Health

- Minimum two years experience in working with adults and adolescents with mental health issues or illnesses in an educational setting, including assessing and delivering reasonable adjustments.

Neurological Disorders

- Minimum two years experience in working with people with autism, acquired brain injury or neurological disability in an educational setting, including assessing and delivering reasonable adjustments.






8. CAPABILITIES

NSW Public Sector Capability Framework

Below is the full list of capabilities and the level required for this role as per the [NSW Public Sector Capability Framework](#). The capabilities in **bold** are the focus capabilities for this role. Refer to the next section for further information about the focus capabilities.

Capability levels are as follows and reflect a progressive increase in complexity and skill:

Foundational > Intermediate > Adept > Advanced > Highly Advanced

CAPABILITY GROUP	NAME	LEVEL
 Personal Attributes	Display Resilience & Courage	Intermediate
	Act with Integrity	Adept
	Manage Self	Intermediate
	Value Diversity and Inclusion	Advanced
 Relationships	Communicate Effectively	Advanced
	Commit to Customer Service	Adept
	Work Collaboratively	Adept
	Influence and Negotiate	Intermediate
 Results	Deliver Results	Adept
	Plan And Prioritise	Adept
	Think and Solve Problems	Adept
	Demonstrate Accountability	Intermediate
 Business Enablers	Finance	Intermediate
	Technology	Adept
	Procurement and Contract Management	Intermediate
	Project Management	Intermediate
 People Management	Manage and Develop People	Adept
	Inspire Direction and Purpose	Adept
	Optimise Business Outcomes	Intermediate
	Manage Reform and Change	Adept

FOCUS CAPABILITIES

The focus capabilities for the Disability Teacher Consultant are the capabilities in which occupants must demonstrate immediate competence. The behavioural indicators provide examples of the types of behaviours that would be expected at that level and should be reviewed in conjunction with the position's key accountabilities.

NSW Public Sector Focus Capabilities

NSW Public Sector Capability Framework		
Group and Capability	Level	Behavioural Indicators
Personal Attributes Act with Integrity	Adept	<ul style="list-style-type: none"> Represent the organisation in an honest, ethical and professional way and encourage others to do so. Act professionally and support a culture of integrity. Identify and explain ethical issues and set an example for others to follow. Ensure that others are aware of and understand the legislation and policy framework within which they operate. Act to prevent and report misconduct and illegal and inappropriate behaviour.
Personal Attributes Value Diversity and Inclusion	Advanced	<ul style="list-style-type: none"> Encourage and include diverse perspectives in the development of policies and strategies. Take advantage of diverse views and perspectives to develop new approaches to delivering outcomes. Build and monitor a workplace culture that enables diversity and fair and inclusive practices. Implement practices and systems to ensure that individuals can participate to their fullest ability. Recognise the value of individual differences to support broader organisational strategies. Address non-inclusive behaviours, practices and attitudes within the organisation. Champion the business benefits generated by workforce diversity and inclusive practices.
Relationships Communicate Effectively	Advanced	<ul style="list-style-type: none"> Present with credibility, engage diverse audiences and test levels of understanding Translate technical and complex information clearly and concisely for diverse audiences Create opportunities for others to contribute to discussion and debate Contribute to and promote information sharing across the organisation Manage complex communications that involve understanding and responding to multiple and divergent viewpoints Explore creative ways to engage diverse audiences and communicate information Adjust style and approach to optimise outcomes Write fluently and persuasively in plain English and in a range of styles and formats.
Relationships Commit to Customer Service	Adept	<ul style="list-style-type: none"> Take responsibility for delivering high-quality customer-focused services.

NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
		<ul style="list-style-type: none"> Design processes and policies based on the customer's point of view and needs. Understand and measure what is important to customers. Use data and information to monitor and improve customer service delivery. Find opportunities to cooperate with internal and external stakeholders to improve outcomes for customers. Maintain relationships with key customers in area of expertise. Connect and collaborate with relevant customers within the community.
Results Deliver Results	Adept	<ul style="list-style-type: none"> Use own and others' expertise to achieve outcomes, and take responsibility for delivering intended outcomes. Make sure staff understand expected goals and acknowledge staff success in achieving these. Identify resource needs and ensure goals are achieved within set budgets and deadlines. Use business data to evaluate outcomes and inform continuous improvement. Identify priorities that need to change and ensure the allocation of resources meets new business needs. Ensure that the financial implications of changed priorities are explicit and budgeted for.
Results Think and Solve Problems	Adept	<ul style="list-style-type: none"> Research and apply critical-thinking techniques in analysing information, identify interrelationships and make recommendations based on relevant evidence. Anticipate, identify and address issues and potential problems that may have an impact on organisational objectives and the user experience. Apply creative-thinking techniques to generate new ideas and options to address issues and improve the user experience. Seek contributions and ideas from people with diverse backgrounds and experience. Participate in and contribute to team or unit initiatives to resolve common issues or barriers to effectiveness. Identify and share business process improvements to enhance effectiveness.
Results Demonstrate Accountability	Intermediate	<ul style="list-style-type: none"> Be proactive in taking responsibility and being accountable for own actions. Understand delegations and act within authority levels. Identify and follow safe work practices, and be vigilant about own and others' application of these practices. Be aware of risks and act on or escalate risks, as appropriate. Use financial and other resources responsibly.
Business Enablers Technology	Adept	<ul style="list-style-type: none"> Identify opportunities to use a broad range of technologies to collaborate. Monitor compliance with cyber security and the use of technology policies.

NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
People Management Inspire Direction and Purpose	Adept	<ul style="list-style-type: none"> Identify ways to maximise the value of available technology to achieve business strategies and outcomes. Monitor compliance with the organisation's records, information and knowledge management requirements.
		<ul style="list-style-type: none"> Promote a sense of purpose, and help the team to understand the strategic direction of the organisation and the needs of customers and stakeholders. Translate broad organisational strategy and goals into tangible team goals and explain the links for the team. Ensure that team objectives and outcomes lead to the implementation of government priorities and create value for customers and stakeholders. Work to remove barriers to achieving goals.