



**POSITION DESCRIPTION:  
TRANSITIONS OFFICER  
DECEPTION BAY FLEXIBLE LEARNING CENTRE**

For more information about this position, please contact Mark Ellison, Head of Campus, Deception Bay Flexible Learning Centre.

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<b>Role Title</b>	Transitions Officer
<b>Contract</b>	Continuing Full Time
<b>Hours</b>	76 hours per fortnight
<b>Start Date</b>	Monday 12 July 2021, or by negotiation
<b>Closing Date for Applications</b>	4pm, Friday 25 June 2021
<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 School Network.
<b>Reports To</b>	Head of Campus at Deception Bay Flexible Learning Centre
<b>Award</b>	School Officers' Award Level 6 - <i>Catholic Employing Authorities Single Enterprise Collective Agreement – Religious Institute Schools of Queensland – 2019-2023.</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 (EREA). Flexible Learning Centres (FLCs) offer a full-time and multi-year 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 Department of Child Safety;
- ❖ 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;
- ❖ 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.

*Deception Bay Flexible Learning Centre is located in the suburb of Deception Bay, approximately 45 minutes' drive north of the Brisbane CBD. Deception Bay FLC caters for approximately 120 young people in Years 5-12. Please see [www.ereafsn.edu.au](http://www.ereafsn.edu.au) for further information about EREA Flexi Schools and Deception Bay FLC.*

## **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.

## **PRIMARY ROLE**

The Transitions Officer reports to the Head of Campus and Principal, Marlene Moore Flexi Schools Network. He/she has responsibility to assist and support young people to achieve success in transitioning from school to post-school options that may include



employment, further qualifications, and higher learning. She/He will work effectively in forming and leading a team culture with all staff as well as working independently to achieve successful transitions for members of the school community. Located in the school, the Transitions Officer will work with each young person to develop pathways, assist with goal setting and provide learning choices to ensure young people are prepared and resourced to leave school successfully. He/she will build and contribute to local networks and partnerships to strengthen community connections with the school.

## SKILLS, KNOWLEDGE AND EXPERIENCE

- ❖ Experience in guiding young people in post-school options;
- ❖ Knowledge of 21<sup>st</sup> century, transferable skills, and human capabilities as they apply to a school setting;
- ❖ Knowledge and experience in vocational education;
- ❖ Demonstrated skills and knowledge in working with disengaged young people, including the use of trauma-informed practice;
- ❖ Demonstrated capacity to work effectively as a member of a multidisciplinary team, to work collaboratively and establish and maintain professional relationships with stakeholders.

## DUTIES AND RESPONSIBILITIES

Typical duties and responsibilities include but are not restricted to:

### 1. Contribute to school community and culture

- Participate in the life of the school;
- Attend school events and daily programs;
- Attend staff meetings and participate in staff team collaboration and planning;
- Assist with communications and celebration of young people's success.

### 2. Prepare young people for the world of work

- In partnership with school staff, contribute to course work and learning programs, with a focus on Enterprise Education, Careers and Industry Education, and Transferable Skills development;
- Develop culturally safe options for Aboriginal and Torres Strait Islander young people;
- Assist in identifying and developing post-school pathways for young people with disabilities.



3. **Coordinate work experience, school-based apprenticeship, and traineeship opportunities for young people**
  - Engage with local industry, businesses, employers, RTOs and workplaces to develop a network of transition support options for young people.
4. **Data collection and reporting**
  - Collect and collate data in relation to young person engagement in Transitions programs;
  - Collect and collate data in relation to young people's post-school pathways.
5. **Carry out duties and tasks that may be reasonably assigned by the Head of Campus or Principal from time to time.**

## APPLICATION PROCESS

Applications are to be submitted via email to [MMRecruitment@ereafsn.edu.au](mailto:MMRecruitment@ereafsn.edu.au) by 4pm, Friday 25 June 2021. To apply for this role please provide the following documents:

- ❖ A cover letter, addressed to Matt Hawkins, Principal Marlene Moore Flexi School Network, outlining relevant skills, knowledge and experience, and reasons for wishing to apply for the position;
- ❖ Current resume outlining previous experience and skills:
  - Please include contact details of two referees, one of whom is from current or most recent place of employment.
- ❖ A scan of your current blue card.

Shortlisted applicants will be notified by phone or email.

For further information, please contact Mark Ellison on 0437 335 491 or at [Mark.Ellison@ereafsn.edu.au](mailto:Mark.Ellison@ereafsn.edu.au).

*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.***