



Nano Nagle
NETWORK

Position Description: Director of Engagement and Wellbeing

ROLE TITLE	Director of Engagement and Wellbeing
LOCATION	St Joseph's Flexible Learning Centre – North Melbourne Campus
NETWORK	Nano Nagle Network, Edmund Rice Education Australia
SALARY OR AWARD	Victorian Catholic Education Multi Enterprise Agreement 2018
EMPLOYMENT STATUS	Full Time - Fixed Term
COMMENCEMENT	Term 1 2021
POSITION REPORTS TO	Campus Principal
POSITION SUPERVISES	Cultural Worker
CONTACT	Perri Broadbent-Hogan, Campus Principal
PHONE/EMAIL	0418 372 902 or Perri.Broadbent-Hogan@youthplus.edu.au
JOB REFERENCE NO.	SJFLC/DEW/0920
CLOSING DATE	30 th September 2020

Aboriginal and Torres Strait Islander people are encouraged to apply

Foundation Statement

EREA seeks to respond to the needs of young people disenfranchised and disengaged from education through the provision of a safe place that provides an opportunity for them to re-engage in a suitable, flexible learning environment.

Flexible Learning Centres seek to build honest and authentic relationships with young people, their families and communities, through valuing, supporting and celebrating the uniqueness and dignity of each person.

EREA Flexible Learning Centres are guided by the vision of Edmund Rice, and the empowering service of education, so that young people may achieve personal and community liberation through educational experiences that enable transformation.

Background

The Nano Nagle Network is an initiative of Edmund Rice Education Australia. EREA services including Flexible Learning Centres (FLCs), offer a full-time and multiyear secondary education and social inclusion program for young people who have disengaged from mainstream structures. Young people may express a broad range of complex education and social needs and the Nano Nagle Network services respond with a variety of flexible and innovative social inclusion and learning experiences.

Nano Nagle Network services provide young people with a varied and holistic set of learning experiences, supporting them to identify and pursue an individual transition to adulthood, employment, further education and training, and social connectedness.

Indigenous and non-indigenous young people who attend are usually disengaged from mainstream education for a range of reasons that may include those:

Network Office | 1b/135 Cardigan Street, Carlton Vic 3053 | P.O. Box 102, Carlton South Vic 3053 [P] 03 9269 6922
St. Joseph's Flexible Learning Centre | 385 Queensberry Street, North Melbourne Vic 3051 [P] 03 9269 6900
St. Joseph's Flexible Learning Centre | 15 Police Lane, Geelong Vic 3220 [P] 03 5201 8090
St. Francis Flexible Learning Centre | 115 Allunga Road, Chigwell Tas 7011 [P] 0427 249 286
[W] www.youthplus.edu.au | ABN: 96 372 268 340

- who have had contact with the juvenile justice system;
- in the care of the Office of Children and Families;
- with a history of trauma;
- with a history of extended periods of unexplained absences;
- who are highly mobile;
- with mental illness or at risk of engaging in self-harming behaviours or substance abuse;
- who have been excluded or repeatedly suspended from school;
- who are homeless;
- who are young parents;
- with a generational history of early school leaving; and/ or
- with a generational history of unemployment.

See www.ereafsn.edu.au - Publications for further information.

Principles of Operation

The four principles of operation that all Flexible Learning Centres operate under are Respect, Participation, Safe and Legal and Honesty.

This framework is a significant point of difference from mainstream schooling. The principles establish a “common ground” among staff, young people and families where the means to resolve conflict, negotiate learning, recognise rights and responsibilities are modelled and explored, both within the group and individually.

A primary responsibility for this role is to maintain fidelity to Operation by Principle and the best practice guidelines as articulated in the Youth+ Foundation and FLC Occasional Papers (available on the website at http://mail.ereflc.org.au/docs/occasional_paper_series_booklet.pdf).

EREA Charter and Touchstones

Edmund Rice schools strive to offer a liberating education, based on a gospel spirituality, within an inclusive community committed to justice and solidarity. The Charter describes our distinct identity as Edmund Rice schools and provides a practical expression of this identity. The Charter uses four touchstones to describe the culture of a Catholic school in the Edmund Rice tradition. These touchstones give us ideals authentically linked with the Charism which underpins the ministry in our schools and educational endeavours. They help us set our direction and define our goals as, following Edmund Rice’s vision, we continue to reflect and to seek to make the Gospel a living reality in our communities. The Charter and Touchstones can be accessed from the EREA website: <https://secure.erea.edu.au/Publications/EREA-Charter/docs/EREA-Charter.pdf>

Primary Role

The Director of Engagement and Wellbeing reports to the Head of Campus and Network Principal, Nano Nagle Network. The role has delegated responsibilities in developing and maintaining the education, wellbeing and social inclusion responses of the school.

The Director of Engagement and Wellbeing provides leadership to the workers and the young people, working collaboratively with the Head of Campus and Network Principal. This position includes:

- Planning, preparation and delivery of effective learning, teaching and wellbeing programs for young people in secondary education.
- Contributing to the development and implementation of the FLC’s objectives and planning.
- Contributing to the establishment and maintenance of a supportive school environment.
- This role will model innovative teaching practices in both the best interest of young people and for the benefit of the professional development of the team.

Duties and Responsibilities

Typical duties and responsibilities include but are not restricted to:

1. **Lead engagement and wellbeing practices**
 - Support the school to operate within the framework of Respect, Safe and Legal, Honesty and Participation. This includes modelling and supporting practices within this framework, ensuring common ground operation with young people is consistently and genuinely applied.
 - Lead the implementation of best practice trauma informed whole school wellbeing programs

- Facilitate regular senior wellbeing meetings with relevant leaders that consults on the most at-risk young people, and continually develops/implements wellbeing programs as required for the school community;
 - Develop and support processes and practice which empowers the genuine voice of young people in the operation of the school.
 - Support staff to plan and prepare access to a range of programs/activities during the school holidays to maintain connections for vulnerable young people.
 - Collaborates with the team to support a socially inclusive program that responds to the physical, intellectual, social, spiritual and cultural needs of young people.
 - Working collaboratively with school staff to support/develop cultural links and community and family connections which will support the engagement and connection of young people to their learning and the wider community;
 - Establishing and maintaining communication, rituals, the calendar and celebrations for young people and staff;
 - Participates in the daily routines and activities of the FLC e.g. morning meetings, lunch, electives, outings, camps.
 - Undertakes a direct program provision role as required, including days on the Point of Contact roster to respond to critical incidents
 - Alongside Program Directors, develop and implement a parent/guardian/carer engagement strategy
 - Alongside Program Directors, develop and implement a school wide community contribution program that supports young people to contribute to the school community and local community.
- 2. Support the programs in delivery of individual support plans for the most at-risk young people**
- Support workers in developing engagement and personal learning plans for young people most at-risk of disengagement.
 - Run professional development with staff members around working with and supporting the particularly vulnerable young people.
 - Participate in suicide postvention planning meetings and implementation if required.
 - Provide secondary consults to staff working with the most at-risk young people.
 - Participate in Student Support Group meetings for young people as requested by the relevant Program Director or Campus Principal
- 3. Develop and coordinate services to enhance program provision within the FLC**
- Support university research/clinical development services.
 - Develop, support and coordinate a volunteer program within the Program.
 - Develop, support and coordinate university student placements within the Program.
- 4. Team participation/multidisciplinary practice**
- Develop and lead a culture of professional supervision.
 - Participates in probation, performance review and support processes for staff.
 - Support workers in their professional development through informal and formal processes.
 - Leading regular whole team reflective practice sessions including daily staff debrief.
- 5. Staff supervision, support, and professional development**
- Lead regular reflective practice sessions
 - Support new staff induction processes as required, ensuring all new staff are provided the appropriate training include trauma-informed practice, and training in the Operation by Principles approach
 - Conduct professional supervision with staff as per the Youth+ SEN guidelines
 - Participates in regular professional supervision meetings with your nominated supervisor
 - Participates in probation, performance, and annual reviews, and support processes of Youth+, Edmund Rice Education Australia.
 - Participates in professional development activities relevant to the School Program and personal growth in the work.
- 6. Support and comply with Child Safeguarding Practices according to policy**
- Abide by EREA's Child Protection Policies, Code of Conduct, and Child Safe Code of Conduct.
 - Abide by Nano Nagle Network's Child Safety Policy and Code of Conduct.
 - In consultation with the Head of Campus, Associate Heads of Campus or School Leader/s provide support to young people and families dealing with issues of child safety.

- Ensure legal and mandatory reporting obligations are met, consistent with the FLC's 'Procedures for Responding to and Reporting Allegations of Child Abuse' within the FLC's 'Child Protection Program'.
- Provide a referral point for young people and families to appropriate support services.

7. Ensure that all Safety /OHS and general school procedures and protocols are followed

Applications

Forward your application to nanonaglerecruitment@youthplus.edu.au and include:

- A letter of introduction and a response to the selection criteria;
- A current curriculum vitae outlining previous experience and skills;
- Two referees (including contact details). Please include a referee from current or most recent place of employment.

Aboriginal and Torres Strait Islander People are encouraged to apply. Nano Nagle Network is an Equal Opportunity Employer.

For further information contact Perri Broadbent-Hogan (Campus Principal) on 0418 372 902

Applications will be considered as they are received.

All applicants will be subject to EREA and legislative screening procedures. These checks are consistent with EREA's commitment to child protection policies and procedures. Edmund Rice Education Australia is committed to ensuring the safety, wellbeing and dignity of all children and young people.

Selection Criteria

1. Demonstrated leadership experience in staff support, development and professional supervision in education within collaborative multidisciplinary team settings. This should include experience in facilitating reflective practice sessions for staff and critical incident debriefs for staff.
2. Demonstrated skills, knowledge and experience in analysing complex situations and implementing appropriate strategies to promote protective factors and positive outcomes when working with the most at-risk young people.
3. Understanding of or the ability to acquire an understanding of working under four principles of operation: Respect, Safe and Legal, Honesty and Participation.

Brief explanation of operation by principles: All flexible learning centres operate under this framework and this is a significant point of difference from mainstream schooling. The principles establish a "common ground" among staff, young people and families where the means to resolve conflict, negotiate learning, recognise rights and responsibilities are modelled and explored, both within the group and individually (see Occasional Paper available on the website for further information).

4. Demonstrated excellence in leading whole school wellbeing initiatives that promote proactive wellbeing focussed opportunities for young people that enhances positive social outcomes and re-engagement in education.
5. Demonstrated capacity to work effectively as a member of a multidisciplinary team, to work collaboratively and establish and maintain professional relationships with all stakeholders.
6. Previous experience and/or qualifications relevant to supporting and/or leading an organisations commitment to being a child safe organisation.

General Edmund Rice Education Australia Information Collection Notice – Flexible Learning Centre Job Applicants

This Flexible Learning Centre is part of Edmund Rice Education Australia (EREA), which is an organization consisting of schools, entities and offices offering a Catholic education in the tradition of Blessed Edmund Rice.

1. The Flexible Learning Centre collects personal information, including sensitive information about job applicants. This includes information provided in your job application, in the course of conversation or as collected from third parties on your behalf, such as employment referees. The primary purpose of collecting this information is to enable the Centre to consider your application for employment with the Centre.
2. Some of the information the Centre collects is to satisfy the Centre's legal obligations, particularly to enable the Centre to discharge its duty of care to enrolled students.
3. Laws governing or relating to the operation of a school require certain information to be collected and disclosed. These include relevant Education Acts and Public Health and Child Protection laws.
4. In order to consider your application for employment and to facilitate and manage your employment relationship with the Centre, you consent to our collecting personal information about you from recruitment agencies, law enforcement agencies for criminal checks and working with children checks, educational institutions to verify your qualifications, and other individuals or businesses we contact for the purpose of reference-checking as agreed with you.
5. The personal information that is collected about you will be stored securely in a recruitment record. If you are successful and become an employee then an employee record will be created and the personal information we have collected will be stored in this file. Employee records are exempt from the Australian Privacy Principles (APPs) under the Privacy Act 1988.
6. If you are not offered a position or if you decline an offer of a position at the Centre the information stored in your recruitment record will be stored for 12 months, unless you advise us to destroy the records at an earlier time. At this time, the Centre will take reasonable steps to destroy or de-identify the information as appropriate.
7. The Centre may disclose personal and sensitive information for administrative, educational and support purposes (or may permit the information to be directly collected by third parties). This may include to:
 - government departments;
 - people providing administrative and financial services to the Centre;
 - anyone you authorise the Centre to disclose information to; and
 - anyone to whom the Centre is required or authorised to disclose the information to by law, including under child protection laws.
8. Failure to provide the information to the Centre will affect the Centre's ability to evaluate your application and may result in the recruitment process not proceeding.
9. The Centre may also use cloud computing service providers to store personal information (which may include sensitive information) on their servers in the 'cloud'. These servers may be located in or outside Australia. This may mean that personal information may be stored or processed outside Australia.
10. EREA's Privacy Policy contains further information about its use of cloud and other third-party service providers.
11. EREA's Privacy Policy is accessible via the Centre website or from the Centre office. The Policy sets out how job applicants and employees may seek access to, and correction of their personal information which the Centre has collected and holds. However, access may be refused in certain circumstances such as where access would have an unreasonable impact on the privacy of others or may result in a breach of the Centre's duty of care obligations. Any refusal will be notified in writing with reasons if appropriate.
12. EREA's Privacy Policy also sets out how job applicants and employees can make a complaint about a breach of the APPs and how the complaint will be handled.
13. If you provide the Centre with the personal information of others, such as other employment referees, doctors or emergency contacts, we encourage you to inform them you are disclosing that information to the Centre and why, that they can request access to and correction of that information if they wish and to also refer them to EREA's Privacy Policy for further detail about such requests and how the Centre otherwise handles personal information it collects and complaints it receives.