

## POSITION DESCRIPTION

<b>POSITION TITLE:</b>	<b>Wellness Advisor</b>
<b>DIVISION / DEPARTMENT:</b>	<b>Student Recruitment and Services/ Learning and Information Services</b>
<b>CLASSIFICATION LEVEL:</b>	<b>PACCT Level 5</b>
<b>MODE OF EMPLOYMENT:</b>	<b>Part-time and Fixed-term</b>
<b>*LOCATION:</b>	<b>555 Latrobe Street, Melbourne</b>
<b>Date:</b>	<b>January 2026</b>

\*Note that the incumbent may be required to operate from any work sites of the Institute

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### GENERAL INFORMATION ABOUT THE INSTITUTE

William Angliss Institute is the Government endorsed specialist training provider for the foods, tourism, hospitality and events industries and is recognised as Australia's leading provider of training for these key industry sectors. The Institute aims to provide excellent vocational education and training services for industry, students and government in Victoria, Australia and globally.

Programs offered by William Angliss Institute range from one-day courses and weekend industry training, through to apprenticeships, nationally recognised certificates and two-year full-time advanced diploma programs. Specialist degree programs extend the Institute's portfolio to provide higher level business and management education. Close links with industry and continuing innovation in the delivery of services ensure the relevance of programs to today's workplace.

### GENERAL INFORMATION ABOUT THE DEPARTMENT

The Learning and Information Services department provides a comprehensive and high quality range of student and information services including the Library, E-Learning Support (including student portal maintenance and development), Copyright, Access and Disability, Learning Advisors, Student Engagement, Apprenticeship support and Wellbeing and Counselling services.

The key area of responsibility of the Wellbeing and Counselling Services is to promote wellbeing and mental health across the Institute. Counsellors and Wellbeing staff help individuals achieve their personal, educational, and career goals through the provision of professional counselling, referral and practical assistance in a respectful and consultative manner.

This position sits within the Wellbeing and Counselling Services which offers:

- Short term counselling and secondary consultation services
- Internship program – Intern Counsellors undertake professional placements under supervision
- Welfare support and community referral
- Wellbeing promotion activities

### PRIMARY PURPOSE & OBJECTIVES OF THE POSITION

In consultation with the Senior Counsellor and Manager People and Capability, monitor, coordinate, and implement the delivery of WAI's Mental Health and Wellbeing Strategy (2024-2028).

In consultation with the Manager, Learning and Information Services, deliver key wellbeing initiatives of the Student Engagement Framework project (2024-2025).

In consultation with the Senior Counsellor, support the continuous improvement of wellbeing and counselling services across all WAI locations to ensure the strategic objectives of the Wellbeing and Counselling Service is achieved.

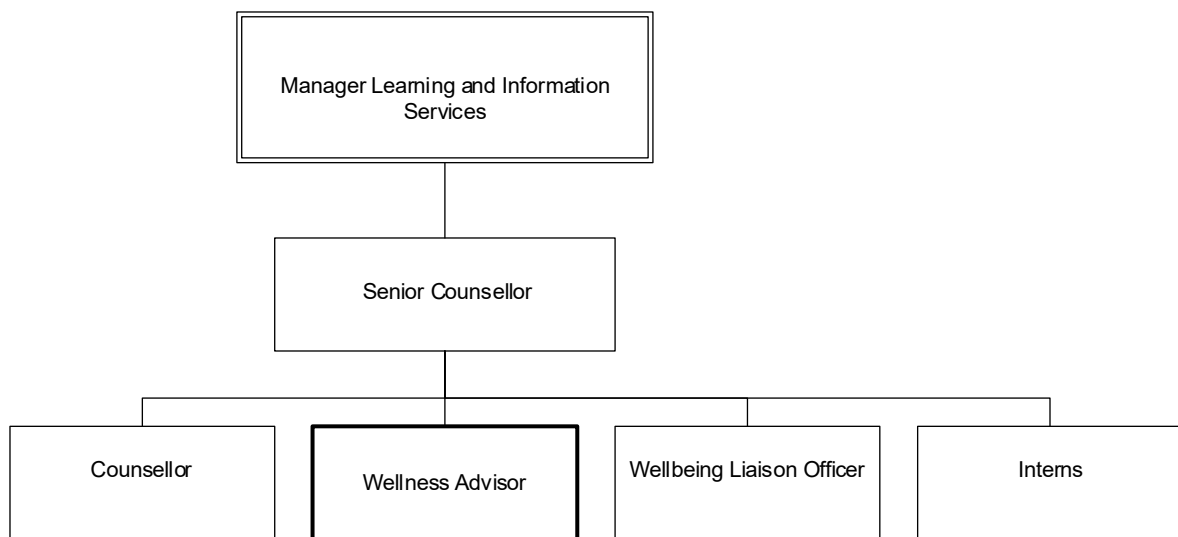
Establish and maintain partnerships with key internal and external stakeholders to increase awareness, understanding and the skills of WAI staff in the area of wellbeing.

## REPORTING RELATIONSHIPS

The position reports directly to the Senior Counsellor, who reports to the Manager, Learning and Information Services within the Directorship of Student Recruitment and Services.

There are three positions that also report to the Senior Counsellor and they are the Counsellor, Wellbeing Liaison Officer and the Intern Counsellors.

There are no subordinates reporting to this position.



## KEY DUTIES

The position is responsible for the coordination and delivery of the Institute's Mental Health and Wellbeing Strategy and key objectives in the Student Engagement Framework.

The responsibilities of this position include:

- Under the broad direction of the Senior Counsellor, develop, coordinate and implement the Institute's Mental Health and Wellbeing Strategy 2024-2028.
- Under the broad direction of the Manager, Learning and Information Services, deliver key objectives of the Student Engagement Framework.
- Plan and oversee a series of calendar of events and activities aimed at promoting student and staff mental health and wellbeing.
- Working closely with the key stakeholders including People and Capability, education delivery and Student Engagement, identify and regularly report on student and staff needs regarding mental health and wellbeing.
- Working closely with WACS team design ways to embed student wellbeing activities into key aspects of the student lifecycle.
- Work closely with the People and Capability team to develop mental health resources for staff.
- Raise the profile of existing internal and external support services to students and staff (i.e. WACS, Access and Disability, EAP).

- In consultation with the Manager, People and Capability, review and promote the Employee Assistance Programme to Institute staff.
- Prepare funding submissions to support specific wellbeing projects, as opportunities arise.
- Work with Access and Disability Coordinator to oversee the delivery of Mental Health First Aid training for staff.
- Participate actively in staff meetings and liaise with Student Services and Institute staff to enhance overall service delivery of the department.

**Notes:**

- The position is required to undertake tasks that support students and staff at all locations at which the Institute operates.
- The incumbent can expect to be allocated duties not specifically mentioned in this document but within the capacity, qualifications and experience normally expected from persons occupying positions at this classification level.
- Specific performance objectives will be negotiated as part of the Institute's regular performance planning and review process.
- The incumbent will be required to comply with the Institute and Public Sector Code of Conduct, Occupational Health and Safety Policy and Procedures, Child Safe Policy and Procedures, Diversity, Access and Equity Policy and all other relevant legislation, policy, procedures or practices.
- Be familiar and ensure compliance with the relevant state and territory Vocational Educational and Training (VET) Government Funding Contract at all times by meeting contractual requirements of the Contract(s) and ensuring all staff are aware of their responsibilities mandated by the Contract(s). Ensure that internal and external audit recommendations that relate to the relevant VET Government Funding Contract(s) are actioned and implemented on a timely basis and reported accordingly.

***In accordance with the William Angliss Institute of TAFE PACCT Staff Enterprise Agreement 2023 (PACCT EBA), the following descriptions apply for PACCT LEVEL 5 positions:***

**EDUCATION, TRAINING AND EXPERIENCE**

*Education, Training and Experience means the type and duration of training which the duties of the classification level typically require for effective performance. Training is the knowledge through formal education, on the job instruction or exposure to procedures.*

Relevant Degree and relevant experience; or lesser formal qualifications with substantial experience and specialist expertise or broad knowledge in technical and administrative fields; or a suitable combination of relevant qualifications and experience.

A broad knowledge of the various aspects of a specialist discipline or area of work, or a sound knowledge of specific aspects of a specialist discipline.

**TASK LEVEL**

*Task Level means the type, complexity and responsibility of the tasks typically performed by staff within each proposed classification level*

Work independently within overall Institute policies and guidelines.

May supervise, as well as set priorities and monitor work flows within a work area of other skilled employees.

Provide specialist interpretation, advice and decisions based upon established operational practices, professional standards, policies and procedures.

Able to design, develop and trial procedures, equipment and systems.

Apply analytical skills.

## **JUDGEMENT AND PROBLEM SOLVING**

*Judgement is the ability to make sound decisions, recognising the consequences of decisions taken or actions performed, and Problem Solving is the process of defining or selecting the appropriate course of action where alternative courses of action are available.*

Perform work assignments guided by policy, precedent, professional standards and/or technical expertise.

Often, complex or technical problems need to be solved with some creativity or originality by selecting the particular method for solution from a range of available alternatives and by using knowledge acquired through relevant experience.

Contribute to the development, redefinition and interpretation of policy within the immediate work group.

Take responsibility for outcomes of the work group. Undertake planning involving resource use and develop proposals for resource allocation.

## **SUPERVISION AND INDEPENDENCE**

*Supervision and Independence means both the way in which positions are supervised, managed or held accountable, and the degree of independence which applies in supervising or managing other staff or contractors. Independence is also the extent to which a staff member can work independently without supervision or direction.*

Guidance and supervision to the employee will be at a general level. The employee may have supervisory and line management responsibility for a work area.

The employee may work independently on specific projects or on complex technical tasks.

## **ORGANISATIONAL RELATIONSHIP AND IMPACT**

*Organisational Relationship and Impact means the level of knowledge and awareness of the organisation, its structure and functions that would be expected in the performance of the duties of the position, and the purposes to which that organisational knowledge and awareness may be put.*

Detailed knowledge of the area of work and broad knowledge of other associated areas.

Regular liaison with other areas of the Institute to impact upon decision making/service provision process.

Contribute to the development of policy.

## **INTERPERSONAL SKILLS**

*Interpersonal Skills means the level of communication skills both verbal and written and the scope of the circumstances where the staff member is expected to use these skills.*

Ability to gain co-operation and assistance from other employees including those supervised where appropriate, clients and members of the public to achieve the identified objectives.

Within the field of expertise, provide input to influence the decisions within the work area and their impact on other functions / areas.

Capable of liaising, on an individual and team basis, with employees at all levels of the Institute and with counterparts in other organisations to discuss specialist matters and with other employees to resolve intra-organisational problems.

**Note: PACCT Staff at this level must also be competent in meeting criteria detailed for the previous level as per Schedule 2 of the PACCT EBA.**

## **KEY SELECTION CRITERIA**

### **Qualifications**

- A relevant tertiary qualification and experience in a higher education / health and wellbeing / social services position or a related field.

### **Experience, Knowledge, and Skills**

- A sound knowledge of common mental health issues and wellbeing issues faced by tertiary students.
- Demonstrated experience in successful design and delivery of wellbeing initiatives.
- Relevant experience in providing wellbeing, welfare, inclusion, disability and support measures in the workplace.
- Highly developed interpersonal, written and verbal communication skills, including sound problem solving and negotiation skills.
- A demonstrated interest in student and staff wellbeing with experience working with culturally diverse clients.
- Ability to manage projects to successful outcomes, including identifying priorities, working to deadlines and providing regular status reports and updates.
- Computer skills including word processing, spreadsheets, and use of web based applications.
- Demonstrated behaviours that align with the William Angliss Institute Values.

### **Desirable**

- Experience in a wellbeing role in a tertiary educational institution would be highly regarded.
- Training and/or experience using positive psychology concepts and measures of wellbeing.

### **SPECIAL CONDITIONS**

- Provision and or willingness to obtain an *employee* Working with Children Check will be required prior to commencement. The successful incumbent will also be required to renew prior to expiry date of current check whilst employed by the Institute.
- Provision and or willingness to obtain a Police Check will be required prior to commencement and renewal every five years thereafter.

## **WILLIAM ANGLISS INSTITUTE STRATEGY 2024 - 2028**

### **Our Vision:**

To be Australia's recognised first choice educational provider of foods, tourism, hospitality and events skills and knowledge.

### **Our Mission:**

To deliver the highest quality specialist skills and education to inspire and empower a diverse community of learners.

### **Our Business Strategy:**

Our Vision and Mission drive the business strategy of the Institute. As a specialist provider unique in Australia's post-secondary education landscape differentiation is central to William Angliss Institute's business strategy.

### **Differentiation Includes:**

- being recognised for the quality of the student experience
- being recognised for the capability of our graduates
- actively applying innovation within our programs
- being recognised for facilitating lifelong learning
- further development of transnational educational delivery through an off-shore network
- a commitment to applied research

### **Differentiation will support:**

- growing in a manageable and profitable manner
- practising sustainable development
- celebrating our expertise
- continuing to build successfully on our heritage, our industry, our people, our community and our alumni

William Angliss Institute acknowledges the traditional owners of the land on which our campus facilities are based and through our actions seek to share and build knowledge across our staff and students with respect to First Nations culture.

### **Focus Areas:**

William Angliss Institute's Strategic Plan 2024- 2028 has five focus areas. They are:

1. Enhancing the Student Experience
2. Fostering Education Excellence
3. Optimising International Opportunities
4. Engaging with Industry, Community and Alumni
5. Being Sustainable

### **Institute Values**

Personal Responsibility:	accountable, responsive, with integrity, respect and impartiality and acknowledging human rights
Inspiration:	passionate, stimulating and optimistic
Empowerment:	nurturing, encouragement and challenging
Community:	sharing, partnership and connections
Expertise	Leadership, innovation and industry practice