**Role description and person specification**

# Contract Specifics

Role Title: Project Officer: Education

Role Term: 12 months

Role FTE: 0.5 (negotiable)

Role Location: 104 Greenhill Road, Unley

Role Remuneration Range: SCHADS Award, Social and community services employee level 3

# The Role Aim

‘Together we Learn’ (TWL) is a recently funded project that will promote positive, inclusive attitudes towards people with disability among primary school children, their teachers and the wider school community. This role will work closely with education experts, and co-design a unit of work on disability inclusion for teachers to rollout in upper primary schools throughout Australia.

The ‘Road to Employment’ Project (R2E) aims to increase employment expectations and create employment opportunities for people with disability by taking a ‘lifetime’ approach and working with schools, employers and other decision makers.

As part of a small team, the Project Officer will work alongside the Project Leads for TWL, R2E and other project staff.

The Project Officer will be responsible for:

* Contributing to each project team to facilitate positive outcomes for the projects.
* Supporting the co-design and creation of a disability inclusion unit of work and relevant resources for upper primary teachers.
* Supporting the team to convene Community of Practice working groups (comprised of employers representing education, aged care, finance, or other sectors as relevant).
* Meeting and contributing to reports on contracted project deliverables, including external evaluation as relevant.
* Facilitating workshops for students, parents and teachers to increase their expectations of what children with disability can achieve during and post school – with particular regards to employment pathways.
* Coordination of mentoring with students, parents, teachers or employers in line with grant deliverables.
* Liaising with key stakeholders and partners in delivery.
* Developing or supporting accessible workshops, and preparation of resources or promotional material.
* Other relevant project coordination activities.

# The Role Benefits

The success of this role will be reflected through activities which achieve:

* **More disability inclusive teachers and classrooms** – Educators of children in upper primary feel they have knowledge, resources and access to a community of practice that enables them to educate children about disability, highlight the benefits of diversity, and foster safe and inclusive classrooms.
* **Inclusive School Communities-** Students with disability (and their families / supporters) feel confident they are welcome and respected in all school settings and in the community more broadly. Children without disability have a deeper understanding and acceptance of disability as diversity, with a flow on effect to school staff, families and the broader school communities.
* **Knowledge and empowerment**- students with disability (and their families / supporters) feel confident to take steps towards a life that includes open, paid employment.
* **Greater community understanding** – Demonstrated value of a ‘lifetime’ approach to disability employment, and the benefits of working with employers and industries to make them inclusive, rather than the standard practice of making people with disability ‘employment ready’.
* **Increased capacity of employers** to be more inclusive and better equipped to employ people with disability in meaningful careers.

# The main deliverables

To achieve the above benefits, the Project Officer is responsible for supporting the following deliverables as directed by the Project Leads:

* Successful completion of all grant deliverables as per the relevant grant documentation.
* Coordination and delivery of all school-based workshops for staff, students and parents.
* Relevant support to the Communities of Practice and Business Mentoring elements of grant deliverables including agenda setting, facilitation, note taking, promotion, follow-up support.
* Development of resource material accessible and relevant to employers and the disability community.
* Development of a co-designed unit of work on disability inclusion for teachers to rollout in upper primary schools throughout Australia.
* Development of a range of relevant resources that celebrate diversity, including videos, worksheets, class exercises, etc.
* A detailed and accurate record of activities for all project deliverables; and
* Completed board and progress reports according to relevant grant agreements.

# The main work activities

To produce the above deliverables, the Project Officer will do the following work activities as directed by the Project Leads:

* Proactive engagement with a range of relevant stakeholders in support of a successful and cohesive project.
* Connection and engagement with the disability community to inform deliverables.
* Desktop review of existing teaching resources, drafting and testing new content.
* Curation of workshop resource material including slide decks, hand outs and booklets, ensuring version control and a process for continuous improvement.
* Event coordination, including stakeholder liaison, scheduling, booking of venue and catering, presenters / facilitators, equipment, promotion, on-the-day support and event evaluation / write up.
* Drafting regular project communications and reports.
* Co-facilitating or leading relevant workshops and meetings including co-design meetings to best practice standards, and project team meetings to support other project staff working cohesively.
* Undertaking other reasonable activities within your skills and knowledge base as directed.

# Reporting relationships

To guide and support the above work, these are the key line support relationships for the Project Officer: Education.

Responsible to:

* CEO or delegate, and which may be adjusted in line with the needs of the organisation.

Responsible for:

* Any allocated staff, students, trainees, interns, volunteers etc who may from time-to-time be involved with the work the role covers, and which may be adjusted in line with the needs of the organisation.

Good relationships with:

* People with disability, their families, friends, supporters, and allies.
* Staff and governors across the Julia Farr entities.
* Auditors and other external stakeholders seeking information about the organisation’s work.
* External stakeholders whose assistance or support is needed to produce the role’s deliverables and benefits.
* Disability sector agency staff, including support agencies and their staff.
* Aboriginal and Torres Strait Islander stakeholders.
* Government, community, and industry staff relevant to the work.

# Commitments expected of all staff

To guide and support the aims and benefits of the role, of other roles in the organisation, and of the organisation’s positive workplace culture and standing, the role demands an active and consistent commitment to:

* People with disability having personal authority in their lives (‘Personhood’).
* People with disability having active valued membership in community life and the economy (‘Citizenhood’).
* People with disability having opportunities to grow in support of the above (‘capacity-building’).
* The exercise of diplomacy and ambassadorship with external stakeholders, to advance and uphold the organisation’s standing.
* The exercise of diplomacy and ambassadorship and cooperation with internal stakeholders, to advance and uphold a harmonious, collaborative, and warm, workplace culture where diversity is valued.
* The exercise of proactive, respectful, truthful, and solution-focused, actions in response to conflict.
* The exercise of reasonable and good judgement in respects of safeguards for self, fellow team members, people with disability and their families, and other stakeholders in our organisation, in support of a workplace that is free of harassment, unlawful discrimination and bullying.
* Support and contribute to the achievement of the organisation’s goals as set out in strategy and business plan documents.
* Initiate and participate in activities in support of good practice, the generation of knowledge capital, and other habits of a learning organisation.
* Participate in performance planning and reviews as frequent as may be required but at least annually and commit to ongoing personal and professional development.

# About the person in the role

**Essential general criteria** for the person to be suitable for the role, include:

* Deeply-felt value base in support of improving the life chances of people with disability and their families.
* An inquisitive and analytical mindset, with the ability to self-start and achieve the work, deliverables, and benefits, at a level that is reasonable for the role.
* Demonstrated capacity to prioritise and schedule a programme of work within the role, and to produce deliverables within specified budget and timelines.
* Demonstrated capacity to build effective relationships with a wide range of people.
* Demonstrated capacity to communicate effectively in a way accessible to them including verbally or with Auslan, and in writing, at a level that is reasonable for the role.
* Demonstrated capacity to contribute to the maintenance of a harmonious, safe and healthy workplace, free of harassment, and lawful discrimination and bullying, and where diversity is valued.

**Essential specific criteria** for the person to be suitable for the role include:

* Experience in project work, including facilitating meetings, writing communications or reports, and other relevant project administration tasks.
* Experience in, or ability to quickly acquire, understanding of workplace access and inclusion strategies and disability employment barriers.
* Ability and willingness to engage with students and parents to encourage broader understanding of disability, better inclusion practices and consideration of mainstream employment options.
* Demonstrated ability to educate and drive change in diverse settings (e.g. schools, workplaces, in small meetings and larger workshops).
* The ability to work as part of a team and under limited direction.
* Demonstrated commitment to diversity and inclusion practice in education settings and / or the workplace.
* A valid Working with Children Check or ability to obtain one (with support from the organisation).
* Demonstrated commitment to advancing social justice in a broad sense**.**
* Familiarity with Microsoft Office suite including Teams**.**

**Desirable** **criteria** include:

* Lived experience of disability and / or proximity to disability (family member or similar) that supports a demonstratable understanding of the impacts of the experience of disability – with particular focus on employment.
* Experience in best practice co-design concepts and processes.
* An understanding of the education system in Australia, in particular from the perspective of upper primary school teachers.
* Experience or understanding of Communities of Practice.
* Experience or understanding of aged care, finance, local councils and the education sectors.

# Signatures

**This role description is endorsed by the following Role Sponsor:**

Name: Tracey Wallace

Title: Strategy Leader, JFA Purple Orange

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: September 8, 2025

**This role description is acknowledged by the person doing the role:**

Name:

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: