

<b>Position Title</b>	Disability Support Worker
<b>Portfolio</b>	Student Experience
<b>Division</b>	Disability Support
<b>Department/Cost Centre</b>	Disability Support - 05130
<b>Classification</b>	Specialist Staff Level 3
<b>Position Number/s</b>	102494 102498 102499 102500 102504
<b>Reporting to</b>	Manager- Disability Support
<b>Supervises</b>	Nil

### Who is South West TAFE?

South West TAFE is an education hub with a difference. We bring innovative education and industry insider knowledge together to power talent for tomorrow.

To better meet the demands of the fast-paced world of 21st Century business, our courses are designed by industry and taught by professionals.

With over 150 courses on offer, we are well suited to provide quality hands-on training across the major business sectors. Plus, our teachers, training facilities, support services and direct links with industry are second to none. Our campuses are located in Warrnambool, Portland, Hamilton and Colac, with facilities and services set to expand as the region grows.

Our **Ambition** is to provide future focused education that creates a lifetime of opportunity and employability. Our **Purpose** is to deliver a modern and fresh approach to helping generations develop the skills they need for the futures they aspire to.

Our **Values** are:

- **Integrity & Impartiality** - We are transparent and ethical in all that we do, every day
- **Respect & Human Rights** - We demonstrate trust, understanding and embrace diversity
- **Leadership** - We will be forward thinking, collaborative and inspirational
- **Accountability** - We take ownership of our actions and deliver on our promises
- **Responsiveness** - We will deliver and respond with care.

### Division Overview

South West TAFE Disability Support encompasses South West Disability Services (SWDS) as a subsidiary of South West TAFE.

The Disability Support division supports students whom identify as having a disability, mental health and/or medical condition holistically to promote equity and inclusion during a student's educational journey with SWTAFE.

South West Disability Services is registered to deliver services through the National Disability Insurance Scheme and Department of Health and Human Services. SWDS has a strong team that supports members of the South West community through a person-centred approach to empower and provide supports that meet their individual aspirations.

### Position Overview (Your Opportunity)

The Disability Support Worker plays a vital role in ensuring that participants with disabilities and/or mental health conditions can participate equitably in the training environment and their greater community.

The Disability Support Worker is responsible for providing supports identified in a participant's support profile as well as monitoring the wellbeing of participants.

As a Disability Support worker your role will ensure that within set time frames accurate participant data will be managed and recorded in accordance with legislative and Institute requirements. You will require the flexibility to quickly and easily adapt, as the roles and responsibilities of a Disability Support Worker vary depending on the individual requiring support and funding allocation.

### Key Accountabilities

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All South West TAFE staff are required to act and work in the best interest of the organisation, as such every staff member has accountabilities to uphold for both their position and the wider organisation, These accountabilities include but are not limited to:

#### **Your Position**

- Monitor and implement participants support profiles and ensure familiarity with the directives and/or reasonable adjustments required
- Facilitate and promote participants independence, self-determination, positive self-esteem, health and wellbeing
- Ensure participants rights to privacy, respect, dignity and confidentiality are upheld
- Attend to personal care and assistance where required
- Ensure service excellence through setting professional standards and measuring outcomes on a daily basis
- Maintaining a respectful, polite and considerate approach when dealing with all students, staff, customers and community members

#### **Your Organisation**

- Recognise areas in which guidance and support is required from the Manager and seek appropriate assistance
- Keep up to date with relevant information and industry best practice
- Comply with internal policies and procedures including the Code of Conduct
- Demonstrate the organisational values on a daily basis and proactively seek to maintain a healthy and safe work environment
- Commit to access and equity principles in carrying out work functions
- Actively participate in the organisations Achievement Development Program (ADP)

This position description describes in general terms the normal duties which the position is expected to undertake. However, the duties described may vary or be amended from time to time without changing the level of responsibility.

### Key Selection Criteria (Key to Success)

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Successful candidate will demonstrate the best combination of the following characteristics;

- A demonstrated understanding of person centred supports
- A genuine commitment to the wellbeing and inclusion of participants with disabilities and/or mental health conditions
- A demonstrated understanding of the impact a disability and/or mental health condition may have on an individual's education and/or personal development
- Demonstrated strong interpersonal skills, which include the ability to communicate effectively with a range of people and in a variety of situations
- A demonstrated commitment to monitor, collect and record accurate data and complete all required administration tasks within set time frames
- The ability to seek information necessary to solve problems as they arise
- Compose basic letters, emails and reports using clear, concise and grammatically correct language
- Flexibility in a changing environment whilst maintaining professional practice
- A team player who achieves goals whilst utilising an organised and methodical approach to work

### Qualifications and Requirements

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#### **Mandatory requirements**

- Completion of Certificate III or higher in Disability, Allied Health and/or Mental Health. Employees with lesser formal qualifications and relevant knowledge of the job or experience may be considered
- Employee Victorian Working with Children and satisfactory Police Check
- Cleared check against the DHHS operated Disability Worker Exclusion Scheme
- First Aid Certificate

#### **Highly desirable requirements**

- Experience within the disability and/or mental health sector

### Additional Information

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- South West TAFE supports Equal Employment Opportunity and actively encourages Indigenous applicants to apply
- South West TAFE promotes the safety, wellbeing and inclusion of all children including those with a disability
- Position, requirements, classification skill level required and conditions in accordance with South West Institute of TAFE (Specialist Staff) Enterprise Agreement 2021
- Any member of SWTAFE may be required to work at any site dependent upon business needs

	Authority level	Name	Date
<b>Prepared by</b>	Recruiting/Hiring Manager	.	
<b>Approved by</b>	Department Executive Manager	.	
<b>P&amp;C review</b>	People & Culture		
<b>Agreed by</b>	Incumbent		

## Addendum 1

Disability Support Workers:	
Professional Competencies	<ul style="list-style-type: none"> <li>• Demonstrate a high level of organisation, planning and time management skills</li> <li>• Perform all physical aspects of the role without causing injury to themselves or others</li> <li>• Work effectively within a team environment and autonomously when required</li> <li>• Recognise areas in which guidance and support is required from your Manager/Supervisor and seek appropriate assistance</li> <li>• Comply with all relevant privacy legislation and maintains confidentiality at all times</li> <li>• Possess strong verbal and written communication skills, including the ability to interpret information from both written or verbal directions</li> <li>• Possess well-developed interpersonal skills including the ability to interact effectively with a diverse range of people</li> <li>• Possess the ability to show empathy and sensitivity</li> <li>• Demonstrate initiative and common sense</li> <li>• Comply with policies, regulations and legislation, including the Institutes Code of Conduct and Social Media guidelines</li> <li>• Demonstrate the ability to identify and solve problems</li> <li>• Always demonstrates punctuality and reliability. It is the Disability Support Workers responsibility to notify Disability Services as soon as possible if they are unable to attend scheduled supports or arranged meeting time, so that arrangements can be made to find a replacement</li> <li>• Complete all required departmental administrative tasks, including submitting payroll related administration correctly within set time and regular monitoring of email accounts</li> <li>• Demonstrate willingness to attend progress meeting with the participant, Disability Services and teaching staff if and when required</li> <li>• Demonstrate willingness to attend professional development as required.</li> <li>• Demonstrate willingness to attend other relevant meetings as requested</li> <li>• Demonstrate willingness to attend supervision sessions</li> </ul>
Service Delivery	<ul style="list-style-type: none"> <li>• Demonstrate a commitment to honour a participant's right to respect, privacy, dignity and confidentiality</li> <li>• Facilitate participants independence, self-determination and positive self-esteem</li> <li>• Respect and uphold a participants personal space and boundaries</li> <li>• Promote health &amp; wellbeing for all participants</li> <li>• Support and monitor activities and reasonable adjustments as detailed in the participants support profile</li> <li>• Provide behavioural support where required</li> <li>• Acknowledge and implement supports as detailed within a participants Behaviour Support Plan</li> <li>• Where required, assist participants to access medication and maintain appropriate documentation and records in accordance with the Institute's Medication Guidelines and any relevant legislative and compliance requirements</li> <li>• Monitor incident reports &amp; behaviour charts</li> <li>• Ensure that participants cultural and linguistic needs are met</li> </ul>

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<b>Workplace Health and Safety</b>	<ul style="list-style-type: none"> <li>• Report and respond to any hazard/barriers or situation of immediate risk observed for participants with a disability and/or mental health condition in accessing TAFE facilities and participating in Institute activities.</li> <li>• Evaluate and report situations that might pose a threat to the health and safety of participants or staff</li> <li>• When an incident has occurred ensure that appropriate and timely documentation is completed, and any issues or incidents requiring reporting or escalation to relevant Disability Services staff are done so in accordance with legislative and compliance requirements</li> <li>• Report any uncharacteristic or inappropriate behavior of a participant to appropriate Disability Services staff, teachers and/or other relevant team members</li> <li>• Takes steps to maintain the safety of self and others</li> </ul>
<b>Collecting and Recording Data</b>	<ul style="list-style-type: none"> <li>• Collect, manage and record accurate participant data, within set timeframe in accordance with legislative and Institute requirements, including but not limited to: <ul style="list-style-type: none"> <li>○ Participant information</li> <li>○ Case notes</li> <li>○ Incident recording</li> <li>○ Goal progress and attainment</li> <li>○ Attendance roll</li> <li>○ Time of arrival and time of departure</li> </ul> </li> <li>• Maintain agreed communication methods e.g. Communication books</li> <li>• Complete mandatory administration tasks including relevant data entry into the departments Customer Relationship Management (CRM) system (currently Supportability)</li> </ul>
<b>Communication Skills</b>	<ul style="list-style-type: none"> <li>• Possess the ability to communicate confidently and effectively with participants, Disability Services staff, teachers, Institute support staff, families and carers.</li> <li>• Will effectively, accurately and in a timely manner notify relevant Disability Services staff member and/or teacher of any participant related issues</li> </ul>

Disability Support Workers do not:	
	<ul style="list-style-type: none"> <li>• Implement any form of restrictive intervention without prior authorisation from the Disability Services Commissioner. <b><i>Restrictive intervention includes physical restraint, chemical restraint, mechanical restraint and seclusion.</i></b></li> <li>• Provide counselling support, advocacy or advice to participants regarding any issues outside of those relating to their individualised program.</li> <li>• Act as a substitute teacher or supervise the class</li> <li>• Disclose their own personal information to participants or their family/carers</li> <li>• Socialise or have a personal relationship with participants or their family/carers outside of work hours</li> <li>• Accept money or gifts from participants or their family/carers</li> <li>• Don't supply alcohol, drugs or tobacco to participants</li> <li>• Don't use alcohol, drugs, or tobacco in the presence of participants</li> <li>• Borrow, ask for or lend money from/to participants</li> <li>• Discuss information about participants with any unauthorised parties</li> <li>• Disclose personal information about other participants or staff</li> <li>• Make any derogatory, disparaging or defamatory comments about the Institute, colleagues or participants</li> <li>• Use a private mobile phone whilst providing a service to a participant unless it is an emergency or work related</li> <li>• Attend to personal errands whilst providing a service</li> <li>• Make sexual advances</li> </ul>

## Addendum 2

### Disability Support Worker role breakdown

<p><b>Funded Personal Care Worker</b></p> <p>The role of the Funded Personal Care Worker is to assist in maintaining and enhancing the physical, emotional and social requirements and wellbeing of participants.</p>	<p><b>A Funded Personal Care Worker:</b></p> <p>Assists with:</p> <ul style="list-style-type: none"> <li>▪ Transferring/hoisting (within given safety parameters)</li> <li>▪ Grooming/dressing</li> <li>▪ Meal assistance</li> <li>▪ Medication administration</li> <li>▪ General health support</li> <li>▪ Toileting</li> <li>▪ Showering and personal hygiene</li> </ul> <ul style="list-style-type: none"> <li>• Assists participants to access the community and transport services, including public transport and taxis</li> <li>• Assists with transporting participants to and from SWTAFE Campus and/or to and from their various program, activities and/or venues using institute vehicles as required</li> <li>• Supports participants to functionally use appropriate physical and communication aids and other types of equipment</li> <li>• Assists participants who are unable to navigate around campus or move efficiently between a range of locations</li> <li>• Undertake orientation and mobility tasks with participants when there has been an unexpected change of venue and the student has no prior experience navigating to the new venue</li> </ul>
<p><b>Complex – Funded Personal Care Worker</b></p> <p>Supports provided to an individual identified as a complex participant through the NDIS funding arrangements.</p> <p><b>**An allowance per hour is provided to Support Workers providing Complex Supports**</b></p>	<p>All supports as detailed above, including the following;</p> <ul style="list-style-type: none"> <li>• Provide high quality care for participants with identified complex care requirements</li> <li>• Support participants within their personal abilities though approved manual handling methods including hoisting, walking assistance and behaviour strategies.</li> <li>• Assist with PEG feeding as required/identified by the participants Support Profile.</li> <li>• Support individual health and hygiene needs of clients through Catheter Care and Bowel care, maintaining the participant's dignity at all times</li> <li>• Ensure that care is provided incline with Infection control guidelines</li> <li>• Supports are provided in line with the Complex supports in the NDIS terms of business</li> <li>• Engage in individualised training specific to individual support requirements</li> </ul>
<p><b>Participation Assistant</b></p> <p>The role of the Participation Assistant is to assist a participant to engage in, and benefit from classroom activities or from support outside the classroom.</p>	<p><b>A Participation Assistant:</b></p> <p>This role will vary, depending on the specific needs of the individual participant and may take the form of one or a combination of the key responsibilities outlined below:</p> <ul style="list-style-type: none"> <li>• Takes notes in language that the participant will understand or help the participant to keep a record of the content, discussion and specific instructions given in class.</li> <li>• Provides backup instructions and assistance to reinforce the teacher's instructions</li> <li>• Provides additional support outside normal classroom hours, when funding allows, to reinforce material (theory and practical skills) presented by the teacher.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Provides explanation or clarification of procedures, words and new concepts.</li> <li>• Assists the participant with gathering materials and structuring assignments, and preparing for examinations.</li> <li>• Assists the participant to develop and improve time-management skills and study techniques.</li> <li>• Encourages participant independence and ownership of work.</li> <li>• Interacts with the participant in a respectful and consistent manner.</li> <li>• Advise and/or recommend to the Disability Services/Teaching staff of additional learning needs or support that may be required.</li> <li>• If a teacher asks a question with regard to the participant, it is the participation assistant's responsibility to indicate that they are to refer questions to the participant. Communication is to be between teaching staff and the participant, not through the participation assistant.</li> <li>• If working with the participant in a classroom setting, the participation assistant must be unobtrusive in class. Their role is to assist the participant in participating in the class.</li> <li>• The participant may not want other participants to be aware that they have a participation assistant. The participation assistant must be sensitive to this and respect their desire for privacy</li> <li>• If the participant does not turn up for class or meet at the arranged meeting place, the participation assistant may leave after half an hour. The participation assistant must contact Disability Services to notify of the participants non-attendance.</li> </ul> <p><b>A Participation Assistant does not:</b></p> <ul style="list-style-type: none"> <li>• Do the work for the student</li> <li>• Provide personal care or supervision to students</li> <li>• Act or be treated as a substitute teacher or provide supervision to the class or group</li> <li>• Interact in class activities.</li> <li>• Read material and provide a summary for the participant</li> <li>• Research material for a participant to undertake an assignment</li> <li>• Add their own comments</li> <li>• Let their own opinion influence the notes recorded.</li> </ul>
<p><b>Exam/Test Assistant</b></p> <p>The role of the Exam/Test Assistant is to provide exam or test assistance by reading the exam or test questions aloud to the participant as required, and writing down (i.e. scribing) the participant's answer. Their job is to ensure that participants receiving this support do not have an academic advantage to their peers, and that the academic integrity of the exam or test is maintained. For this reason, the Exam/Test Assistant does not have to have expertise or extensive knowledge in the</p>	<p><b>An Exam/Test Assistant:</b></p> <ul style="list-style-type: none"> <li>• Remains with the participant for the duration of the exam or test</li> <li>• Reads the exam questions aloud to the participant as required</li> <li>• Listens to the participant's response</li> <li>• Writes down on the exam paper exactly what the participant tells them to write (inclusive of spelling, grammar, punctuation, paragraphs and any editing)</li> <li>• If time permits, reads aloud the participant's answers so that the participant can further clarify, expand, or edit their answers.</li> </ul> <p><b>An Exam/Test Assistant does not:</b></p> <ul style="list-style-type: none"> <li>• Further explain the exam or test questions, beyond reading aloud the questions as written on the examination paper</li> <li>• Prompt or direct the participant to provide a correct answer</li> </ul>



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<p>subject matter being examined. At all times, the participant should demonstrate their knowledge as acquired throughout their course by providing verbal instruction and direction to the scribe regarding how to write the exam/test answers.</p>	<ul style="list-style-type: none"> <li>• Provide any feedback or information to the participant</li> <li>• Write down additional information, beyond what the participant has instructed the Exam/Test assistant to write</li> <li>• Provide the correct spelling of any terminology specific to the course content</li> <li>• Take responsibility for the participant's results</li> </ul>
<p><b>Adaptive Technology Assistant</b></p> <p>An Adaptive Technology Assistant will be trained to understand how Adaptive Technology works and how to train participants with a range of disabilities and/or mental health conditions to use relevant technology. The goal is to enable the student to become an independent user of the technology.</p> <p>Assistive products include devices, software and customized systems that meet one or more needs. The resources can be diverse and varied and cater to individuals who require intervention, support and tools to aid in study, writing, reading, research, planning, organisation, problem solving and time management.</p>	<p><b>An Adaptive Technology Assistant:</b></p> <ul style="list-style-type: none"> <li>• Provides alternate technology and media orientation and training to participants; learns, develops, and implements new and emerging alternate technology and media strategies, production techniques, and technologies.</li> <li>• Assists in identifying/developing technology-assisted learning and work strategies for participants in their courses as well as for staff members and teachers where required</li> <li>• Prepares and converts course materials and other media into alternate formats, including Braille, large print, open/closed captioning, and electronic text, using various platforms and software solutions in an accurate and timely manner that is appropriate to the individual participant's needs.</li> </ul>