



Nano Nagle
NETWORK

Position Description: Educational Psychologist

ROLE TITLE	Educational Psychologist
LOCATION	Carlton
POSITION REPORTS TO	Assistant Principal – Teaching and Learning
POSITION SUPERVISES	NA
DOCUMENT DATE	03/03/2022

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;

Network Office | 1b/135 Cardigan Street, Carlton Vic 3053 | P.O. Box 102, Carlton South Vic 3053 [P] 03 9269 6922
St. Joseph's Flexible Learning Centre | 385 Queensberry Street, North Melbourne Vic 3051 [P] 03 9269 6900
St. Joseph's Flexible Learning Centre | 15 Police Lane, Geelong Vic 3220 [P] 03 5201 8090
St. Francis Flexible Learning Centre | 115 Allunga Road, Chigwell Tas 7011 [P] 0427 249 286
[W] www.youthplus.edu.au | ABN: 96 372 268 340

- 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 - 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

To provide a psychological service to the young people of the Nano Nagle Network. To utilise psychological expertise, in education, to support and build the capacity of the school community to meet the learning and wellbeing needs of young people. To conduct cognitive and behavioural assessments with young people, providing support and recommendations to staff and families so that young people can maximise their school participation and educational outcomes.

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. Work as part of a team including the Head of Campus, Network Assistant Principals, Program Directors, and classroom teachers in the management of educational and wellbeing needs of young people. In addition, the Educational Psychologist will work closely with the Learning Diversity Team.
3. Undertake educational and psychological assessment and refer students as required.
 - Cognitive Assessments
 - ADHD/ ASD Assessments
 - Executive Functioning Assessments
 - Mental Health and Psychosocial Assessments
4. Support learners with academic difficulties, giftedness, behavioural challenges and psychological disorders like ADHD and ASD
5. Support the creation of Educational Needs Analysis for identified students
6. Plan interventions regarding learning and behavioural problems at individual, group and school levels.
7. Work with the school staff to assist in promoting the development and learning of students and advise on specific learning needs, providing recommendations using evidence based practice.
8. Guide members of staff, where necessary, on issues relating to student learning and behaviour management.

9. Work with Assistant Principals to promote and monitor staff wellbeing.
10. Organise and provide educational presentations to staff and parents on contemporary student issues.
11. Attend school meetings, on invitation, to provide advice.
12. Ensure confidentiality and careful maintenance and security of information relevant to this role.
13. Assist with school wide management of, and response to, critical incidents and emergencies.
14. Provide individual and group support to students and families.
15. **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.
16. Other duties as reasonably directed by the Assistant Principals and/or Network Principal
17. 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"> • Possess a suitable qualification in Psychology with a specialisation in Educational Psychology • 3 years' experience in a similar role, working with young people • Ability to obtain and maintain a Working with Children/Vulnerable People Check • Hold appropriate Australian Work Rights • Valid First Aid Certificate or willingness to obtain. 	<ul style="list-style-type: none"> • Knowledge of / experience in psychological assessments relevant for schools • Be able and willing to uphold and role model the schools' principles of operation of Respect, Participation, Safe and Legal, and Honesty • Collaborative team player with the ability to build quality working relationships • Be able to work effectively with vulnerable young people using trauma informed practice and an ability to provide effective support to young people that fosters resilience and address their social, emotional and educational needs. • Demonstrated ability to develop and implement programs, procedures and policies that enhance student learning and wellbeing. • Demonstrated ability to design and deliver professional learning for staff that promotes student learning, engagement and wellbeing. • Highly developed communication and interpersonal skills, including the ability to liaise effectively with a wide range of people, including parents. • Ability to make appropriate referrals to external agencies for young people as required. • Capacity for regular interstate travel, highly regarded.
<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>	