

VCE Summer School 2024 Role Description

Volunteer Welfare Disability and Access Representative

The Welfare Disability and Access Representative holds a specialised portfolio within the Welfare Team. They will undertake the dual responsibilities of Welfare Tutor alongside the additional requirements of the role of Welfare Disability and Access Representative. The Welfare Team more broadly ensures the wellbeing of both students and tutors during the program, with a particular focus on mental wellbeing. The Welfare Disability and Access Representative will actively consider the ways in which the wellbeing of students and tutors with disabilities or access requirements can be upheld during the program.

Note: This position is only open to individuals who identify as disabled or a related identifier. This broadly includes people who have a medical condition that leads to impaired access or societal barriers. This includes but is not limited to, sensory disabilities (eg. blind or deaf), neurodivergence, chronic illness, mental illness, and physical or mobility disabilities.

This role must be held alongside the Subject Tutor role, as described in the Volunteer Subject Tutor Role Description.

Title	Volunteer Welfare Disability and Access Representative
Number of positions	1-2
Desirable Attributes	<ul style="list-style-type: none"> • Personal experience as a person with a disability (or a related identifier) • Awareness of diversity and issues within the disability community
Skills Developed in this Role	<ul style="list-style-type: none"> • Communicating diverse issues to a range of stakeholders • Advocacy on behalf of marginalised communities
Main duties and responsibilities	<p>In addition to the responsibilities of the Welfare Tutor role, the Welfare Disability and Access Representative is required to:</p> <p>Before the program:</p> <ul style="list-style-type: none"> • Under the guidance of the Directors, contribute a segment in Tutor Training to suggest ways in which tutors can make VCESS a safe and enjoyable environment for people with disabilities or access requirements. • Notify the Directors of any feedback, risks or incidents that affect the inclusion of tutors and students with disabilities or access requirements. <p>During the program:</p>

	<ul style="list-style-type: none"> • Provide welfare support to students and tutors for issues relating to disabilities or access requirements. • Refer students to appropriate external wellbeing services for people with disabilities or access requirements. <ul style="list-style-type: none"> ○ Promote disability support services and societies for tertiary students. • Promote and maintain a learning culture around disabilities or access requirements on program. • Run one autonomous social event for tutors and students with disabilities or access requirements on program (i.e. similar to Queer Picnic). • Be an approachable person for tutors and students to contact regarding issues affecting the inclusion of people with disabilities or access requirements on program. <ul style="list-style-type: none"> ○ Communicate any feedback or issues to the Directors in a timely fashion.
Reporting to	Directors Welfare Coordinators

Time Commitment

Additional time commitment expected beyond the Welfare Tutor role includes contributing content to tutor training and organising an autonomous event during program. These duties will involve an additional 2 hours before the program and 3 hours during the program. More information is available in the Volunteer Welfare Tutor Role Description.

Volunteering in this role addresses educational disadvantage and empowers University students by building interpersonal and professional skills. The VCESS program develops volunteer confidence and expertise, fosters positive and constructive partnerships, and increases UMSU visibility and recognition, which contributes to UMSU's Strategic Goals.

Benefits Common to all Roles

- Opportunity to support younger students experiencing educational disadvantage.
- Training in teaching strategies, inclusion and child safety.
- Development of communication, collaboration and time management skills.
- Access to VCESS social activities, before and during program.
- Experience working with diverse people and new connections with participants.

Responsibilities Common to all Roles

All volunteers fulfil the responsibilities of a VCESS Subject Tutor alongside any other roles, as per the Volunteer Subject Tutor Role Description. Additionally, they must:

Engage positively and appropriately with students, including:

- Be a mentor (both personally and academically) to students whilst maintaining a level of professionalism appropriate to the program.
- Communicate concerns about students' progress or welfare to the Welfare Team, Residential Coordinator and Directors as appropriate.
- Be committed to promoting an inclusive and welcoming environment within the VCESS community for all students and tutors.
- Hold a current and valid Working With Children Check, sign the relevant indemnity form and agree with all terms and conditions stated therein by the commencement of the program.

Prepare adequately for program commitments, including:

- Complete any required training for your roles, including compulsory tutor training in December, or organise an alternative with Program Directors.
- Notify the Program Directors of any changes to your availability to volunteer.
- Notify the Program Directors of any changes to personal circumstances which may impact your ability to perform the role safely.

Follow program rules and procedures, including:

- The UMSU Acceptable Conduct, Child Safety and Volunteering Policies; and the VCESS Tutor Code of Conduct.
- Ensure that students follow the rules of the program.
- Assist in the event of an unforeseen emergency.