



Nano Nagle
NETWORK

Position Description: Assistant Principal - Wellbeing

ROLE TITLE	Assistant Principal - Wellbeing
LOCATION	Carlton Office
POSITION REPORTS TO	Network Principal
POSITION SUPERVISES	Child Safety Officer
DOCUMENT DATE	30/08/2021

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;
- who are highly mobile;
- with mental illness or at risk of engaging in self-harming behaviours or substance abuse;

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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 | 127-131 Torquay Road, Grovedale VIC 3216 [P] 03 5201 8090
St. Francis Flexible Learning Centre | 115 Allunga Road, Chigwell TAS 7011 [P] 0427 249 286
[W] www.ereafsn.edu.au | ABN: 96 372 268 340

- 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 role will join the Leadership Team of the Nano Nagle Network with responsibility for Flexi Schools operating within the South East Network. The role has a shared responsibility for leadership of the School sites. The Assistant Principal – Wellbeing develops processes and procedures to encourage effective communication and support the coordination of daily events and issues relating to student and staff wellbeing. This role will be based in our Carlton office and will require regular travel to school sites in Victoria and Tasmania.

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. Lead Flexible Learning Centres adherence to Ministerial Order 870 – Child Safe Standards
3. Provide leadership, support and guidance to school sites and network staff to implement continuous school improvements in line with the Strategic goals of the Network.
4. Support Flexible Learning Centre’s adherence to minimum standards & requirements for school registration across different states
5. Support Flexible Learning Centres to deliver appropriate levels of care for students involved in child protective systems
 - Support and monitor the implementation of mandatory reporting and other quality of care protocols (such as the Out of Home Care Education Commitment);
 - Coordinate and collate educational needs analyses for young people residing in Out of Home Care;
 - Participate in regular reviews and quality improvement processes relating to child safe practices in Flexible Learning Centres.
6. Liaison with internal and external stakeholders to implement appropriate interventions for young people who are at risk of or have experienced harm;
 - Work with school staff to plan and deliver protective interventions for children at risk of or who have experienced harm;

- Seek and document advice from diocesan or governmental child safety officers to inform school practices;
 - Regularly monitor and review safety plans and interventions underway.
7. Child safety reporting
 - Prepare regular reports for diocesan or governmental bodies (as required) related to protective concerns and interventions in Flexible Learning Centres;
 - Use appropriate information management systems to provide timely and accurate information to school and network leaders regarding students with who are at risk of or who have experienced harm.
 - Maintain a register of protective notifications and other actions taken to meet quality of care requirements for young people who have experienced or at risk of harm;
 8. Staff capacity building
 - Responsible to manage OBP training
 - Support and / or facilitate staff capacity building initiatives related to building safe school communities and protecting students from harm.
 - Conduct Child Safety Policy and Procedure training with all new starters and deliver annual refresher training to all staff.
 9. Development, implementation, and ongoing review of policies, procedures, and other documentation;
 - Develop, implement and review policies & procedures across the organisation in consultation with school leadership.
 - Responsible for maintenance and development of child safeguarding and student wellbeing policies and processes and ensure compliance is evidenced through the risk management system
 10. Work closely with the Principal and Assistant Principals to develop and deliver the school wellbeing strategy (including implementation of Operation by Principles and the Berry Street Education Model into curriculum) and collaborate on the development, implementation and review of relevant educational and business initiatives, policy, compliance, risk, staffing, student and operational matters of the school;
 11. Lead, manage and implement special wellbeing projects as defined and required by the Principal;
 12. Preparation of school documents for external authorities, registration bodies and stakeholders;
 13. Lead, oversee, inspire and motivate the performance of all staff with a focus on constructive appraisal, monitoring of professional performance, capability development and mentoring;
 - In collaboration with the Network Principal, Assistant Principals and HoCs/ Campus Principal, enhance workforce development through a range of strategic planning and annual improvement processes.
 - Support schools in their continuous improvement and strategic planning processes.
 14. **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 students and families to appropriate support services.
 15. Other duties as reasonably directed by the Network Principal, including willingness to Act as Head of Campus or Network Principal as required.
 16. 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"> • A minimum of 5 years' relevant leadership experience in a secondary school environment (flexi school experience highly regarded) • Relevant tertiary qualifications and current teaching registration in Victoria and/or Tasmania 	<ul style="list-style-type: none"> • Be able and willing to uphold and role model the schools' principles of operation of Respect, Participation, Safe and Legal, and Honesty • Experience leading child safe standards • Exemplary leadership skills; • Well-developed understanding of the developmental needs of young people from a disadvantaged or disengaged perspective; • Excellent time management and organisational skills and the ability to work to deadlines; • Experience and confidence when engaging with parents, and competent in managing complex situations

<ul style="list-style-type: none"> • Ability to obtain Working with Vulnerable People Clearance in Tasmania • Hold appropriate Australian Work Rights • Valid First Aid Certificate; • Valid Australian Driver's Licence and willingness to drive school vehicles when required. 	<ul style="list-style-type: none"> • Well-developed written and verbal communication skills; • Collaborative team player • Resilient and able to develop resilience in others with a high level of emotional intelligence • Ability to build quality working relationships • Be a strategic and visionary thinker who can translate ideas and concepts into action, analyse complex situations and engage proactively with others to enable change and improvement; • Be authentic with a strong and positive personal presence, • Collaborative team player with the ability to build quality working relationships • A commitment to ongoing professional learning for self and others to enable further development of skills, expertise and teaching capacity • Ability and willingness to travel to school sites and attend professional development as required.
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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.