



Position Description: Finance Officer

ROLE TITLE	Finance Officer
LOCATION	Nano Nagle Network, Carlton
POSITION REPORTS TO	Accountant/Finance Manager
POSITION SUPERVISES	n/a
DOCUMENT DATE	07/03/2022

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;

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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
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- 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

The Finance Officer is responsible for supporting staff at each Flexible Learning Centre including NNN and EREA levels of the Nano Nagle Network with financial transactions, authorisation and compliance.

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. **Finance Duties**
 - Accounts Payable – including collecting, reviewing, posting, payment runs and reconciling
 - Accounts Receivable – including invoicing, debt collection and reconciling
 - Purchase Order preparation
 - Travel processing and reconciliation
 - Petty Cash Journals and reconciling
 - Bank Journals and reconciling
 - Credit card analysis, posting and reconciliations
 - On-charge of expenses to sites, invoicing and reconciling
 - Provide Concur training to employees at site, ensuring that they are able to use the system and provide necessary training documentation as required.
 - Maintain Fleet Vehicles Register and Fuel Cards register
 - Preparation of cheques and ADF documents for signing
 - Provide back up to payroll when required
 - Ensuring strict adherence to internal controls and procedures
 - Ad hoc financial work as directed
3. Maintain regular and productive communication and support with administration staff at our school sites.
4. Responsible for effective communication and follow up with suppliers.
5. **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.
6. **Other Duties**
 - Other tasks as delegated by the Accountant and/or Business Manager
 - Have input into the continual improvement of the service (be part of the solutions)
 - Work within organisational policies, procedures and values
 - Manage resources efficiently and using tools provided
 7. Other duties as reasonably directed by the Network Principal
 8. 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"> • Tertiary/TAFE Qualification in finance, accounts, book keeping or similar. • 2 Years experience in a similar role • Ability to obtain and maintain a Working with Children/Vulnerable People Check • Hold appropriate Australian Work Rights 	<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 • Excellent attention to detail • Experience with SAP B1 Accounting software or similar required • Experience with Ascender Payroll software – highly regarded • Confident with Microsoft Office Suite in particular Excel and Pivot Tables, Word, Power Point and Internet Explorer • Basic book keeping knowledge • 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 • Resilient and able to develop resilience in others with a high level of emotional intelligence • Ability and willingness to travel to school sites and attend professional development as required.
<p>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.</p>	