



POSITION DESCRIPTION – ASSOCIATE HEAD OF CAMPUS

For more information about this position, please contact Matt Hawkins.

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<b>Role Title</b>	Associate Head of Campus
<b>Contract</b>	Continuing Full Time
<b>Start Date</b>	11 January 2021
<b>Closing Date for Applications</b>	4pm Wednesday 2 December 2020
<b>Applications to</b>	<a href="mailto:MMRecruitment@ereafsn.edu.au">MMRecruitment@ereafsn.edu.au</a>
<b>School Network</b>	Deception Bay Flexible Learning Centre under Marlene Moore Flexi Schools Network.
<b>Reports To</b>	Head of Campus at Deception Bay Flexible Learning Centre.
<b>Band/Wage Scale</b>	<i>Catholic Employing Authorities Single Enterprise Collective Agreement – Religious Institute Schools of Queensland 2020 – 2023.</i>

**Aboriginal and Torres Strait Islander People are encouraged to apply.**

BACKGROUND

Marlene Moore Flexi Schools Network (MMFSN) is an initiative of Edmund Rice Education Australia. Our services including Flexible Learning Centres (FLCs) offer a full-time and multiyear secondary education and social inclusion program for disenfranchised young people. Young people may express a broad range of complex education and social needs and EREA FLC's respond with a variety of flexible and innovative social inclusion and learning experiences.

EREA FLC's 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.

Young people who attend include indigenous and non-indigenous young people who are disengaged from mainstream education for a range of reasons and include:

- ❖ Those who have had contact with the juvenile justice system;
- ❖ Those in the care of the Office of Children and Families;
- ❖ Those with a history of trauma;
- ❖ Those with a history of extended periods of unexplained absences;



- ❖ Those who are highly mobile;
- ❖ Those with mental illness or at risk of engaging in self-harming behaviours or substance abuse;
- ❖ Those who have been excluded or repeatedly suspended from school;
- ❖ Those who are homeless;
- ❖ Those who are young parents;
- ❖ Those with a generational history of early school leaving;
- ❖ Those with a generational history of unemployment.

See [www.ereafsn.edu.au](http://www.ereafsn.edu.au) – Publications for further information

## PRIMARY ROLE

The Associate Head of Campus reports to the Head of Campus and Principal. He/she has delegated responsibility to develop and maintain the education, wellbeing and social inclusion responses of the young people enrolled at the FLC. He/she provides leadership to the workers and the young people, working collaboratively with the Head of Campus, Principal and Network Support Team. The Associate Head of Campus may have one or more particular areas of specialisation that will become the primary responsibility in their role e.g. Wellbeing and/or Administration. These responsibilities will be negotiated at the time of appointment with the Head of Campus and Principal.

## SKILLS, KNOWLEDGE AND EXPERIENCE

- ❖ Previous experience in the education profession is essential. Previous experience at a leadership level is desirable.
- ❖ The employee in this position is required to demonstrate leadership involving self-directed application of knowledge with substantial depth in youth practices.

## PRINCIPLES OF OPERATION (RESPECT, PARTICIPATION, SAFE AND LEGAL, HONESTY)

All employees of the Marlene Moore Flexi Schools Network adhere to the concepts of Common Ground and Operation by Principles – more information can be found on the EREA website. A brief explanation of these 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.

## DUTIES AND RESPONSIBILITIES

Typical duties and responsibilities include but are not restricted to:

1. **Provide educational support and leadership to Learning Choices Program:**



- Support staff in the development and delivery of the learning choices framework.
  - Ensure each young person has a current personal learning plan through which their engagement and educational program is negotiated.
  - Work collaboratively with the Team to ensure program provision is culturally appropriate.
  - Work collaboratively with the Team to ensure the program offers all young people appropriate accredited and non-accredited learning opportunities to meet the individual needs of each young person
- 2. Develop and coordinate external support networks:**
- Liaise and develop service referral and provision with government and non-government agencies at appropriate levels to support health, mental health and wellbeing needs of young people.
  - Support young people to access support services e.g. counselling, health support, community activities.
  - Work collaboratively with the Team to support/develop cultural links, community and family connections which support the engagement and connection of young people to learning and the wider community.
- 3. Participate in program provision to ensure wellbeing in an inclusive learning environment:**
- Ensure (along with the HOC) that the school operates within the framework of working within the Principles 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.
  - Develop and support processes and practice which empower the genuine voice of young people in the operation of the school.
  - In collaboration with the Team supports young people in their transition into the school.
  - In collaboration with the Team supports young people in developing pathways to transition to the next phase of life/ learning/employment.
  - Collaborate with the Team to support a socially inclusive program that responds to the physical, intellectual, social, spiritual and cultural needs of young people.
  - Participate in the daily routines and activities of the FLC e.g. morning meetings, lunch, electives, outings, camps.
  - Coordinate and support access to a range of programs/activities during the school holidays to maintain connections for vulnerable young people.
- 4. 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 FLC
  - Develop, support and coordinate university student placements within the FLC
- 5. Team participation/multidisciplinary practice**
- Develop and lead a culture of professional supervision
  - Support workers in their professional development through informal and formal processes
  - Leading regular whole Team reflective practice sessions including daily staff debrief
- 6. Professional Development**
- Participate in regular professional supervision meetings with the Head of Campus
  - Participate in performance reviews and support processes within EREA
  - Participate in professional development activities relevant to the FLC program and personal growth in the work
- 7. Ensures child safety procedures are established and implemented according to policy**
- In consultation with the Child Protection Coordinator:
    - Assists staff to work with practice, policy and procedures relating to child safety
    - Make child protection notifications as required through the Head of Campus
    - Provide a support service to staff and young people dealing with issues of child safety
    - Provide a referral point for young people to appropriate support services as indicated
    - Maintain registers of child safety issues
- 8. Administrative Leadership**
- Maintain appropriate records and prepare reports as required
  - Work in partnership with the Head of Campus to:
    - Administer enrolment procedures in accordance with the Enrolment Policy
    - Engage parents, carers and the community, keeping them involved and informed.
    - Participate in selection and recruitment processes for staff.
    - Support the development of personal learning plans
  - Participate in YP in care compliance meetings
  - Carry out duties and tasks that may be reasonably assigned by the Head of Campus from time to time
  - Other identified duties specific to the role in this Flexible Learning Centre



9. Carries out duties and tasks that may be reasonably assigned by the Head of Campus or Principal from time to time.

#### FOUNDATION STATEMENT

EREA seeks to respond to the needs of young people disenfranchised and disengaged from education. They provide a place and an opportunity 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, supporting and celebrating the uniqueness and dignity of each person.

Flexible Learning Centres are guided by the vision of Edmund Rice about the empowering service of education, to achieve personal and community liberation through educational experiences that enable transformation.

#### APPLICATION PROCESS AND SELECTION CRITERIA

Applications close 4pm, Wednesday 2 December 2020 and are to be emailed to [MMRecruitment@ereafsn.edu.au](mailto:MMRecruitment@ereafsn.edu.au). To apply for this role please provide the following documents:

- ❖ A cover letter, outlining relevant experience and reasons for wishing to apply;
- ❖ A response to the following Selection Criteria (no more than three pages):
  - Understanding of or the ability to acquire an understanding of working under the four principles of operation (Respect, Safe and Legal, Honesty and Participation).
  - Demonstrated high levels of ability in developing and implementing a range of flexible learning choices (curriculum) which meet the diverse characteristics, needs and learning styles of young people disenfranchised from education and social connectedness. Knowledge or ability to acquire knowledge of the Australian Core Skills Framework is required.
  - 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.
- ❖ Current resume outlining previous experience and skills:
  - Including two referees (including contact details) – please include a referee from current or most recent place of employment.
  - A degree in Education or associated field is essential. (Post graduate qualifications in areas such as Educational Leadership or similar would be an advantage.)



- All applicants will require registration with the Queensland College of Teachers.

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Our organisation supports the rights of children and young people and is committed to providing a safe and supportive environment directed at ensuring their safety and wellbeing. All applicants for these positions will be subject to EREA screening procedures. **Aboriginal and Torres Strait Islander peoples are encouraged to apply.**