EDMUND RICE EDUCATION AUSTRALIA

EASTERN FLEXIBLE SCHOOLS NETWORK

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ABN: 96 372 268 340

Position Description: Youth Worker

ROLE TITLE	Youth Worker
LOCATION	**Wollongong Flexible Learning Centre**
NETWORK	Eastern Flexible Schools Network, Edmund Rice Education Australia
SALARY OR AWARD	Award: Educational Services (Schools) General Staff Award 2020 Salary Equivalent: NSW Catholic Independent Schools (Support Staff – Model B) Multi-Enterprise Agreement 2020, Support Staff
EMPLOYMENT STATUS	On-going, Full-Time
COMMENCEMENT	ASAP - Term 1 2022
CONTACT	Atesh Maharaj – Head of Campus
PHONE/EMAIL	0407 381 345 or eastern.network@ereafsn.edu.au
JOB REFERENCE NO.	WFLC/YW/022022
CLOSING DATE	**5:00pm – Monday, 7 March 2022**

Aboriginal and Torres Strait Islander people are encouraged to apply.

Background

The Eastern Flexible Schools Network is an initiative of Edmund Rice Education Australia. Flexible Learning Centres (FLCs) offer a full-time and multiyear secondary education and social inclusion program for young people who are disenfranchised and disengaged from mainstream education. Young people enrolled in a Flexible Learning Centre may present with a broad range of complex educational and social needs that FLCs respond to through a variety of flexible and innovative social inclusion and learning experiences.

Flexible Learning Centres are registered schools which provide young people with a varied and holistic set of learning experiences that support them in identifying and pursuing an individual transition to adulthood, employment, further education and training, and social connectedness.

Students who attend include indigenous and non-indigenous young people that are disengaged from mainstream education for a variety of reasons including:

- Those who have had contact with the juvenile justice system;
- Those who reside in Out of Home Care (OoHC);
- 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; and,
- Those with a generational history of unemployment.

See www.ereafsn.edu.au/ for further information.

Child Safeguarding

Edmund Rice Education Australia (EREA) is a child safe organisation committed to the protection of children. EREA and its schools have a zero tolerance policy of abuse or harm towards children and young people. Eastern Flexi Schools Network (EFSN) 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, Code of Conduct and Working with Children Checks.

Primary Role

All Youth Worker positions report to the Head of Campus/Head Teacher and Principal. The key role of this position is to support a young person's engagement in learning.

This position works collaboratively with Teachers, other Youth Workers, and school leadership. The employee in this position is required to have a thorough knowledge of youth work theories and practices and experience in applying this knowledge.

Qualifications

- A qualification in Youth/Community Work or a related area such as Social Work, Psychology and Behavioural Science and/or equivalent experience;
- Previous experience in the youth sector working ideally with marginalised young people;
- Specialist skills and/ or experience developing and implementing recreation, music and art programs is highly desirable;
- Experience in working with Aboriginal and Torres Strait Islander Young People and Communities is highly desirable.
- Full covid-19 vaccination certificate
- A positive NSW Working with Children Check (WWCC).
- A full Drivers' License (Standard Car)

Skills and Knowledge

- Demonstrated skills and knowledge in youth/social work theory, process, frameworks and ethics;
- Ability to analyse complex situations and implement appropriate strategies to enhance the professional practice of teaching and non-teaching staff;
- Demonstrated capacity to work effectively in a challenging and unpredictable environment;
- Demonstrated capacity to work effectively and collaboratively as a member of a multidisciplinary team; and,
- Establish and maintain professional relationships with all stakeholders.

Principles of Operation

The four principles of operation that all Flexible Learning Centres operate by 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, and 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 Principles and the best practice guidelines as articulated in the Foundation and FLC Occasional Papers (available on the EREAFLN website)

Duties and Responsibilities

Typical duties and responsibilities include but are not restricted to:

1. **Develop and coordinate external support networks**
   - Liaise and develop service referral and provision with government and non-government agencies at appropriate levels to support the physical and mental health as well as the wellbeing needs of young people;
   - Support young people to access support services; e.g. counselling, health support, and community activities; and,
   - Work collaboratively with the team to support and develop cultural links and community and family connections that support the engagement and connection of young people to learning and the wider community.

2. **Participate in program provision to ensure wellbeing in an inclusive learning environment**
   - Maintain fidelity to and role model Operation by Principles and the best practice guidelines as articulated in the Eastern Network Practice Framework;
   - Collaborate with the team and conduct a range of assessments with young people to create a socially inclusive program that responds to the physical, intellectual, social, spiritual, and cultural needs of young people;
   - Participate in the daily routines and activities of the FLC; e.g. morning meetings, lunch, electives, excursions, and camps;
   - Participate in a range of programs/activities during the school holidays to maintain connections for vulnerable young people;
   - Support teachers with program provision with a focus on health, wellbeing, and engagement within the FLC;
   - Work collaboratively with the team to ensure program provision is culturally appropriate; and,
   - Work collaboratively with the team to develop community and family connections that support the engagement and connection of young people to learning and the wider community.

3. **Team participation/multidisciplinary practice**
   - Within the partnership model facilitate young people's engagement in learning;
   - Participate in professional supervision; and,
   - Participate in daily and weekly staff meetings and whole team reflective practice sessions.

4. **Support Child Safety procedures according to policy**
   - In consultation with the Head of Campus/Head Teacher or Principal provide a support service to staff and young people dealing with child protection issues; and,

- Provide a referral point for young people to access support services as indicated.

5. **Administrative responsibilities**
   - Maintain appropriate records and prepare reports as required including court support letters and comments for end of semester School Reports;
   - Update and maintain electronic school database records documenting essential young people and family information;
   - Support the development of personal learning plans, safety and support plans and engagement plans;
   - Participate in care team meetings where required; and,
   - Other administrative tasks that support class functions such as Daily Activity Intention forms and Venue Proformas.

6. **Other identified duties specific to the role and Flexible Learning Centre**
   - All staff are expected to implement self-care strategies and access organisational staff support whenever needed;
   - Carry out other duties and tasks assigned by the Head of Campus/Head Teacher or Principal; and,
   - Take a significant role in transporting young people to/ from school and activities.

Applications

Please forward applications to eastern.network@ereafsn.edu.au by **5:00pm Monday, 7 March 2022.** Please include:

- A response to each the key selection criteria (listed below);
- A current resume outlining previous experience and skills;
- Two referees (including contact details). Please include a referee from current or most recent place of employment.

For further information contact Atesh Maharaj, Head of Campus with WFLC, at 0407 381 345 or by email at eastern.network@ereafsn.edu.au.

The Eastern Flexible Schools Network supports the rights and safety 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 this position will be subject to EREA screening procedures.

Key Selection Criteria

1. Demonstrated capacity to draw on youth work qualifications and experience to enhance engagement and support young people with complex needs, and their families and community, in order to support young people's engagement in learning.

2. Understanding, or the ability to acquire an understanding, of working under four Principles of Operation: Respect, Safe and Legal, Honesty, and Participation.

   Brief explanation of Operation by 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 (see Occasional Paper available on the EREAFSN website for further information).

3. Demonstrated experience actioning critical feedback.

4. Ability to provide a range of flexible programs and activities that successfully engage and support young people.

5. Ability to work effectively as a member of a multi-disciplinary team.

6. Possess, or able to apply for, a positive NSW Working with Children Check.

7. An essential requirement of this position is to have a full car drivers licence.

8. Full covid-19 vaccination certificate

Desirable

One or more specialist engagement skills from the following is highly desirable:

- Adventure based learning;
- Sport;
- Creative Arts;
- Music; and/or,
- Cultural knowledge.

Foundation Statement

EREA FLCs seeks to respond to the needs of young people disenfranchised and disengaged from education. We provide a place and an opportunity for young people 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 and support and celebrate the uniqueness and dignity of each person.

Flexible Learning Centres are guided by the vision of Edmund Rice about the empowering service of education to achieve personal and community liberation through educational experiences that enable transformation.

Strategic Values

Within our radical, social, and ecological justice framework, Flexible Learning Centres are intentional learning communities that articulate the following core values with authenticity and integrity and are expressed through the life journey of its members.

SAFETY

Safety within our environment is liberating, holistic and implicit in all aspects of community life. This includes non-violence, peaceful resolution of conflict, celebration of diversity, freedom from judgement, and the security to take emotional and intellectual risks.

RELATIONSHIP

Relationships are formed on shared common ground with compassion and love, respecting and celebrating the individual. We embrace the connectedness of complex and authentic relationships within diverse communities.

COMMUNITY

Our dynamic communities seek to be life giving environments where the dignity of all is honoured.

Our communities are multi-dimensional spaces for the liberating power of learning and engaging together.

TRANSFORMATION

We walk together on journeys of individual and community transformation. We are sustained by and celebrate our commitment to hope, optimism and a belief in the possible.

ECO-JUSTICE

Eco-justice calls us to enact our responsibility to the interconnectedness, sacredness and dignity of all creation.