



**DRAFT POSITION DESCRIPTION**  
**Leader of Staff Formation and Professional Practice**

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| <b>Role Title</b>      | Leader of Staff Formation and Professional Practice   |
| <b>School Network</b>  | Xavier Flexi Schools Network<br>Edmund Rice Education Australia   |
| <b>Reports</b>         | Principal, Xavier Flexi Schools Network   |
| <b>Location</b>        | Based in Network Office in Paddington, Queensland<br>Regular travel required to schools within the Network <ul style="list-style-type: none"> <li>• The Centre Education Programme, Kingston</li> <li>• Inala Flexible Learning Centre</li> <li>• Ipswich Flexible Learning Centre</li> <li>• Townsville Flexible Learning Centre <ul style="list-style-type: none"> <li>○ Bowen EEP Campus</li> <li>○ Burdekin EEP Campus</li> </ul> </li> </ul> |
| <b>Band/Wage Scale</b> | This position will be remunerated as Assistant Principal/Deputy Principal dependant on Qualifications and experience as per the Catholic Employing Authorities Single Enterprise Collective Agreement Diocesan Schools Queensland 2019-2023.<br><br>The successful candidate will also receive a laptop, mobile phone. and motor vehicle allowance.   |
| <b>Status</b>          | Full-time, Fixed-term<br>Initial 5 year contract will be offered with the possibility of a further 5 years subject to successful review.  |
| <b>Commencement</b>    | January 2022 to December 2026   |

**CHILD SAFEGUARDING:**

Edmund Rice Education Australia (EREA) is a child safe organisation committed to the protection of children. and has EREA and its schools have a zero tolerance of abuse of harm towards children. Xavier Flexi Schools Network (XFSN) being a subsidiary of EREA is also committed to ensuring the safety, wellbeing and dignity of all children and young people therefore, all applicants will be subject to EREA policy and legislative screening procedures. These checks are consistent with EREA’s commitment to child safeguarding policies and procedures. This includes complying with our Child Safeguarding policy, and Code of Conduct and Working with Children Checks.

**BACKGROUND:**

The Xavier Flexi Schools Network (XFSN) and Flexible Learning Centres (FLC’s) are Catholic Schools in the Edmund Rice Tradition. The Network comprises of The Centre Education Programme, Inala Flexible Learning Centre, Ipswich Flexible Learning Centre and Townsville Flexible Learning Centre. The Flexible Learning Centres offer a full-time and multiyear secondary education program for young people who have disengaged from mainstream schooling. Young people typically express a broad range of complex education and social needs and the FLCN respond with a variety of flexible and innovative teaching and learning practices including vocational planning and the development of social connectedness.

The purpose of a Flexible Learning Centre is to provide young people with a varied and holistic set of learning experiences which enable 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 including:

- Those who have had contact with juvenile justice systems
- Those in 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

## **PURPOSE**

This position exists to provide, through collegial relationships, flexible and dynamic support of the FLC communities and services, which allow school staff to commit more time and resources to the young people. The focus of this role within the Xavier Network Team is to support schools, staff and young people around practice, network professional development, mediation, facilitation and designing and supporting network leadership development with some generalist Human Resources functions included.

## **KEY WORKING RELATIONSHIPS**

The position requires positive and harmonious working relationships with:

- The Network Principal
- Other Network Support Team Staff
- Heads of Campus, Associate Head of Campus and other Flexible Learning Centre staff
- Young people
- Other FSN Networks and staff

## **KEY ACCOUNTABILITIES**

### **Staff Formation and Professional Development:**

- Support Heads of Campus to develop a culture of supervision and reflective practice within their staff team by providing opportunities for individual staff mentoring, group supervision, staff debriefing and safe work practices.
- Oversight and leadership of Network professional development and staff supervision priorities and implementation – including but not limited to Operation by Principles, Common Ground, Trauma Transformational Practices, and Collaborative Problem Solving
- Oversight of Network-wide staff collaboration groups
- Group facilitation, including reflective practice, formation experiences and Technology of Participation (TOP) Days
- Consulting and supporting site leaders and staff with the management of internal complaints/grievances and the investigation processes.
- Working in cooperation with the Network Principal and Heads of Campus to coordinate the planning of the whole staff retreat days annually or biannually.

- Maintain appropriate network calendar entries appropriate to this position.
- Regularly visit all sites to develop strong relationships with all staff.
- Develop, lead and facilitate new staff induction and probation processes
- Ensuring the maintenance of appropriate records and preparation of reports as required
- Facilitate sharing of resources / programs for Formation of Staff and Young People across Networks and Xavier sites.

### **Staff Wellbeing**

- Development and leadership of formal and informal staff wellbeing programs and initiatives
- Oversight of annual staff Professional Learning Plans, including the development and leadership of formalised feedback processes
- Oversight of responses to critical incidents in relation to staff wellbeing
- Engaging with staff in reflective practice and inner work
- Support HOCs with planning of celebrations and commemorations at local sites.

### **EREA Identity Leadership**

- Representing the Network at EREA Identity Leader events
- Leading the Network's approach to authentically embodying the four touchstones of the EREA Charter
- Leadership and facilitation of staff formation in relation to working in a Catholic school in the Edmund Rice tradition
- Supporting Heads of Campus on rituals and events appropriate to an FLC context
- Overseeing the Network's engagement with the EREA Renewal Process
- Providing and supporting opportunities for staff and Young People to engage with social justice, advocacy and service-learning initiatives
- Support staff in sites to access formation programs and experiences.

### **First Nations Education**

- Working in partnership with First Nations staff to ensure cultural safety and awareness across the Network
- Working in partnership with First Nations staff to create and foster strong community connections
- Working in partnership to support the Leadership Team and RAP Committee at sites to ensure the development, creation and authentic embodiment of Reconciliation Action Plans and Indigenous Education Strategies at each site

### **Inclusion and Diversity**

- Leading staff formation on the concept of radical inclusion
- Working in partnership with the Principal, Heads of Campus and Risk and Compliance Officer to ensure that all policies, procedures and processes are inclusive of all people
- Creating connections and working in partnership with external communities to enhance understandings of inclusion and diversity across the Network
- Developing and supporting events which promote inclusion and diversity
- Support staff and young people with immersion experiences which enhance knowledge and understanding of social justice principles which underpin action.

**Strategic and Developmental Assistance:**

- Work with the Principal and Network Leadership Team to develop and enact a Xavier Strategic Plan.
- In collaboration with the Network Principal and HOCs, enhance workforce development through a range of strategic and planning processes.
- In collaboration with the Network Principal and HOCs, plan and support professional development activities.
- Liaise and develop service referrals and provisions, collaborative agreements with government and non-government agencies at appropriate levels eg national, state, regional, or local.
- Support University research/clinical development services.
- Attend functions, meetings and events to represent the Principal as requested and appropriate.

**Relational Links:**

- Facilitate meaningful relationships between FLCs and mainstream EREA schools by:
  - Working with EREA support staff on issues that network the FLCs to EREA and other Catholic schools in the Edmund Rice Tradition.
  - Actively looking for opportunities. to facilitate meaningful relationships and formation for staff.
  - Co-ordinate relationships between mainstream schools and FLCs.
  - Liaise with Dean Of Missions (DOMs) and attend EREA Northern Region clusters as the Xavier representative.

**Additional Duties:**

- Any other duties as reasonably requested by the Principal. These additional duties will generally be mutually agreed by all parties.

**KEY SELECTION CRITERIA**

1. Demonstrated ability to carry out the duties outline in the Key Accountabilities description (above).
2. Demonstrated commitment to the values of Edmund Rice Education Australia. In particular the person needs to be able to demonstrate a commitment to building just communities which enhance learning and well-being for young people.
3. Commitment to and ability to lead a multi-disciplinary community in reflection around working together under four principles of operation: Respect, Safe and Legal, Honesty and Participation. The principles establish a “common ground” amongst staff, young people and families, where the means to resolve conflict, negotiate learning, recognise rights, responsibilities and consequences are modelled and explored, both within the group and individually.
4. Highly developed communication skills in both spoken and written forms. The ability to demonstrate skills and experience in the context of relating to staff, through mentoring, facilitation in groups for critical reflection, goal setting, professional review and staff support.
5. An on-going commitment to personal, spiritual and professional development. Previous experience in leadership positions within schools is highly desirable.

6. A Queensland driver's licence and willingness to travel is essential.
7. Relevant qualifications in one or more of the following fields: Education, Educational Leadership, Social Work/Counselling, Human Resources or Management.

#### **APPLICATION PROCESS:**

Please visit [www.ereafsn.edu.au](http://www.ereafsn.edu.au) and follow the Employment Opportunities tab to view the Position Description, Applicant Information and to apply.

Applications by: **9:00am on Friday 17 September 2021.**

To apply for this role please provide the following documents:

- *Responses to the above Key Selection Criteria in no more than 3 pages*
- *Cover letter*
- *Curriculum vitae outlining relevant work history including contact details of at least three referees including your current employer*

Submit applications to [xavierrecruitment@ereafsn.edu.au](mailto:xavierrecruitment@ereafsn.edu.au)

Shortlisted applicants will be contacted to arrange an interview.

*All applications for this position will be subjected to screening procedures as detailed in the Commission for Children and Young People and Child Guardian legislation.*

*These checks are consistent with Edmund Rice Education Australia's commitment to child protection policies and procedures.*