

# Position description

Greater together 

Position title:	Senior Learning Skills Advisor, Accessibility
Institute/School/Centre/ Directorate/VCO:	Retention, Innovation and Student Experience
Campus:	Gippsland or Mt Helen Campus. Travel between campuses may be required.
Classification:	Within the HEW Level 7 range
Time fraction:	Full-time
Employment mode:	Fixed-term employment
Reason for fixed-term:	Specific task or project
Probation period:	This appointment is offered subject to the successful completion of a probationary period.
Further information from:	Kiri Rawson, Manager, Learning and Academic Skills Success Telephone: (03) 5327 6979 Email: k.rawson@federation.edu.au
Recruitment number:	JR100943

## Position summary

The Senior Learning Skills Advisor, Accessibility is responsible for coordinating and delivering the provision of learning support services to disabled students and academic staff, related to individual and collective learning needs of students.

The position is responsible for developing, delivering, and maintaining appropriate programs to support student learning skills development and provide expertise to influence the policies, and procedures relevant to the Learning and Academic Skills Success (LASS) team, Retention, Innovation and Student Experience (RISE), institutes, and the University.

## Portfolio

The LASS team supports the projects and priorities set by the broader RISE directorate. LASS and RISE core activities support students with programs and services that are implemented to positively impact student retention and success.

RISE provides expertise and best practice student supports across the University. RISE teams and staff work alongside institutes and professional teams to ensure students have access to the supports they may need to succeed in their studies.

### Background

At Federation University, we are driven to make a real difference to the lives of every student, and to the communities we serve.

We are one of Australia's oldest universities, known today for our modern approach to teaching and learning. For 150 years, we have been reaching out to new communities, steadily building a generation of independent thinkers united in the knowledge that they are greater together.

Across our University and TAFE campuses in Ballarat, Berwick, Gippsland, and the Wimmera, we deliver world-class education and facilities. With the largest network of campuses across Victoria, we are uniquely positioned to provide pathways from vocational education and skills training at Federation TAFE through to higher education.

To be successful at Federation University you must be willing to enthusiastically embrace the University's ambition as expressed in the 2021–2025 University Strategic Plan and share the University's values of:

**INCLUSION**, we celebrate our diversity, particularly valuing Aboriginal and Torres Strait Islander cultural heritage, knowledge and perspectives.

**INNOVATION**, we are agile and responsive to emerging opportunities.

**EXCELLENCE**, we act with integrity and take responsibility for achieving high standards.

**EMPOWERMENT**, we create a supportive environment to take informed risks in pursuit of success.

**COLLABORATION**, we establish genuine partnerships built on shared goals.

### Key responsibilities

1. Provide individual and group academic learning support to students with a disability to support their transition to independent tertiary learning.
2. Contribute technical expertise to the design and delivery of education programs and resources that address identified learning support needs of disabled students, including the development and maintenance of print and online publications.
3. Support the University-wide delivery and ongoing development of Student Academic and Study Support Programs in collaboration with the LSA team by developing resources and delivering into the FedReady program.
4. Contribute to the planning and delivery of orientation and transition activities in conjunction with other RISE teams and portfolios (as appropriate).
5. Maintain best practice in learning and academic skills support and align performance through professional development to stay informed of new and emerging practices.
6. Coordinate collaboratively with other Learning Skills Advisors to ensure the effective operation of the services provided by LASS and the broader RISE roles and responsibilities.
7. Contribute to the development of students' academic literacy through the delivery of educational programs and resources that address their identified learning support needs, including the development and reviewing of print and online resources.
8. Work collaboratively with stakeholders to assist with curriculum development, including assessment descriptions and marking criteria, to ensure assessment tasks are appropriately designed to ensure student understanding and consistent assessment methods are used across institutes.
9. Contribute to the coordination and ongoing development, promotion, evaluation, and reporting of LASS programs and services (LSA supports, FedReady, PASS, ASK Desk, Studiosity), including the recruitment of casual staff as Student Leaders.
10. Provide strategic advice and recommendations to staff and management within the University on matters relating to learning and teaching through university committees and working groups, and as identified through qualitative and quantitative data related to staff and students.
11. Contribute to the planning and delivery of orientation and transition activities in conjunction with other RISE teams and portfolios (as appropriate).
12. Maintain best practice in learning and academic skills support and align performance through professional

development and stay informed of new and emerging practices.

13. Reflect and embed the University's strategic plan, and operational purpose, priorities, and goals.

14. Undertaking the responsibilities of the position adhering to:

- the Staff Code of Conduct, Child Safe Code of Conduct, and Conflict of Interest Policy and Procedure;
- the Disability Discrimination Act
- Disability Standards for Education
- Equal Opportunity and anti-discrimination legislation and requirements;
- the requirements for the inclusion of people with disabilities in work and study;
- Occupational Health and Safety (OHS) legislation and requirements; and
- Public Records Office of Victoria (PROV) legislation.

### Level of supervision and responsibility

The Senior Learning Skills Advisor, Accessibility works under the broad direction of the LASS Manager. The LASS team sits within the Retention, Innovation and Student Experience (RISE) directorate which is overseen by the Chief Learner Experience Officer (CXO).

The Senior Learning Skills Advisor, Accessibility is responsible for ensuring the effective delivery of LSA led activities and plays a critical role in LASS and RISE programs, services, and initiatives. LASS services include one-on-one student appointments, curriculum development, development of student skills materials (including online and printed resources), FedReady, and student-run services. These services include the coordination of Peer Assisted Study Sessions (PASS) and the provision of support to the ASK Desk.

The Senior Learning Skills Advisor provides general direction to LASS casual staff, including Student Leaders and other Learning Skills Advisors supporting LASS programs and services.

### Position and organisational relationships

The position of Senior Learning Skills Advisor, Accessibility is located in Retention, Innovation and Student Experience directorate. The Senior Learning Skills Advisor works collaboratively with other support services within the University to ensure optimal provision of academic support services. The Senior Learning Skills Advisor also has lateral working relationships with contacts in all Institutes, and the University Library.

### Key selection criteria

Applicants must demonstrate they are able to undertake the inherent responsibilities of the position as contained in the position description and are able to meet the following key selection criteria:

#### Training and qualifications

1. Completion of:
  - a degree with at least four years subsequent relevant experience in student support and/or teaching students with a disability; or
  - extensive experience and management expertise in technical or administrative fields; or
  - an equivalent combination of relevant experience and/or education/training.
2. Hold a valid Working with Children Check (WWCC) or hold a current registration with the Victorian Institute of Teaching (VIT).

### Experience, knowledge and attributes

1. Demonstrated knowledge of learning and teaching processes, particularly in the field of academic learning skills advising.
2. Demonstrated ability to assess and respond appropriately to the academic learning needs of students, including referrals to other professional services as required.
3. Demonstrated ability to develop and deliver professional learning skills programs that enhance the student

learning experience, including the ability to deliver public presentations.

4. Demonstrated ability to professionally supervise and manage staff when required.
5. Demonstrated ability to facilitate the development of organisational practices including educational programs and workshops supporting staff and students.
6. Demonstrated interpersonal and communication skills, including the proven ability to provide information, advice and support to a diverse range of stakeholders.
7. Demonstrated ability to work both independently and as a contributing member of a team as well as the capacity to work in a collegiate manner with other staff in the workplace.
8. Demonstrated working knowledge and application of the Child Safety Standards.
9. Demonstrated knowledge and application of appropriate behaviours when engaging with children, including children with a disability and from culturally and/or linguistically diverse backgrounds.

***The University reserves the right to invite applications and to make no appointment.***

*It is not the intention of the position description to limit the scope or accountabilities of the position but to highlight the most important aspects of the position. The aspects mentioned above may be altered in accordance with the changing requirements of the role.*