Position Description

Enrolment and Transition Officer

Business Group
Y Schools Queensland

Classification
Educational Services (Schools) General Staff Award – Level 5

Employment Type
Full-time

Child Facing Role
Yes ☒
No ☐

Screening Requirements
All Y Queensland employees must have a:

- *Blue Card*
- *National Police Check*

Role specific requirements:

- *Current driver licence*

Reports to:
Business Services Manager or delegate

Supervises:
N/A

Role Purpose

The Enrolment and Transition Officer provides a consistent, responsive and relational first point of contact for prospective students, families, carers and referrers across Y Schools Queensland. The role coordinates the end-to-end enrolment journey from enquiry and initial screening through interview, documentation, decision coordination, onboarding and early transition, ensuring each young person experiences a timely, respectful and well-organised pathway into the most appropriate Y Schools Queensland setting.

The position supports informed enrolment decisions by collecting and verifying information, conducting the initial Enrolment and Transition Interview, identifying risk and support indicators, maintaining accurate records and escalating complex matters. The role does not independently determine complex eligibility, educational adjustments, safety planning or final enrolment outcomes outside approved delegations. It works closely with campus leaders, specialist teams and Business Services to ensure clear handovers and accountability.

Your Key Responsibilities

Typical role responsibilities include, but are not limited to:

1. Enquiry, Intake and Initial Screening

1.1 Respond promptly and professionally to enquiries from parents/carers, young people, schools, agencies and community referrers.
1.2 Explain the Y Schools Queensland model, eligibility considerations, enrolment stages, expected timeframes and information requirements in clear and accessible language.
1.3 Review submitted applications for completeness and follow up missing information, consent forms and supporting evidence.
1.4 Undertake approved initial eligibility and pathway screening against organisational criteria, identifying matters requiring specialist or leadership review.
1.5 Maintain a warm, trauma-aware and culturally responsive approach, including where an applicant may not be eligible or a campus may not be the most appropriate setting.

2. Enrolment and Transition Interviews

2.1 Schedule and conduct the initial Enrolment and Transition Interview with the young person and their parent, carer or relevant support person.
2.2 Gather accurate information about educational history, engagement, strengths, aspirations, learning needs, wellbeing, behaviour, safety, disability adjustments, services and transition supports.
2.3 Ensure the young person's voice, agency, goals and preferences are meaningfully reflected in interview records and transition planning.
2.4 Identify incomplete, inconsistent or high-risk information and escalate it promptly through the approved pathway.
2.5 Coordinate secondary interviews or specialist review by Inclusion, Wellbeing, Youth Work, Pathways or school leadership where required.

3. Decision Coordination and Communication

3.1 Prepare clear, objective and complete enrolment summaries to support delegated decision-makers.
3.2 Coordinate campus capacity and year-level checks with relevant school leaders before placement is offered.
3.3 Track decisions, conditions, required actions and outstanding evidence, ensuring there is a clear audit trail.
3.4 Communicate approved outcomes sensitively and promptly to applicants and referrers, including next steps, anticipated commencement arrangements and any conditions.
3.5 Do not promise placement, commencement dates or particular supports before the relevant approval has been obtained.

4. Onboarding and Transition

4.1 Coordinate the scheduling and central administration of school tours, intake appointments, orientation and commencement arrangements, with campus administration supporting local logistics.

4.2 Prepare and transfer a complete enrolment and transition handover to the receiving campus before commencement, including required documentation, known risks, support information, conditions and outstanding actions.

4.3 Coordinate the collection and transfer of information required for draft onboarding and transition documentation. Specialist educational, inclusion, wellbeing and safety content remains the responsibility of appropriately qualified or delegated staff.

4.4 Liaise with campus teams, families, referrers and external supports to identify and coordinate practical requirements that may affect successful commencement.

4.5 Monitor agreed administrative transition checkpoints following commencement where required, ensuring emerging concerns are transferred promptly to the responsible campus or specialist team rather than retained as ongoing case management.

5. Systems, Records and Data Quality

5.1 Maintain accurate and timely pre-commencement enrolment records across the approved enrolment platform, student information system and other authorised systems.

5.2 Apply privacy, consent, records-management and information-sharing requirements when collecting, storing and disclosing student and family information.

5.3 Complete approved enrolment and commencement data entry and quality checks, avoiding duplicate records and ensuring required information is complete before handover.

5.4 Maintain visibility of every application stage, owner, next action and due date until enrolment handover is complete, promptly escalating delays or blocked actions.

5.5 Correct errors originating from the central enrolment process and work with Campus Support Administrators to resolve any identified handover or commencement data discrepancies.

5.6 Contribute accurate data for dashboards on enquiry volumes, conversion, time in stage, campus and year-level demand, referral sources and waitlists.

6. Service Improvement and Partnerships

6.1 Build constructive relationships with referral partners and provide clear guidance about appropriate referrals and documentation requirements.

6.2 Identify recurring barriers, process gaps and demand trends, and recommend practical improvements to the centralised enrolment and transition model.

6.3 Support consistent templates, scripts, workflows, service standards and staff guidance across the network.

6.4 Participate in quality reviews, audits, training, moderation and continuous improvement activities.

6.5 Work collaboratively across school and functional teams while maintaining clear ownership of actions, defined handover points and appropriate escalation.

7. Role Boundaries and Escalation

7.1 The Enrolment and Transition Officer owns the central enquiry, application, screening, interview, documentation, decision-coordination and pre-commencement workflow until formal handover is complete.

7.2 The relevant delegated school leader owns campus suitability judgement and the final enrolment decision. The Enrolment and Transition Officer supports and documents the decision process but does not replace school leadership authority.

7.3 School Administrators own routine campus-based student administration following commencement, including ongoing campus-generated records and administrative processes. They support local tour, orientation and commencement logistics but do not own the central enrolment workflow.

7.4 Inclusion, Wellbeing, Pastoral Care, Pathways and other appropriately qualified staff retain professional responsibility for specialist assessment, educational adjustments, safety planning, wellbeing intervention and ongoing case management.

7.5 Where safeguarding, immediate safety, eligibility, legal, privacy or complex support concerns arise, the Enrolment and Transition Officer follows the relevant procedure, acts within mandatory obligations and escalates promptly to the appropriate leader or specialist.

8. Key Relationships

8.1 Internal relationships include the Business Services Manager; Associate Principal – School Improvement & Impact; Regional Principals; School Principals; Heads of Campus/Deputy Principals; School Administrators; Inclusion, Wellbeing, Teaching and Learning and Pathways teams; Business Services staff; Marketing and Shared Services.

8.2 External relationships include prospective students; parents and carers; schools; Youth Justice; Child Safety; health and allied health providers; community organisations; referring agencies and other approved stakeholders.

9. Measures of Success

9.1 Enquiries are acknowledged and progressed within approved service standards, with students, parents/carers and referrers kept informed.

9.2 Applications move through each stage within target timeframes, with delays actively managed and escalated.

9.3 Interview records, summaries, consents and supporting documentation are complete, accurate, objective and decision-ready.

9.4 Ensuring campuses receive timely, accurate and complete enrolment and transition handovers before commencement.

9.5 Pre-commencement enrolment systems, waitlists and dashboards are accurate, current and auditable.

9.6 Privacy, safeguarding, records-management, enrolment procedures and delegated decision requirements are consistently followed.

Safeguarding Children Requirements

The status for your position as either child-facing or non-child-facing is outlined on page one of your position descriptions. The YMCA has requirements for both child-facing and non-child-facing roles, which are indicated below.

Safeguarding Children - Child-Facing Roles

- Declare anything you become aware of through the course of your engagement with the YMCA which a reasonable person would consider could impede your suitability to have contact with children and young people.
- Act as an extended guardian towards children and young people where you have interactions and always take reasonable steps to prevent abuse and neglect.
- Adhere to all policies and procedures relating to safeguarding children and young people and the Safeguarding code of conduct.
- Update your details whenever these changes, with the relevant department administering the working with children check or equivalent in your state/ territory of residence, as required by applicable laws.
- Report any suspicions, concerns, allegations or disclosures of alleged child abuse/ neglect in line with procedures.

General Requirements

- Support the management of a workplace that supports diversity including gender, cultural and generational diversity; provide equal employment opportunity and foster a respectful, inclusive workplace.
- Comply with all Policies and procedures
- Maintain confidentiality of all YMCA information, records and files.
- Complete the YMCA Induction and other required training as required by organisational policy and procedures.
- Uphold, promote and comply with the policies, mission and values of the YMCA.
- Any other duties as determined by the Chief Executive Officer as required.

Health and Safety

WHS Responsibilities for All Employees / Volunteers

- Take reasonable care to ensure their own safety and health and that of others, and to abide by their duty of care provided for in the legislation.
- Be familiar with the YMCA WHS Policy and other health and safety policies, procedures and requirements.
- Accept responsibility and accountability for compliance and cooperation with all WHS policies, procedures and practices established by the YMCA.

- Report all hazards, near-misses, incidents and injuries in accordance with organisation policy and procedures.
- Wear appropriate clothing, footwear and protective equipment for the work performed and work environment.
- Properly use equipment, including any relevant safety equipment or devices.
- Participate in discussions and consultation on the management and resolution of WHS risks.
- Accurately complete all required WHS documentation relevant to position and work activities being undertaken.
- Continually monitor the workplace for hazards so as to minimize the risk to both customers and staff.
- Make suggestions for improvements to health and safety practices within the workplace.
- Take reasonable care for your own health and safety and that acts or omissions do not adversely affect the health and safety of others.
- Comply with any reasonable instruction that is given by the YMCA for ensuring health and safety.

Key Physical Requirements

- Walking / standing - Frequent
- Sitting - Constant
- Driving - Occasional
- Squatting/ bending/kneeling - Occasional
- Working outdoors - Occasional
- Fine motor skills (keying, typing) - Constant
- Gross motor skills (e.g. setting up, packing up) - Occasional
- Lifting/carrying up to 10kg - Occasional

Qualifications, Licences and Professional Registrations:

- Blue Card
- National Police Check
- Current driver licence

Your Key Capabilities in Relation to Position

- Cert III in Business and/or demonstrated experience in education administration, enrolments, youth services, community services or a comparable coordination role.
- Demonstrated experience coordinating a high-volume, multi-stage workflow involving multiple stakeholders, deadlines and sensitive information.
- Strong interviewing, rapport-building and written documentation skills, including the capacity to produce clear, objective and decision-ready records.

- Demonstrated ability to work respectfully with young people and families experiencing disengagement, disability, trauma, complexity or multiple service involvement.
- High level of digital literacy and experience using databases, CRM, student management or comparable workflow systems, with strong data accuracy and record integrity.
- Sound understanding of privacy, consent, confidentiality, recordkeeping, safeguarding and professional boundaries.
- Ability to apply established criteria and procedures, exercise sound judgement within delegation, recognise risk and ambiguity, and escalate matters appropriately.
- Effective stakeholder coordination and communication skills, including the ability to work collaboratively across campuses, specialist teams, families and external agencies.
- Capacity to manage competing priorities, maintain visibility of active applications and follow actions through to completion.
- Commitment to trauma-aware, culturally responsive, inclusive and student-centred practice.
- Possess or willingness to obtain all screening and mandatory training required by Y Queensland.

Desirable:

- Experience in a school, Special Assistance School, alternative education, Youth Justice, Child Safety, disability, wellbeing or related service environment.
- Knowledge of Queensland school enrolment processes, reasonable adjustments, safeguarding and referral pathways.
- Experience supporting service improvement, data reporting or centralised intake models.
- Experience using student management, enrolment and reporting systems, including TASS, EnrolHQ, Microsoft Excel and Power BI, or demonstrated ability to quickly learn comparable systems.