

# Careers in the Disability Support Sector

*An easy read guide for school personnel*



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**1**

Understanding the local opportunity

Our local growth predictions and pathways

**2**

Ascertaining student interest

Tools you can use to present options and raise awareness

**3**

Determining a student's suitability

Identifying students most likely to be successful

**4**

Preparing students to gain employment

Training and skilling options

**5**

Keeping up to date

Build relationships and staying informed with the disability sector

## 1. Understanding the Bundaberg, Wide Bay and Burnett opportunities

The new NDIS system for supporting people with a disability is predicted to have a profound effect on workforce. It is estimated that in the coming years that one in five of all new jobs created will need to be in the disability sector. (*NDIS Costs Position Paper 2017*)

*Bundaberg, Fraser Coast and Burnett predictions are in the largest proportional workforce increases noted in the State.*

*Our local area is estimated to have less than 40% of the workforce it will need when the NDIS fully rolls out.*

(Market Position Statement – QLD 2016)

The greatest bulk of the new roles are expected to be for individual support workers who work directly with people with a disability and their families. There will also be additional demand for therapists and within allied health sectors.

For more information see <http://workabilityqld.org.au/bundaberg-wide-bay-burnett-ndis-region/>

What this means in our region		
	Low projections	High projections
Fraser Coast Jobs (23.6 hours per week)	1,378	1609
Bundaberg Jobs (23.6 hours per week)	1,047	1,288
South Burnett Jobs (23.6 hours per week)	457	535
North Burnett Jobs (23.6 hours per week)	89	103
Cherbourg Jobs (23.6 hours per week)	8	10

## 2. Ascertaining student interest

Local engagement suggests that awareness of the disability support sector as a potential career may be low among young people.

Students may not know what disability support work involves, what pathways exist or what skills and attributes may make them suitable.

However, education personnel can play an integral role in identifying students who would be successful in the disability support sector and giving them the opportunity to consider this new possibility.

Are they interested in everyday support? job support? specialist support? Or administration & management?

Tri-fold brochures for use with students, exploring each of these areas, is available on the Careers in Disability website <http://www.careersindisability.com.au/types-of-jobs-careers/>

Looking for something more youth specific?

Below are links to short videos featuring the stories of young people who already work in the sector that can be used to present options and ascertain interest.

## Stories of young people working in disability support in their own words

- Kevin talks about his choice to work in the disability sector (1m 56s).  
<https://www.youtube.com/watch?v=XAQVzDT5-sg&feature=youtu.be>
- Meet Taylah and hear the types of things she does in a normal day in this sector (1m 37s)  
<https://youtu.be/XU71fUMj9Ds>
- See a video created by Camden Haven High School regarding disability support work including an interview with Jordan who is doing a school based traineeship.  
<https://www.youtube.com/watch?v=RAyt9wGwzZg>
- Several young support workers at ARC Disability Services in Cairns talk about their roles (4m 24s)  
<https://www.youtube.com/watch?v=gHG5s5NbMUQ>
- Emma is a 20 year old, graduate psychology student who began volunteering with children with a disability and has now founded a disability advocacy association (2m 47s)  
<https://open.abc.net.au/explore/123087>

## Other useful links

Ways to show a day in the life of a disability support worker or allied health professional for all ages

- The inspirational video story of Maria & Gerard (3 min)  
<https://youtu.be/iMhZT8v1Fgs> or their written perspectives  
<https://www.carecareers.com.au/page/get-to-know-maria-gerard>
- Talia's transition to high school – views of the team, including the therapy team who are working to support her (2m 12s) <https://youtu.be/TBwMNadGtz4>

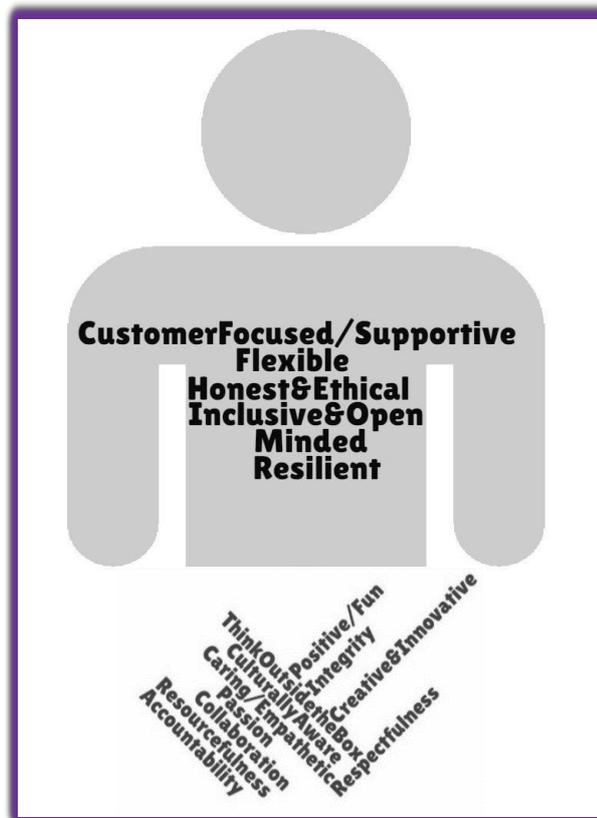
### 3. Determining a student's suitability

Before taking on training, it is important to understand that local employers will consider multiple additional areas to qualifications when determining suitability. These involve practical and legal requirements but also specific attributes and values which local employers have nominated as seeking – or screening for – when choosing a successful applicant.

*Local employers started finding people with the right values and attributes to be their major barrier to recruitment.*

*Local employers are seeking people who are Supportive/Customer Focused, Flexible, Honest & Ethical, Inclusive & Open Minded and Resilient*

The checklist on the next page provides a guide for discussion for education advisers and students regarding the types of criteria that local employers recruit to.



## Suitability Criteria (Self-Check)

This is a generalised guide however individual organisational requirements may differ.

### MANDATORY (for all services registered with the NDIS)

Ability to pass a Criminal History Screening and National Police Check	
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### PREDOMINATELY - BUT NOT EXCLUSIVELY - REQUIRED

CPR & First Aid	
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Drivers Licence	
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Access to own vehicle	
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Ability to meet physical competency test (for some roles)	
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### FREQUENTLY ADVANTAGEOUS at job seeker stage

Mobile phone and ability to use technology	
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Completed basic units of competency within related certificate fields for example: <i>Follow safe work practices for direct client car</i> <i>Provide individualised support</i> <i>Communicate and work in health or community services</i> <i>Facilitate the empowerment of people with disability</i> <i>Assist clients with medication</i> <i>Work with diverse people</i>	
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Alternately - obtainment of a related certificate (see Section 4)	
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Hobbies and interest which could match specific client requests	
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### ATTRIBUTES & VALUES PREDICTING THE DECISION TO RECRUIT

Supportive/Customer Focused	
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Flexible	
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Honest & Ethical	
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Inclusive & Open Minded	
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Resilient	
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### Other values and attributes seen to predict success

Resourcefulness, accountability, ability to collaborate, passion, integrity, caring/empathetic, culturally aware, able to think outside the box, creative and innovative, positive/fun, respectful.
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## 4. Preparing students to gain employment

For students who fit the personal attributes and value markers noted above, engaging in training is one pathway into jobs in the disability industry.

Some of the most frequent VET qualifications for this industry include -

- Certificate II, III, IV or Diploma of Community Services
- Certificate III in Individual Support
- Certificate IV in Disability
- Certificate II or III in Health Support Services
- Certificate III or IV in Allied Health Assistance

These are shown in more detail here <http://www.careersindisability.com.au/education-and-training/> and on the Education Department's 'myfuture' website <https://www.myfuture.edu.au/>

For students, typical paths can be undertaking a Certificate II through VETIS, a school-based traineeship, a Certificate III qualification completed while at school or a Year 13 qualification.

Student Opportunity	Current examples include <i>(Please check current Queensland Training Subsidies list for any updates <a href="https://training.qld.gov.au/docs-data/strategies/vetinvest/subsidieslist">https://training.qld.gov.au/docs-data/strategies/vetinvest/subsidieslist</a> ).</i>		
<b>VETIS</b>	Certificate II in Community Services	Certificate II in Health Support Services	
<b>Year 13</b>	Certificate III in Community Services	Certificate III in Individual Support	
<b>School Based Traineeship</b>	Certificate IV in Disability	Certificate III in Allied Health Assistance	Certificate III in Aboriginal and/or Torres Strait Islander Primary Health
	Certificate III or IV in Community Services	Certificate III in Individual Support	
<b>Post Year 13 - Examples of C3G (Certificate III Guarantee)</b>	Certificate III in Individual Support	Certificate III in Health Support Services	Certificate III in Aboriginal and/or Torres Strait Islander Primary Health Care
	Certificate III in Health Services Assistance	Certificate III in Allied Health Assistance	
<b>Post Year 13 – Examples of subsidised Higher Level Skills</b>	<b>Certificate IV in Allied Health Assistance</b>	Certificate IV in Mental Health Peer Work	Certificate IV or Diploma of Aboriginal and/or Torres Strait Islander Primary Health Care Practice

## Easy tools to help demonstrate pathways and career potential.

- Want one overarching visual of the pathways to and through a Career in Disability to share with students? You can find it here <https://www.carecareers.com.au/media/get/id/542/key/1ab3c0a81345c3d>
- Find detailed information about apprenticeships and traineeships available for students/adults at the Australian Apprenticeships & Traineeships Information website. Site includes an interactive Job and Training Descriptor which allows people to explore roles and relevant training - <https://www.aapathways.com.au/>
- Walk thru a student's options with the step-by-step online Disability Career Planner tool which provides descriptions of job tasks and levels of progression <https://www.carecareers.com.au/career-planner>

## What if a student wants to learn more but isn't ready to commit to a certificate?

Students can also access the below introductory online courses and modules, without charge, to learn more. These can also be used to demonstrate independent undertakings on applications and resumes etc.

- Disability Induction program module 1 is offered free on the carecareers website for those who are wanting to learn more about the sector <https://www.carecareers.com.au/page/disability-induction-program>
- Every Moment Has Potential - a freely accessible online learning resource developed for disability support workers which provides a five module introduction to Person Centred Active Support. The modules include a downloadable workbook and was developed by Greystones Disability Services and La Trobe University <http://www.activesupportresource.net.au/>
- An Introduction to Human Rights in Disability Services <https://www.carecareers.com.au/human-rights-course/NSW/Launch.html>

## 5. Keeping up to date

WorkAbility is a short-term initiative that works with local communities, and at state-level, to enable local workforce solutions for local needs through partnership and collaboration.

The projects bring together employers, job search agencies, education providers, the training sector, government agencies and people with a lived experience to ensure Queensland has the right people, with the right skills, in the right place, at the right time to achieve full implementation of the NDIS.

Linking with the WorkAbility initiative is one way you can engage with the future employers of your students.

Your local area also has disability networking groups and providers seeking to recruit quality applicants for a career in disability.

Some key contacts and information sources for this area include:

- Careers in Disability Website <https://www.careersindisability.com.au/>
- Jobs, Advice & Courses For The Care Sector <https://www.carecareers.com.au/>
- Find NDIS registered service providers search site - <https://www.ndis.gov.au/document/finding-and-engaging-providers/find-registered-service-providers>
- Join the WorkAbility mailing list at <http://workabilityqld.org.au/>