DEFENCE SCHOOL TRANSITION AIDE (DSTA) PROGRAM

2015-16 GUIDELINES

These guidelines will assist schools to apply for
DSTA funding in 2015-16

DSTA 2015-16 application funding round
closes on 20 March 2015 at 5pm AEST
Preface

The Defence School Transition Aide Program 2015-16 recognises that mobility affects Defence families. The DSTA program recognises that Defence families turn to schools to assist when mobility affects education.

The Defence Community Organisation is responsible for the policy, management and day-to-day administration of the DSTA program. Funding support payments are available to schools that support Defence with education mobility issues.

If your school is interested in applying for 2015-16 DSTA support payment funding, please read these guidelines carefully and complete the application form. If you have any questions please email dsta.program@defence.gov.au.

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1. Overview of the Defence School Transition Aide (DSTA) Program

1.1 What is the DSTA Program?

The DSTA Program provides funding to support schools to embed a Defence Transition Aide (DSTA) or Defence Transition Mentor (DTM) to minimise the impact of mobility on education. Schools have the opportunity though the DSTA program to build the capability of the school to support Defence students particularly during transitions into and out of the school and during parental absences.

The employment of a DSTA or DTM by a school aims to address the issues associated with mobility and service related parental absence. The DSTA program assists in the development of strategies and opportunities for Defence families to be successfully integrated into the school community.

The program is a reflection of the commitment by Defence to support its members and their families and recognises the partnership between education authorities, Defence and schools.

1.2 Aim

The aim of the DSTA Program is to facilitate the best possible educational outcome for children of Defence members through on-site, direct and flexible assistance to students, parents, teachers and other support services.

Through the DSTA Program schools will be able to provide the following benefits:

- facilitating a supportive educational environment for Defence families during times of change;
- establishing ongoing programs and resources for use during and beyond the life of the DSTA program;
- providing a communication link between stakeholders;
- helping mobile Defence families to integrate successfully and quickly into their school community;
- helping Defence families to make use of a wide range of local community resources that facilitate resilience;
- encouraging and supporting Defence families to be actively involved in their wider school community;
- addressing Defence family and school community needs by building on the inherent strengths of Defence families and school community to design and develop innovative self help solutions; and
- strengthening relationships, supporting families, improving children’s wellbeing through self help activities to improve their quality of life.

1.3 Funding for the Program

The DSTA Program is funded annually by Defence, through the Defence Community Organisation (DCO), which will provide funding to enable the employment of a DSTA or DTM. Allocations are determined by selection criteria which set the support hours and subsequent funding that each successful school is entitled to annually.

From 2014-15 State/Territory Government hourly rates are used as the benchmark to calculate funds for all schools eligible for support payment funding under the DSTA Program. Any funding requirements above those allocated by the DSTA program will need to be met by the individual school.
2. **Eligibility Information**

2.1 **Eligibility**

Any school representing the interests of Defence families can apply for DSTA funding, provided they meet the aims of this program.

Schools invited to apply for DSTA funding must:

- be a primary, secondary or foundation (K-12) school;
- demonstrate an ability to delivering innovative programs/services to support Defence families; and
- demonstrate an ongoing commitment to strategic partnerships between education authorities, Defence and schools.;

3. **Application Process**

3.1 **Application Conditions**

The DSTA Program application form will be used to determine whether a school is suitable to receive DSTA funding. Completing an application form provides no assurance or guarantee of receiving a DSTA funding support payment. All information requested on the application must be completed to enable an application to be considered. Only one application per school will be assessed.

3.2 **Applicant’s Responsibilities**

It is the responsibility of the school to ensure that the application is complete and accurate. Giving false or misleading information to the Department of Defence is a serious offence. Applicants or their partners who do so may be prosecuted under section 137.1 of the **Criminal Code Act 1995**.

3.3 **Opening and closing dates**

The DSTA Program funding round opens on Monday 23 February 2015 and will close on **Friday 20 March 2015 at 5pm AEST**. The DSTA 2015-16 application form is the only approved form that will be considered when assessing applications for DSTA Program funding.

3.4 **Lodging an application**


Online application forms can be completed electronically or manually. Forms should be printed, signed and submitted to Headquarters DCO by the closing date. Forms can be submitted via email to dsta.program@defence.gov.au or post to:

Headquarters Defence Community Organisation
DSTA Program
PO Box 7921
Canberra BC ACT 2610

3.5 **Late applications**

Applications submitted after the closing date are subject to rejection up until the DSTA Allocation Committee convenes in April 2015. If an application is late, the Allocation Committee may determine that there were exceptional circumstances beyond the applicant’s control that meant the deadline could not be met. The applicant will need to supply evidence to support any exceptional circumstances. DCO has no obligation to accept a late application and any decision by DCO to accept or not accept a late application will be final.
3.6 Assessment of applications

DSTA Program 2015-16 funding is a competitive process. All eligible applications will be assessed against the selection criteria and their individual merit.

The Directorate of National Programs (DNP) staff, in DCO as program managers, will acknowledge applications on receipt and reserves the right to request further information, if required.

The DSTA Allocation Committee assesses and prioritises all applications received against the set selection criteria detailed in 3.8 and recommends to the Director General DCO, the amount allocated to each school and any terms and conditions under which they should be given.

The DSTA Allocation Committee representatives consist of Regional Education Liaison Officers (REDLOs) and DNP staff.

3.7 Conflicts of Interest

DCO reserves the right to assess the potential impact of the conflict or perceived conflict of interest and what plans, if any, are proposed to address the conflict of interest in relation to the application for funding. DCO may reject an application if DCO is not satisfied that there are arrangements in place to appropriately address/manage a perceived or actual conflict of interest. DCO also has mechanisms in place for identifying and managing potential or actual conflicts of interest such as requiring assessment staff to sign conflict of interest declarations prior to undertaking the assessment of applications.

3.8 Selection criteria

The DSTA Program provides funding to schools on a demonstrated needs basis in a very competitive process under a strict budget allocation cap.

The following factors will be considered when determining the eligibility for the support of DSTA and DTM positions in schools:

- number of students who are dependents of full time serving Defence members;
- rates of Defence student population;
- parental absence rates due to high operational tempo or training exercises;
- isolation of the posting; and
- proposed DHA housing developments in school feeder areas

3.9 Process after initial application

- DNP staff will collate all DSTA applications in March;
- the DSTA Allocation Committee will review applications by April;
- recommendations to DGDCO by May;
- final decisions will be announced from June.

3.10 Successful applicants

DCO is responsible for the outcome of the 2015-16 DSTA funding support payments. Successful schools will receive a Letter of Approval and a Letter of Agreement from DCO and will be asked to accept the terms and conditions in the Letter of Agreement. Any organisation failing to meet the terms of the agreement will forfeit their eligibility to funding.

Funded schools are responsible for ensuring the terms and conditions of the Letter of Agreement are met. The Letter of Agreement is required to be returned by the school within 10 working days from the date of the Letter of Approval. Funds will be made available on acceptance by the Department of the schools Letter of Agreement. There is no binding agreement until the Letter of Agreement is signed by the funded school and the Director of National Programs.
Funds are unable to be paid to schools where there is an acquittal still outstanding from a previous years DSTA funding allocation. Funding is not transferrable and can only be paid to the school that applied under the DSTA Program.

3.11 Unsuccessful applicants - Appeal
All unsuccessful schools will be advised of the outcome of their applications in writing by DCO.

Requests for additional feedback must be received by DCO within 30 days of the date of notification from DCO advising of the outcome of the application.

Where a bid to the DSTA Allocation Committee has not been successful, applicants may apply in writing to the Assistant Director Community Support Programs for a review of the decision on the following grounds:

- there has been a genuine mistake or misinterpretation in the assessment and/or calculation of funds requested; and
- a school has made a genuine omission in the preparation or submission of a funding application.

3.12 Acquittal of funding – DSTA Annual Report
All funding must be expended by 30 June in the year following the awarding of DSTA Program funds. Unspent funds must be returned to the program. There is no discretion to carry over funds into the next financial year and there is no capacity to pay a school over and above their initial funding allocation. Acquittal of funds should be completed by the end of the financial year and returned to Headquarters DCO by 30 September each year.

It is the responsibility of the school to maintain a complete set of records for acquittal purposes, including all receipts and financial statements.

Schools will be emailed their DSTA Annual Report to acquit the funding from the previous financial year. This report should be forwarded to DNP staff within one month of completion of expenditure or no later than 30 September in the year following the awarding of the DSTA funding. The acquittal should include the completed evaluation report.

3.13 Evaluation Reporting
As a condition of the receiving DSTA funds a comprehensive evaluation report must be submitted with the DSTA Annual Report.

3.14 Funding Payments – Tax Invoice
DSTA support funding payments will be made available to successful schools annually once all acquittal/evaluation reporting has been met. Support funding payments will be made available upon receipt of a tax invoice. Funding payments will be made by direct credit to bank accounts so it is important that the correct details are provided on the application.

Bank account details provided by applicants must pertain to the organisation, not to personal accounts. Defence’s payment policy is 30 days from the date received by the Defence centralised processing cell.

3.15 Taxation
Defence will pay the funding amount plus Goods and Services Tax (GST) where required. GST is only applied to administration costs under this program.

3.16 Web Based Reporting
Defence will report to the public all successful schools awarded DSTA Program support payment funding each financial year. The list of DSTA successful schools will be displayed on the DCO website once recipients are notified of the outcome of their application.
3.17 Review of the program

DCO reviews the DSTA Program on an annual basis to ensure the aims of the program are being met and remain relevant and where necessary, adjusts the guidelines in line with Departmental and Commonwealth priorities.

3.18 Request to vary DSTA expenditure

Variations are sometimes required during the funding cycle. Requests to change the purpose for which monies are to be spent must be made in writing to the Assistant Director, Community Support Programs. Funds may not be expended on other purposes unless approval from DNP staff has been given. Applications for variation are required to meet the original aim of the approved project. To allow for expenditure of DSTA support payment funds by 30 June, all applications for variation should be submitted by 31 May. The preferred submission method is email. The email address is DSTA.Program@defence.gov.au.

3.19 Misuse of Funds

Schools are fully accountable for their actions in respect of DSTA funds. These funds are public monies and great care must be taken with the administration of their expenditure. Failure to meet the terms and conditions of the guidelines may impact on the release of funds and has the potential to influence decisions made in respect of any future DSTA applications.

3.20 Monitoring/Site visits

As a condition of accepting DSTA support payment funding, schools are subject to the monitoring process.

Monitoring provides assurance that all conditions attached to the DSTA program are being complied with and includes the assessment of the effectiveness of individual recipients while providing a basis for refining the overall DSTA program.

Periodic monitoring will occur. Local DCO REDLOs will conduct regular monitoring or site visits of all DSTA approved schools within their area. The results of the monitoring will be recorded and forwarded to DNP staff for record management and administration purposes.

4. Responsibilities and accountability under the Program

4.1 DCO responsibilities and accountability

DNP staff

DNP as the program managers are responsible for overall program administration, delivery, reporting, compliance, ongoing policy development and performing periodic monitoring and evaluation checks of the DSTA program.

DCO members are available to provide advice on the application process and administration pertaining to the DSTA Program.

Regional Education Liaison Officer (REDLO)

The role of the REDLO is to provide information, advice, referral and specialised education assistance to Defence members and their families about education systems within their area. REDLOs provide specialised education advice from preschool to tertiary level with major input when Defence families are required to relocate.

REDLOs are able to provide the Defence perspective to assist the DSTA or DTM to fulfill their designated role. The REDLO also provide advice and support to the management team panel (see section 4.2). The REDLO will meet and liaise with DSTA or DTM in their area to provide training, guidance and any assistance as required.

The REDLO acts as the first point of contact and provides liaison and linkage with DNP staff of Headquarters DCO.
4.2 Schools responsibilities and accountability

Schools in receipt of DSTA funding are responsible for their own governance, administration and appointment of a DSTA/DTM.

Schools are responsible and accountable for ensuring:

- the appointment of a DSTA/DTM is in accordance with the DSTA Program guidelines;
- the terms and conditions of the Letter of Agreement are met;
- service provision is effective, efficient and appropriately targeted;
- working collaboratively to deliver the program/service delivery strategy;
- highest standards of duty of care are applied;
- services are operated in line with, and comply with the requirements as set out within all State/Territory and Commonwealth legislation and regulations;
- accurate records are kept by school business managers, adhering to transparent and accountable book keeping and expenditure procedures;
- appropriate public liability insurance is held;
- if employment is reliant on DSTA support payment funding that staff are employed only on a limited contractual basis for the period of the funding; and
- hat they consider Defence’s reputation in the public eye when promoting and conducting DSTA program activities.

During the application process, schools will be asked to identify the school Principal and nominate a contact person to act on the school’s behalf.

Appointing a DSTA/DTM

The appointment of a DSTA to a primary school or a DTM to a secondary or Foundation to Year 12 School is a reflection of the commitment by Defence to support its members and their families. Defence recognises the partnership between itself, the education authorities, and schools who share the responsibility for these families.

It is expected that the DSTA or DTM will be embraced as a valued member of the school staff and be provided with an appropriate place to work with access to a telephone and computer and school support for stationery and other basic needs as required.

Schools are encouraged to offer and embed the position as part of the pastoral care/student services team within the school. The DSTA or DTM should be supervised on a regular basis and supported by the Principal, Deputy Principal or another member of the teaching staff.

A management team panel should be established for the DSTA Program position. It should consist of members such as the Principal or nominee, the REDLO in the area and other people as appropriate, e.g. Defence parent and/or School Board representatives. The management team should be set up to manage the selection process, ongoing training and support for the position. The role of this team is primarily one of support.

Selection Process

- the management team panel should conduct a selection process for each position which is open, competitive and transparent;
- the local REDLO must be involved as part of the selection process; and
- advertising these positions is the responsibility of the school.

Suggested DSTA/DTM Duties

The duties of the DSTA or DTM may include a mix of the following activities. However, these activities are not exhaustive and other relevant activities may be performed by a DSTA or DTM provided that such duties are appropriate having due regard to the nature and purpose of the position. These activities should be undertaken in consultation with the Principal of the school or nominee and in some instances the Management Team.
General Duties may include:

- assisting Defence parents and children to become familiar with the school and its facilities and integrate into the school community;
- coordinating appropriate welcome and farewell activities for Defence students;
- supporting Defence students at school during times of parental absence from home for service requirements;
- supporting Defence students to develop their self-confidence and resilience;
- referring Defence students where necessary to appropriate student support services;
- developing and implementing programs and resources that support Defence student needs;
- facilitating their participation in cultural, sporting, academic and personal development programs;
- linking Defence students to school and community programs;
- raising school community awareness of Defence related issues facing these students such as parental absence due to service requirements;
- contributing items of interest to the school newsletter;
- providing opportunities for Defence families to meet other Defence families within the school community;
- being a contact for new parents of mobile Defence children in the school; and
- maintaining contact with Defence families who are enrolled in the school.

The DSTA or DTM is not a teacher or counsellor nor is it intended that the DSTA or DTM work with one student on a long term basis.

5. Other Important Information

5.1 Disclaimer
The Australian Government will not accept responsibility for any misunderstanding arising from the failure by an applicant to comply with these Guidelines, or arising from any ambiguity, discrepancy or error contained in an application.

5.2 False or Misleading Information
Applicants should be aware that giving false or misleading information to the Commonwealth is a serious offence under the Criminal Code Act 1995 (Cth). Where false or misleading information is provided, or relevant information withheld, criminal or disciplinary action under the Public Governance, Performance and Accountability Act 2013, Defence Force Discipline Act 1982, Public Service Act 1999, or the Criminal Code Act 1995 may be taken depending on the circumstances. If the applicant is a member of Defence, or employed under the Public Service Act, administrative action may also be taken by Defence and sanctions imposed. Applications may be disregarded if, in the belief of the Department, false or misleading information has formed a component of an application.

5.3 Privacy
The Department of Defence is bound by the provisions of the Privacy Act 1988 (Privacy Act). Section 14 of the Privacy Act contains information Privacy Principles (IPPs), which prescribe the rules for handling personal information. Personal information is defined in section 6 of the Privacy Act as:

"information or an opinion (including information or an opinion forming part of a database), whether true or not, and whether recorded in a material form or not, about an individual whose identity is apparent, or can reasonably be ascertained form the information or opinion".

5.4 Contact Information

Further information is available at DSTA.Program@defence.gov.au

6. Appendix

The following suggested job specifications are intended to be used to guide the recruitment process:

A. DSTA (Primary) Job Specific Criteria
B. DTM (Secondary) Job Specific Criteria
C. DTM (Foundation to Year 12) Job Specific Criteria
Defence School Transition Aide  
(Insert Name here)

Whole Position Salary: $  
Contract Term: 01 July 2015 to 30 June 2016  
Closing Date: 

Location:

Job Description:

The occupant of this position will provide information and support and develop a range of activities for dependants of Defence members and families to ease the impact of mobility and service related parental absence.

The DSTA is a school/education authority employee and is responsible to the principal or nominee for everyday activities.

Contact Officer: for information relating to this position.

Selection Criteria:

Your application for this position should specifically address each of the selection criteria listed below and the work profile attached. Short listing and selection will be based upon responses to these selection criteria and the attached Duty Statement.

SC 1 Sound communication skills both oral and written, and the ability to communicate effectively with primary school aged children, school principal and staff, parents, Defence Members and their families.

SC 2 Demonstrated ability to organise own work, set priorities, meet deadlines, work independently and as a team member and maintain confidentiality.

SC 3 Ability to plan, organise and deliver activities and resources relating to the needs of Defence families.

SC 4 Ability to acquire quickly an understanding of the operations of the school.

SC 5 Possession of a current driver’s licence.
**Additional Factors: insert if required**

**Reporting Relationships:**

The Defence School Transition Aide (DSTA) will be responsible to the Principal or nominee for every day activities and meet with the Management Team on a regular basis. The REDLO and DSTA will also be in close contact for advice, support and training needs.

All applicants for school based positions are required to disclose information regarding criminal convictions for certain offences. Criminal history of any appointee will be checked under the relevant State/Territory legislation. Other working with children checks as required by State/Territory Education Systems.

**Work Environment:**

Schools perform a vital role in providing quality educational services to their students to assist them to acquire knowledge and understanding, to pursue special interests, to strive to achieve excellence, and to develop social and vocational skills. Schools also aim to facilitate and support the participation of parents and carers to enable a smooth transition and rewarding educational experience for young people from Defence families.

**Duty Statement:**

Under direction of the Principal or Principal’s nominee:-

A Defence School Transition Aide provides assistance to Defence children and families.

This may include:

- Assisting Defence parents and children to become familiar with the school and its facilities;
- Co-coordinating appropriate welcoming and farewelling activities for Defence children involving the school community;
- Supporting children at school during times of parental absence from home for service requirements;
- Monitoring Defence children’s personal issues such as friendship, peer groups and classroom difficulties;
- Contributing items of interest to the school newsletter;
- Providing opportunities for Defence families to meet other Defence families within the school community;
- Being a contact for new parents of mobile Defence children in the school;
- Maintaining contact with Defence families who are enrolled in the school.
- The DSTA is not a teacher or counsellor nor is it intended that the DSTA work with one student on a long term basis.
Defence School Transition Aide Program (Secondary)
Defence Transition Mentor (DTM)

Whole Position Salary: $

Contract Term: 01 July 2015 to 30 June 2016

Closing Date:

Location:

Job Description:

The occupant of this position will provide information and support and develop a range of activities for the students of Australian Defence Force families to ease the impact of mobility and service related parental absence.

The DTM is a school/education authority employee and is responsible to the principal or nominee for everyday activities.

Contact Officer: for information relating to this position.

Selection Criteria:

Your application for this position should specifically address each of the selection criteria listed below and the work profile attached. Short listing and selection will be based upon responses to these selection criteria and the attached Duty Statement.

SC 1 Demonstrated ability to empathise and work with young people.
SC 2 Appropriate qualifications and/or demonstrated relevant experience.
SC 3 Demonstrated high level of communication skills both oral and written and the ability to communicate effectively with a diverse range of people e.g. students, school principal, school staff, parents, Defence Members and their families.
SC 4 Ability to liaise with a range of individuals and community groups. Demonstrated skills in advocacy and negotiations including problem solving and conflict resolution are essential
SC 5 Demonstrated ability to organise own work, set priorities, meet deadlines, work independently and as a team member, and maintain confidentiality.
SC 6 Ability to plan, organise, evaluate and deliver innovative and creative programs, resources and activities relating to mobile families, students and the school community.
Additional Factors: *insert if required*

**Reporting Relationships:**
The Defence Transition Mentor (DTM) will be responsible to the Principal or nominee for every day activities and meet with the Management Team on a regular basis. The REDLO and DTM will also be in close contact for advice, support and training needs.

All applicants for school based positions are required to disclose information regarding criminal convictions for certain offences. Criminal history of any appointee will be checked under the relevant State / Territory legislation. Other working with children checks as required by State/Territory Education Systems.

**Work Environment:**
Schools perform a vital role in providing quality educational services to their students to assist them to acquire knowledge and understanding, to pursue special interests, to strive to achieve excellence, and to develop social and vocational skills. Schools also aim to facilitate and support the participation of parents and carers to enable a smooth transition and rewarding educational experience for young people from Defence families.

**Duty Statement:**
Under direction of the Principal or Principal’s nominee:-

A Defence Transition mentor provides assistance to Defence children and their families.

This may include:

- Support and assist young people from Defence families to integrate into the school community;
- Create a greater and ongoing awareness within the school community of the needs of young people from Defence families;
- Work with individuals, groups, families and stakeholders to develop, implement and evaluate relevant programs;
- Promote the participation of young people from Defence families in school and community activities;
- Provide advocacy and negotiation support for these young people as required;
- Provide them with information and appropriate referral to support services;
- Develop resources and programs to support young people from DEFENCE families;
- Proactively contribute to the school team adhering to school policies and priorities.

It is expected that the successful applicant will be able to demonstrate the following attributes:

- Initiative and leadership qualities;
- Ability to work independently;
- Display an inclusive approach to working with young people.

The Defence Transition Mentor is not a teacher or counsellor nor is it intended that the Defence Transition Mentor work with one student on a long term basis.
Defence School Transition Aide Program (Foundation to Year 12)
Defence Transition Mentor (DTM)

Whole Position Salary: $

Contract Term: 01 July 2015 to 30 June 2016

Closing Date:

Location:

Job Description:

The occupant of this position will provide information and support and develop a range of activities for dependants of Defence members and families to ease the impact of mobility and service related parental absence.

The DTM is a school/education authority employee and is responsible to the principal or nominee for everyday activities.

Contact Officer: for information relating to this position.

Selection Criteria:

Your application for this position should specifically address each of the selection criteria listed below and the work profile attached. Short listing and selection will be based upon responses to these selection criteria and the attached Duty Statement.

SC 1 Demonstrated ability to empathise and work with students from Foundation to Year 12.

SC 2 Appropriate qualifications and/or demonstrated relevant experience.

SC 3 Demonstrated high level of communication skills both oral and written and the ability to communicate effectively with a diverse range of people e.g. students, school principal, school staff, parents, Defence Members and their families.

SC 4 Ability to liaise with a range of individuals and community groups. Demonstrated skills in advocacy and negotiations including problem solving and conflict resolution are essential.

SC 5 Demonstrated ability to organise own work, set priorities, meet deadlines, work independently and as a team member, and maintain confidentiality.

SC 6 Ability to plan, organise, evaluate and deliver innovative and creative programs, resources and activities relating to mobile families, students and the school community.
**Additional Factors:** *insert if required*

**Reporting Relationships:**

The Defence Transition Mentor (DTM) will be responsible to the Principal or nominee for every day activities and meet with the Management Team on a regular basis. The REDLO and DTM will also be in close contact for advice, support and training needs.

All applicants for school based positions are required to disclose information regarding criminal convictions for certain offences. Criminal history of any appointee will be checked under the relevant State / Territory legislation. Other working with children checks as required by State/Territory Education Systems.

**Work Environment:**

Schools perform a vital role in providing quality educational services to their students to assist them to acquire knowledge and understanding, to pursue special interests, to strive to achieve excellence, and to develop social and vocational skills. Schools also aim to facilitate and support the participation of parents and carers to enable a smooth transition and rewarding educational experience for young people from Defence families.

**Duty Statement:**

Under direction of the Principal or Principal’s nominee:-

A DTM provides assistance to Defence children and their families.

This may include:

- Support and assist young people from Defence families to integrate into the school community;
- Create a greater and ongoing awareness within the school community of the needs of students from Defence families;
- Work with individuals, groups, families and stakeholders to develop, implement and evaluate relevant programs;
- Promote the participation of students from Defence families in school and community activities;
- Provide advocacy and negotiation support for these students as required;
- Provide them with information and appropriate referral to support services;
- Develop resources and programs to support students from Defence families;
- Proactively contribute to the school team adhering to school policies and priorities.

It is expected that the successful applicant will be able to demonstrate the following attributes:

- Initiative and leadership qualities;
- Ability to work independently;
- Display an inclusive approach to working with young people.

The DTM is not a teacher or counsellor nor is it intended that the DTM work with one student on a long term basis.