



Nano Nagle  
NETWORK

## Position Description: Administration Support Officer

ROLE TITLE	Administration Support Officer
LOCATION	Hobart
NETWORK	Nano Nagle Network
POSITION REPORTS TO	Senior Administration Officer
POSITION SUPERVISES	N/A
DOCUMENT DATE	7 <sup>th</sup> May 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;

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](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 primary focus of this role is to support the Senior Administration Officer to deliver a timely and accurate administrative function for staff, young people and their parents/guardians engaging with St Francis Flexible Learning Centre.

## 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. Administrative Responsibilities
  - Maintain school site records and prepare reports as directed.
  - In conjunction with the Senior Administration Officer, perform monthly checks for staff records including Working with Vulnerable People Checks and Driver License’s
  - Maintain First Aid Kits (including EpiPen’s, Ventolin) and carry out audits each term.
  - Maintain Student Management Plans re Asthma/Anaphylaxis/Diabetes
3. Produce regular communications for families in consultation with other staff members and the Senior Administration Officer
  - Send daily attendance messages to parents/guardian/carer and record relevant attendance data into TASS.
  - Support staff to prepare newsletters.
  - Support staff in preparation of school activities such as outings, special events and publications
  - Support staff in preparation of teaching materials
4. In conjunction with the Senior Administration Officer.
  - Manage petty cash, accounts and timesheets as required.
  - Assist with purchasing of resources as required; and
  - Keep minutes of meetings and distribute to staff.

5. Front of house operation
  - Respond to enquiries from staff, young people, parents, and the general public and address issues in accordance with FLC procedures.
  - Provide a welcoming and supportive environment for young people and families.
  - Provide a welcoming environment for visiting consultants.
  - Support young people with tasks such as travel passes, making phone calls, Student Id Cards etc.
  - Support the maintaining of a safe environment of the front of house/school seeking assistance from teaching/youth work staff as required.
6. Data Entry
  - Provide administrative support for Enrolments to the Program Director - Wellbeing for young people wishing to enrol at SFFLC. This will include assisting with setting up TASS for each young person enrolled, ensuring all relevant, accurate information is uploaded to TASS within the timeframe required.
  - Support staff with the entry and tracking of relevant NCCD data, including assessments, PLP storage, Teacher NCCD statements and wellbeing planners.
7. Team participation/multidisciplinary practice
  - Participate in professional supervision.
  - Participate in regular team meetings and practice sessions including daily staff debrief.
  - Participate in daily routines and activities of FLC as required e.g. morning meeting, lunch, electives and outings
8. **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.
9. Other duties as reasonably directed by your manager, the Head of Campus and/or Network Principal
10. 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>• Certificate III in Business Administration or equivalent work experience</li> <li>• 2 years' experience in a similar role</li> <li>• Hold appropriate Australian Work Rights</li> <li>• Valid First Aid Certificate or willingness to obtain.</li> <li>• Valid Australian Driver's Licence and willingness to drive school vehicles when required.</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>• Collaborative team player with the ability to build quality working relationships.</li> <li>• Skills and experience working in a learning environment or with vulnerable young people highly regarded.</li> <li>• Strong administration skills and experience including highly proficient with the MS Office suite and student databases, ideally, TASS.</li> <li>• Excellent interpersonal skills with the ability to effectively communicate with young people and adults.</li> <li>• Ability to maintain confidential information, ensuring the privacy of staff and students is maintained.</li> <li>• Well-developed organisational skills with the ability to prioritise tasks.</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 travel to school sites and attend professional development as required.</li> </ul>

**Physical Requirements:**

This role will involve frequent sitting and standing, walking or moving within a school and office environment across multiple levels, complete fine motor skills such as typing or writing, and requires auditory and visual ability. Some lifting of supplies and materials may be required from time to time, practicing safe manual handling.