



Position Description: Utility Officer

ROLE TITLE	Utility Officer
LOCATION	St Francis Flexible Learning Centre
POSITION REPORTS TO	Senior Administration Officer
POSITION SUPERVISES	N/A
DOCUMENT DATE	08/06/2022

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;
- 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 Utility Officer is responsible to assist in the general maintenance and tidiness of the internal and external area of the school and school grounds, transport young people each morning and afternoon and assist with general kitchen duties as directed.

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. Maintenance and Grounds specific tasks may include, but not be limited, to:
 - Garden maintenance and development as directed;
 - Maintenance of fences and gates and keeping signs in good order;
 - Keeping entrance ways clean and tidy, rubbish removal and sweeping of pathways;
 - Maintain buildings including painting and graffiti removal and general tidiness and cleanliness of the grounds;
 - Overseeing school fixtures, furniture, and fittings, and reporting back to the manager with concerns when needed;
 - General maintenance of tools and equipment and advise manager of any equipment repairs that may be needed;
 - Supporting the coordination of external trades people for maintenance and repairs as required;
 - Undertake minor building tasks where necessary e.g. replacing tap washer, change bulbs and tubes, replace fuses, refitting a blind, replacing a lock on a door, fitting a projector to a wall, building a shelf, painting, fixing minor damage, etc.
 - The Grounds person will not be required to perform any task or repair that would require the service of a specifically qualified tradesperson by specific task or legal requirement.
3. Transportation/Driver specific tasks will include:
 - Driving a light rigid vehicle each morning and afternoon to transport young people to the school – Light Rigid (LR) licence and PPV licence or eligibility for both licences required.

4. General Kitchen Duties and Responsibilities
 - Support the Cook with maintaining the food preparation area in accordance with Food Safety standards;
 - Comply with Health & Safety, Fire Regulations and other relevant School policies;
 - Assist the Cook to maintain kitchen equipment e.g. mixers, fryer, utensils, work surfaces in accordance with specified procedures to ensure all equipment is hygienic and in safe working order and complies with relevant regulations;
 - Support delivery of a meals program shaped by healthy eating guidelines that is varied, nutritious and takes into consideration feedback from young people and staff;
 - Support the Cook to cater for culturally specific meals when required such as Halal, Kosher and vegetarian food.
 - Assist to serve meals to young people.
 - Build and maintain positive relationships with young people and colleagues including the facilitation of opportunities for young people to be active participants in the kitchen.
 - Assisting young people with food preparation in collaboration with other staff members.
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 as reasonably directed by the Head of Campus and/or Network Principal
7. 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"> • Trade qualification highly regarded • 3 Years experience assisting with general maintenance/kitchen cleaning duties • 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. • Valid Australian Driver's Licence (light rigid) and willingness to drive school vehicles. 	<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 • General handy person skills; maintenance, repair and installation. • Safe driving history • Ability to build respectful relationships with young people. • Ability to work positively within a school kitchen environment. • 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 general maintenance/ driving / kitchen duty capacity • Resilient and able to develop resilience in others with a high level of emotional intelligence
<p>Physical Requirements: This role will involve frequent sitting and standing, walking or moving within a school and office environment across multiple levels indoors and outdoors, complete fine motor skills such as using a kitchen knife, hanging a picture or pruning in the garden, and requires auditory and visual ability. Lifting of supplies and materials will be required from time to time, practicing safe manual handling.</p>	