



POSITION TITLE	Safer Communities Case Officer
JOB PROFILE ID	SST_HEO7_SJP_01
JOB CATEGORY	Professional
JOB FAMILY	Student Support Services
COMPENSATION GRADE	HEO7
MANAGEMENT LEVEL	19 Individual Contributor

POSITION DESCRIPTION SUMMARY

PRIMARY FUNCTION

The Safer Communities Case Officer is responsible for supporting students, staff, former students, former staff members, and visitors who are affected by gender-based violence, sexual harm, domestic and family violence, bullying and harassment and issues relating to modern slavery.

The role provides trauma-informed support to individuals who disclose these experiences. This support may include a range of approaches and interventions such as advice, risk assessment, safety planning, support plans, and referrals to relevant University and external services where appropriate.

The role also contributes to preventive education programs and initiatives aimed at promoting the Safer Communities Office, preventing harm and promoting a safe and respectful community.

The Safer Communities Case Officer reports to the Safer Communities Team Lead and is responsible for assessing students' needs in line with current legislation, stepped care and trauma-informed approach, and the promotion of student wellbeing and success. Liaison with university and external staff (e.g. health, mental health and other statutory or voluntary sector agencies) will also be required to ensure access to available support for students with complex wellbeing needs.

The role will assist with the delivery of preventative education programs and initiatives through facilitation of workshops and representing Student Wellbeing and Safer Communities Office during awareness raising activities. They will provide feedback and consultation on policy development and implementation. In collaboration with the Incident Manager and Critical Incident Liaison Officer, they will also assist in supporting students affected by critical incidents, as well assisting with provision of case management to individuals who require complex support, as directed by the Safer Communities Team Lead.

The Safer Communities Case Officer must be adaptable and able to respond to unplanned requirements that may arise from time to time.

The Safer Communities Case Officer will regularly engage with individuals who have experienced traumatic events and may be exposed to distressing information or materials. The role requires the ability to manage this exposure in a professional manner, maintain appropriate confidentiality, professional boundaries, and utilise reflective practice, supervision, and wellbeing strategies to support personal resilience.

This position is designated as child-related employment. To be able to work in this role, you will need a current Working With Children Check (WWCC) or to consent to WWCC employment screening.

DECISION MAKING AND DELEGATIONS OF AUTHORITY

The Safer Communities Case Officer will work under broad supervision of the Safer Communities Team Lead, with work goals being achieved through their own initiative. They will have discretion to carry out the tasks in the order and method they see as most appropriate, provided that set priorities and deadlines are achieved and University protocols and policies are followed.

They will carry out the key accountabilities of their role, provide advice and resolve all routine matters related to their work area, address some complex matters related to their key accountabilities and collaborate with other staff (often more senior) to resolve other complex matters that need to be addressed. They will be required to plan their work on a daily, weekly, and monthly basis, adjusting their effort to ensure that any deadlines are met, and work goals are achieved. As a subject matter expert, they will be responsible for a defined body of work and be the first point of contact before a matter is referred to a more senior staff member. Actions and decisions are taken collaboratively where appropriate.

KEY RELATIONSHIPS

Relationships	Position Title
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Supervisor	0080979 Manager, Safer Communities - Miss Sharon Chung
Direct Reports	
Peer Relationships	Refer to the organisational charts in Workday to view peer relationships relevant to your role. Please Note- This option is only available to University staff.

RESPONSIBILITY DESCRIPTION

Triage and provide wellbeing assessments via phone, email, video conferencing, and in-person as required for students, staff, former-students, former-staff, and visitors affected by sexual harm and gender-based violence. Undertake comprehensive risk assessments for all disclosures, identified or deidentified, irrespective of their origin, whether received by the Safer Communities Office or referred from any other area of the University or community. Provide wellbeing guidance and referrals to students, staff, former-students, former-staff, and visitors affected by sexual harm and gender-based violence to ensure the effective and timely provision of support. Provide support and guidance to individuals who are participating in a complaints process. Collaborate and consult with relevant University service areas for the co-ordination of service provision to students, staff, former-students, former-staff, and visitors affected by sexual harm and gender-based violence. Provide subject-matter expertise, advice and guidance to University staff who support students and staff who have disclosed incidents. undefined Liaise with relevant areas of the University to share specific expertise and good practice, to ensure that administrative and student supports enhance our students' capacity to optimise their academic and personal development outcomes. Assist in the development and delivery of preventative education and wellbeing events, awareness raising campaigns, and training programs targeting student involvement and engagement. Provide case management to individuals requiring complex support needs, working collaboratively within Student Wellbeing teams, faculties, Human Resources, Student Affairs Unit and external services to ensure clear pathways to personal guidance and support, and to deliver a consistent, person-centred approach to support. Monitoring current and emerging trends to ensure the continuous efficacy of programs and initiatives to respond to the changing needs of victim-survivors Under direction of the Safer Communities Team Lead, contribute to the delivery of Modern Slavery initiatives from the Modern Slavery Working Party. Contribute to the development and implementation of policies and procedures (e.g. risk management, core model of delivery, evaluation) that support Safer Communities initiatives. This includes producing service-usage data, undertaking outcome and impact analysis developing recommendations for enhancements and providing feedback on preventative education initiatives and training. Maintain awareness of the University services, activities/programs and events that are aimed at enhancing students' learning, social and personal development goals, and assist students to find and access these where appropriate. Perform work activities relevant to the role's key accountabilities as approved by the Manager and commensurate to the role's classification level.



EDUCATION

Education

Bachelor's Degree - In a relevant field

Other - An equivalent combination of relevant training and experience

Only one Field of Study needs to apply. The Education requirements should be considered in conjunction with the Work Experience requirements.

CERTIFICATIONS

Certifications

Working with Children Check - No Issuer.

SKILLS

Skills

Commitment and ability to meet agreed objectives on own initiative; committed to continuous self-development and competence.

Excellent and active listening skills; appreciates and is sensitive to the problems faced by students; able to work with students who may be in distress or difficulty and to respect confidentiality where appropriate; ability to set boundaries for oneself and for the individual. Demonstrated experience in de-escalation skills.

Good knowledge of administrative systems/processes; ability to devise and implement systems and procedures; good knowledge of database, word processing and spreadsheet packages, collating data and writing reports Computer literacy skills and skilled in the use of information technology.

Strong and effective communication and negotiation skills. Ability to set and keep appropriate boundaries. Competence and confidence to work independently with a commitment to clinical line supervision and to be a good team player.

WORK EXPERIENCE

Work Experience

An understanding/experience of the elements of student development, wellbeing issues for students and principles of student success.

Experience in provision of advising/guidance to University students/staff who have experienced a range of different situations, such as sexual assault, domestic violence, mental health, financial distress, and homelessness.

Experience setting and meeting priorities and targets, developing project plans, with evidence of well planned and executed work to date.

Experience working within the University sector with a student services focus. Knowledge of relevant legislation and statutory obligations affecting students with mental health and wellbeing issues.

Interpreting and applying policies and procedures.

With education and student experience programs.

Working in a culturally diverse environment.

Working in a tertiary education environment.

CAPABILITIES

Priority Core Capability	Behavioural Indicators *FOU – Foundational, *INT – Intermediate, *ADV – Advanced, *EXP – Expert	Level
Acts responsibly	Understands constraints and works to optimise value for the University by balancing safety, sustainability, risk, opportunity, and finite resources to deliver, directly or indirectly, on the objectives of the University.	INT
Acts with courage, respect and integrity	Acts with honesty, demonstrating ethical and professional behaviour, with the courage to speak up for respect and integrity.	INT
Collaborates with others	Builds networks, models collaboration and works effectively with others to encourage inclusivity and impact.	INT



Priority Core Capability	Behavioural Indicators *FOU – Foundational, *INT – Intermediate, *ADV – Advanced, *EXP – Expert	Level
Displays cross-cultural understanding	Collaborates in an inclusive way demonstrating an understanding of cultural differences and how our views can shape the way we operate.	INT
Priority Professional Capability	Behavioural Indicators *FOU – Foundational, *INT – Intermediate, *ADV – Advanced, *EXP – Expert	Level
Actively manages opportunities, risks and issues	Actively manages opportunities, potential risks and uncertainties to achieving the strategic objectives of the University.	INT
Delivers service excellence	Understands customer needs and wants, both now and in the future, to agree, meet and manage service expectations and deliver an excellent service experience for University staff, students and the community.	ADV
Presents with credibility	Presents and facilitates discussion by making information understandable and engaging students, staff and/or the community to generate action and create an impact.	INT
Seeks insights to inform decisions	Gathers, consolidates and evaluates a range of information to uncover key insights and inform business decisions across the University.	INT
Understands the education landscape	Understands the Higher Education sector and student experience objectives of the University and the operating environment of the Faculty/School, navigating this landscape to support staff to deliver on the education objectives of the University.	INT
Core Capability	Behavioural Indicators *FOU – Foundational, *INT – Intermediate, *ADV – Advanced, *EXP – Expert	Level
Communicates with impact	Interacts with others clearly and effectively, using respectful verbal and non-verbal communication for the benefit of our students, staff and the communities we serve	INT
Contributes to the University	Shows an appreciation of the higher education sector and role of the University in the local and international community, supporting the University's strategy of excellence in research, education, engagement and student experience.	INT
Displays adaptability	Remains committed and persistent in the pursuit of goals, maintaining composure and professionalism, regardless of changing circumstances.	INT
Excels in discipline, field or profession	Strives to develop and improve own proficiency and profile in areas of focus, creating a positive impact for the University.	INT
Responds to changing contexts	Anticipates and monitors demand and develops considered responses to continually improve student, staff and community outcomes	INT
Strives to learn	Exhibits a commitment to continuously learn, having the courage to embrace new practices, behaviours and mindsets and be open to new ideas and perspective.	INT
Takes accountability	Takes accountability for own actions and contributes to an inclusive, psychologically safe and high performance culture where people are inspired to thrive and realise their potential.	INT
Takes action	Takes initiative, achieving results through a commitment to excellence and quality outcomes for the University, Australia and the wider world.	INT
Thinks and solves problems	Makes informed and considered decisions by thinking critically and comprehensively to progress and enhance outcomes for the University.	INT