



Nano Nagle  
NETWORK

## Position Description: Executive Assistant

ROLE TITLE	Executive Assistant
LOCATION	Nano Nagle Network, Carlton Office
NETWORK	Nano Nagle Network, Edmund Rice Education Australia
POSITION REPORTS TO	Network Principal
POSITION SUPERVISES	N/A
DOCUMENT DATE	16/02/2021

**Aboriginal and Torres Strait Islander people, people from culturally and linguistically diverse (CALD) backgrounds and people with disabilities 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:

- 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;

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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](http://www.youthplus.edu.au) | ABN: 96 372 268 340

- 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](http://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](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 Executive Assistant (EA) to the Network Principal provides efficient, professional and confidential executive support to the Network Principal using a range of effective and high-level administrative skills.

## Duties and Responsibilities

Typical duties and responsibilities include but are not restricted to:

1. Maintain fidelity to and model best practice in Operation by Principles and other key Nano Nagle practices as articulated in our Framework;
2. Maintain NP’s appointment schedule by planning and scheduling meetings, annual calendars, conferences, teleconferences, and travel.
3. Assist NP to manage email communication.
4. Organise pre-brief for meeting attendees where required, provide documentation when necessary and record minutes as required
5. Provide historical reference by developing and utilising filing and retrieval systems.
6. Implement and review systems to ensure the smooth and efficient functioning of the office of the NP.
7. Produce information by transcribing, formatting, inputting, editing, retrieving, copying, and transmitting text, data, and graphics.
8. Review, read, research, and re-direct correspondence as required; drafting letters and documents; collecting and analysing information.
9. Welcome visitors in person or on the telephone; answering or directing inquiries.
10. Analyse enquiries and requests from internal and external stakeholders, determine and take appropriate action on behalf of the NP, including the redirection of enquiries to appropriate personnel.
11. Assist NP with financial approval processes for invoices and credit card transactions.
12. Contribute to the design and implementation of Nano Nagle policies and procedures.

13. **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.
14. Other duties as reasonably directed by the Head of Campus and/or Network Principal
15. Ensure that all Safety /W/OHS and general school procedures and protocols are followed

**Selection and Review Criteria**

Qualifications	Skills and Attributes
<ul style="list-style-type: none"> <li>• Tertiary Qualification to Diploma Level or above in Administration or equivalent work experience.</li> <li>• Minimum 3 years' experience in a similar role providing high level support to management.</li> <li>• Hold appropriate Australian Work Rights</li> </ul>	<ul style="list-style-type: none"> <li>• Be able and willing to uphold and role model the schools' principles of operation of Respect, Participation, Safe and Legal, and Honesty</li> <li>• High level administration skills</li> <li>• Ability to maintain confidentiality.</li> <li>• Excellent attention to detail.</li> <li>• Excellent organisational and time management skills with the ability to work to deadlines</li> <li>• Collaborative team player with the ability to build quality working relationships</li> <li>• A commitment to ongoing professional learning for self and others to enable further development of skills, expertise and teaching capacity</li> <li>• Resilient and able to develop resilience in others with a high level of emotional intelligence</li> <li>• Ability and willingness to regularly travel to school sites and attend professional development as required.</li> </ul>
<p><b>Physical Requirements</b> The role will involve frequent sitting and standing and require fine motor and control skills, auditory and visual functions. Some lifting of supplies and materials may be required from time to time.</p>	