

Safer Community Advisor (TAFE)

HEP Level 7

POSITION NUMBER	953581
ORGANISATIONAL UNIT	Student Complaints and Integrity Office
POSITION REPORTS TO	Safer Community Lead
OVERALL PURPOSE	The overall purpose of the Safer Community Advisor (TAFE) is to provides trauma-informed, structured, and coordinated responses to disclosures and reports of inappropriate, disruptive or threatening behaviour, contributing to the development and continuous improvement of Safer Community frameworks, policies and procedures. The Safer Community Advisor (TAFE) ensures that disclosures are received safely, assessed proportionately, documented accurately, and referred to appropriate pathways, including misconduct processes, wellbeing services, or external agencies. The role provides expert advice to inform institutional responses and risk mitigation strategies across the University. While the role primarily supports TAFE cohorts, the Safety Community Advisor (TAFE) may also contribute to Higher Education matters where required to ensure consistent University-wide responses.
ORGANISATIONAL CONTEXT AND RELATIONSHIPS	Within the University the position: ◆ works closely with the Student Complaints and Integrity Office. ◆ works with all team works closely with Integrity Officers, Security, Counselling and Wellbeing, People & Culture, Legal Services, and Colleges to ensure appropriate, consistent and proportionate responses.
LOCATION/CAMPUS	The position is currently located at the Footscray Campus of the University. The position and incumbent may be relocated to any other existing or future University work locations where it conducts its operations.

KEY CAPABILITIES

Victoria University is committed to building core capability across VU through investment in our staff, our systems and our processes. We will develop the capabilities of our staff to:

Deliver – Excellence Results-driven, accountability, problem solving focus.

Engage – Customer service mind-set internally, externally and particularly for students.

Collaborate and Partner – Build successful relationships, communicate effectively, influence and negotiate.

Innovate – Entrepreneurship, growth, continuous improvement, digital transformation.

Lead – Inspire direction, lead change, manage and develop people.

OUR ORGANISATION

Victoria University (VU) is a dual sector (higher education and TAFE) tertiary institution based in Melbourne, Australia. VU has academic colleges, each covering a broad discipline of study, and several research institutes and research centers. The University has campuses in Melbourne's CBD and western region, and a campus in Sydney and Brisbane. It also offers courses at partner institutions throughout Asia. Over 40,000 students, including around 14,000 international students, study VU courses worldwide. In 2016, VU celebrated its 25th anniversary as a university, which also marked its 100 years as an educational institution.

Commitment to Protecting Country:

Victoria University honours its deep diversity as a foundation for collaboration and social progress. We will demonstrate sensitivity in respecting First Nation perspectives. We will ensure that we respect our Indigenous voices and commit to sustainable Protecting Country. We will take leadership responsibility, in all that we do, to improve the health and wellbeing of our local and global communities, and the planet that we share.

Commitment to Diversity and Inclusion at VU:

Victoria University believes that diversity of the workforce adds value to the University and creates a stronger, richer working environment for everyone. We are committed to making reasonable adjustments to ensure that our employees have positive, barrier-free work environments that accommodate their access needs. Employees who require adjustments are encouraged to discuss their needs with their line manager.

ORGANISATIONAL UNIT

The Safer Community function forms part of the Student Complaints and Integrity Office (SCIO) and provides specialist expertise in the early identification, assessment, and referral of concerning, disruptive, inappropriate, or threatening behaviours. The team acts as the University's central triage and disclosure response point, ensuring that safety-related reports are managed in a trauma-informed, consistent, and procedurally fair manner.

The Safer Community team recognises the specific needs of vocational education cohorts, including apprentices, trainees, adult learners and students experiencing disadvantage or complex support needs.

The Safer Community function collaborates closely with Integrity Officers, People & Culture, Student Counselling and Wellbeing, Legal Services, Campus Security, Colleges, TAFE leadership and external partners to ensure timely and proportionate responses to reported behaviours. It supports the University's compliance with the Student Conduct Policy, Student Misconduct Regulations 2019, National Code of Practice 2018 (Standard 10), and the National Higher Education Code to Prevent and Respond to Gender-Based Violence (2025).

The Safer Community team remains committed to inclusivity and respect for First Nations Peoples, the LGBTQIA+ community, people with disability, people who are neurodivergent, and people of all Faiths, cultures, and language backgrounds. All activities are grounded in trauma-informed practice, procedural fairness, and the University's commitment to safety, respect, equity and privacy.

MAJOR TASKS AND ACCOUNTABILITIES

- ◆ Lead the triage, assessment and coordinated response to disclosures and reports of inappropriate, threatening or concerning behaviour, including determining appropriate management pathways, escalation and referral options in a trauma informed manner.
- ◆ Provide trauma-informed guidance and support to individuals, including facilitating appropriate early resolution strategies and advising on formal and informal pathways.
- ◆ Contribute to the development, implementation and review of targeted TAFE support initiatives and service improvements.
- ◆ Participate in student-facing activities, including orientation, wellbeing events and other engagement activities that support student connection, safety, help-seeking and retention.
- ◆ Develop and implement risk assessment and safety management plans for complex or high-risk matters.
- ◆ Provide high-level expert advice and recommendations to stakeholders and leadership on complex behavioural risk and safety matters to inform decision-making and risk mitigation strategies.
- ◆ Maintain accurate, detailed and timely case records in accordance with privacy and recordkeeping requirements.
- ◆ Contribute to case review discussions and team debriefs to support quality practice and staff wellbeing.
- ◆ Contribute to the development and review of policies, procedures and frameworks related to behavioral risk and safety.
- ◆ Lead or participate in cross-functional projects to improve Safer Community systems, processes and responses.
- ◆ Analyse data and trends to inform reporting, strategic initiatives, prevention strategies and continuous improvement activities.
- ◆ Undertake other appropriate duties as directed by the Safer Community Lead or Manager, Student Complaints and Integrity.

TYPICAL/MAJOR CHALLENGES

- ◆ Managing highly sensitive and distressing disclosures while balancing empathy, objectivity and professional boundaries in complex and high-risk situations.
- ◆ Exercising sound judgement and making independent decisions in situations involving incomplete, conflicting or ambiguous information.
- ◆ Navigating complex stakeholder environments, including internal and external parties, to coordinate timely and proportionate responses to evolving behavioural risk and safety matters.
- ◆ Maintaining consistent documentation while respecting privacy, ensuring compliance with relevant policies and analysing data to improve future safety strategies.

LEVEL OF SUPERVISION

Operates under broad direction from the Safer Community Lead and may be required to manage other administrative, technical and/or professional staff.

PROFESSIONAL AND ORGANISATIONAL KNOWLEDGE

- ◆ Demonstrated expertise in triaging, risk assessing and case managing complex conduct and behavioural matters within a regulatory environment, including awareness of issues related to sexual harm and gender-based violence.
- ◆ Demonstrated expertise in trauma-informed disclosure response, including the ability to manage sensitive information with empathy, professionalism and confidentiality.
- ◆ Advanced knowledge of risk assessment methodologies, with the ability to evaluate and respond to complex and evolving situations.
- ◆ Strong understanding of relevant legislation, policy and regulatory frameworks, including principles of procedural fairness, privacy, equal opportunity and occupational health and safety, and their application within a university context.
- ◆ Knowledge of university governance, policies and decision-making processes, with the ability to apply this understanding to support consistent and compliant outcomes.

KEY SELECTION CRITERIA

Essential

1. Knowledge or Training equivalent to a degree with 4 years subsequent relevant experience or extensive experience and management expertise, or an equivalent combination of relevant experience and/or education/training
2. A current E (Employee) Working with Children Check.
3. Demonstrated experience in case management and risk assessment, including intake, assessment, referral, record-keeping, data analysis and follow-up, with knowledge of privacy legislation and due process.
4. Demonstrated knowledge and application of trauma-informed practice in responding to matters including sexual harm, gender-based violence, online abuse and harassment.
5. Demonstrated understanding of intersectionality and experience working with marginalised and diverse communities, including people with disability, culturally diverse backgrounds and First Nations Peoples, using a strengths-based approach.
6. Proven ability to exercise initiative, apply sound judgement, solve complex problems and make recommendations, including knowing when to escalate or seek advice.
7. Excellent interpersonal and communication skills, with a demonstrated ability to collaborate effectively with a range of stakeholders to manage sensitive and complex issues.
8. High-level organisational and self-management skills, including the ability to prioritise, manage competing demands and deliver outcomes within tight and unpredictable timeframes.
9. Demonstrated high level of self-motivation and personal accountability, with the ability to work

independently in a complex and sensitive environment.

10. Demonstrated capacity to understand and comply with employer policy and practices in all aspects of work and conduct, including OHS and Anti-Discrimination responsibilities and complete/attend relevant training.

Desirable

1. Previous experience working in tertiary education.
2. A multi-sector perspective and understanding of issues in TAFE and Higher Education.

