



Nano Nagle
NETWORK

Position Description: Specialist Teacher

ROLE TITLE	Specialist Teacher
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 to completion of Term 4 2021
COMMENCEMENT	Term 1 2021
CONTACT	Megan Corcoran
PHONE/EMAIL	0455121274 megan.corcoran@youthplus.edu.au
JOB REFERENCE NO.	SJFLC/ST/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.

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

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:

- 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

This position is based at the North Melbourne Campus of St Joseph’s Flexible Learning Centre and reports to the Program Director – Electives and Engagements. The role will collaborate with other teachers and youth workers to support young people diagnosed with an Autism Spectrum Disorder (ASD) or other disability to engage with education programmes and other school related activities. Aspects of the role that can be done remotely will also be facilitated for St Francis Flexible Learning Centre, Hobart and St Joseph’s Flexible Learning Centre, Geelong. Travel once a term to each of these sites will be expected to provide face-to-face staff support/review of extensive young people.

Duties and Responsibilities

Typical duties and responsibilities include, but are not restricted to:

1. Collaborating and consulting with all stakeholders in the development and implementation of Personalised Learning Plans (PLPs) for each young person with extensive needs, this should include participation in the

- initial Student Support Group (SSG) meeting for each young person that meets this criteria and then further SSG meetings as required.
2. Ensuring that learning goals are in accordance with the appropriate curriculum framework such as Victorian Curriculum, Victorian Certificate of Applied Learning or Australian Curriculum
 3. Support for and development of staff capacity in working with young people with extensive needs including;
 - a. Providing secondary consults for staff that offers guidance and support in developing best practice strategies for working alongside each young person. This may include the development of specific educational support plan's and related resources;
 - b. Collaborating with teachers and youth workers to plan for and implement an educational program that engages young people and offers a range of learning choices;
 - c. Conducting professional supervision where required;
 - d. Providing in class support and observation for the purpose of upskilling key workers in their capacity to offer individualised and intentional learning to the young person that is appropriately adjusted to their needs; and
 - e. Facilitating staff professional development where required.
 4. Supporting individual young people who require extensive adjustment, where discussed with the partnership staff and relevant Program Director. Support may include;
 - a. Participation in the enrolment process, to provide initial consultation with partnership staff around most appropriate supports for the young person.
 - b. Individual learning sessions to address a particular need, where requested by the partnership staff or identified through consultative processes.
 - c. Support in the classroom where requested by the partnership staff or identified through consultative processes.
 5. Facilitate peer and parent support groups on a regular basis, that focuses on upskilling young people with extensive needs and their families, as well as building connection and additional support networks.
 6. Support the following processes in line with requirements for submission of the Nationally Consistent Collection of Data (NCCD);
 - a. Support teachers to assess the level of need of each young person, identifying appropriate adjustments that allow the young person to engage fully in their educational program.
 - b. Support teachers to plan for and implement appropriate adjustments for each young person.
 - c. Support staff to collect evidence that appropriately reflects the level of adjustment required for each young person.
 - d. Support the ongoing consultation and collaboration with parents/guardians/carers and care team members, to ensure the adjustments provided to each young person are reflective of their assessed need.
 - e. Support the completion of diagnostic assessments and work with staff to provide targeted interventions with ongoing monitoring and review of young person progress.
 7. Participation in school programs to ensure that young people are supported in their wellbeing and are included in all learning opportunities by:
 - Consistently role modelling Operation by Principles and the best practice guidelines as articulated in the SEN Youth+ Practice Framework;
 - Supporting and developing cultural links with the community and making family connections which support the engagement and connection of young people to learning and the wider community;
 - Participating in the daily routines and activities of the school e.g. morning meetings, lunch breaks, bus pick up and drop offs, electives, outings, and camps;
 - Offering electives to support engagement when required; and
 - Building connections with families/carers to support learning outcomes for each young person.
 8. Working in a multidisciplinary practice by:
 - Participating in professional supervision;
 - Participating in daily and weekly staff meetings, and whole team reflective practice sessions;
 - Operating within the context of Youth+ Policies and Procedures; and
 - Participating in professional development that is relevant to the work of the FLC.
 9. Maintaining the school's administrative responsibilities by:
 - Ensuring that appropriate records are maintained such as young person notes and reports as required;
 - Maintaining student data, such as young person attendance and academic progress; and
 - Participating in SSG and care team meetings where required.
 10. Participating in other identified duties specific to the role such as:
 - Carrying out duties and tasks that may be reasonably assigned by the Network Principal or school leadership from time to time;

- Implementing self-care strategies and accessing the organisational staff supports wherever needed.
11. **Support and comply with Child Safeguarding Practices according to policy by:**
 - 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.
 12. **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 Megan Corcoran on 0455 121 274

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

Key selection criteria related to the role are:

1. Qualifications and/or experience working with young people with diverse and complex backgrounds, particularly with students who are on the Autism Spectrum, who may have an intellectual disability and/or challenging behaviours.
2. Understanding of, or willingness to acquire an understanding of, working under the four principles of operation: Respect, Safe and Legal, Honesty and Participation.
3. Experience in developing Personal Learning Plans and curriculum with suitable learning adjustments for young people requiring significant adjustments.
4. Demonstrated high levels of ability in developing and implementing a range of flexible learning choices which meet the diverse characteristics, needs and learning preferences of young people who have been disenfranchised from education. Knowledge, or ability to acquire knowledge, of the Victorian Curriculum and/or Victorian Certificate of Applied Learning is required.
5. Highly developed interpersonal skills in the context of relating to work colleagues, young people and parents in a cross-cultural environment. In particular, demonstrated success in building relationships with disenfranchised young people.
6. Current registration or eligibility for registration with the Victorian Institute of Teaching.

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

This Youth+ 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.