



### Position Description: Administration Support Worker

<b>ROLE TITLE</b>	Administration Support Worker
<b>LOCATION</b>	St Joseph's Flexible Learning Centre – Geelong
<b>POSITION REPORTS TO</b>	Head of Campus, Senior Administration
<b>POSITION SUPERVISES</b>	NA
<b>DOCUMENT DATE</b>	23/11/2021

**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;
- 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

Reporting to the Senior Administration Officer at St Joseph’s Flexible Learning Centre (SJFLC) Geelong, this position will be responsible for developing and maintaining administrative processes which support the efficient and compliant operation of the FLC.

### 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. Support young people and front of house operation
  - Respond to enquiries from staff, young people, parents and community members and address issues in accordance with the 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, etc.
  - Manage the safe environment of the front of house/school seeking assistance from teaching/youth work staff as required.
3. Referral and Enrolment Processes and Young Person data entry
  - Working in collaboration with the school leadership, this position will maintain a supportive and thorough enrolment process for young people wishing to enrol at SJFLC. This will include:
  - Following up with past education providers, support workers, child protection and other support services to ensure all information relevant to the education and support needs of a young person is available to partnership staff and other key workers;
  - TASS Database – this position is responsible for setting up TASS for each young person enrolled, ensuring all relevant information is located on TASS.
  - Ensure referral and enquiry information is recorded and provide reports as required on referral data to assist in the strategic planning of the school development.
  - Maintain systems to ensure accurate young person information is available for outings/camps etc.
  - Manage accountability and records for confidentiality forms, permission forms, authority to administer medication etc.
  - Organise student ID cards, yearly travel passes for young people.

4. Data Entry Support NCCD
  - Support staff with the entry and tracking of relevant NCCD data, including assessments, PLP storage, Teacher NCCD statements and wellbeing planners
5. Financial Responsibility
  - Provide assistance for the financial management of the Centre including arranging purchasing of materials.
  - Work with the Finance team to ensure payment of invoices, credit card reconciliations and petty cash reconciliations.
  - Support the organisation of the resources of the Centre including yearly stocktaking, maintaining registers and asset audits.
6. Developing and maintaining administrative processes
  - Maintain appropriate records and prepare reports as required by the Head of Campus or Senior Administration Officer.
  - Maintain staff records including Working with Children checks, staff licences, leave applications and fortnightly timesheets.
  - Produce regular communications for families in consultation with other staff members and the Senior Administration Officer.
  - Keep minutes of weekly staff meetings and distribute to staff.
  - Support staff in preparation of school activities e.g., outings, special events.
  - Support staff in preparation of teaching materials.
7. Carry out duties and tasks that may be reasonably assigned by the Network Principal, Head of Campus, Business Manager and other school staff as requested.
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. 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>• 3 Years' experience in a similar role</li> <li>• Ability to obtain and maintain a Working with Children/Vulnerable People Check</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>• 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> <li>• Experience in developing and maintaining administrative processes which support efficient and compliant operations.</li> <li>• Excellent interpersonal skills in the context of relating to team members, young people and parents/caregivers.</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.