



## Position Description: Human Resource Manager

<b>ROLE TITLE</b>	Human Resource Manager
<b>LOCATION</b>	Nano Nagle Network Office, Carlton
<b>POSITION REPORTS TO</b>	Principal
<b>POSITION SUPERVISES</b>	HR Consultant, HR Assistant
<b>DOCUMENT DATE</b>	22/07/2022

**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;

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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  
[W] [www.ereafsn.edu.au](http://www.ereafsn.edu.au) | ABN: 96 372 268 340

- 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

The primary role of the Human Resource Manager is to support the development and implementation of the Nano Nagle Human Resource Strategy across Victoria, New South Wales and Tasmania and provide human resource advice and support to the leadership teams at the Network and School Sites.

### 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. Provide oversight and advice regarding the operations of the Human Resources area.
3. Provide specialist advice and support on Human Resource to managers across the Nano Nagle Network.
4. Develop and implement resources, processes tools and systems that help build, develop and support the Nano Nagle Network workforce.
5. Manage Workers Compensation processes and carry out the role of Return to Work Coordinator in Victoria and Tasmania.
6. Provide support to Principal and leaders regarding performance management process as per the Agreement
7. Manage all ER matters including conducting disciplinary and grievance investigations, dismissals, investigations, redeployment and redundancy consultations
8. Manage the following compliance programs within CompliSpace: HR, complaints handling and privacy, whistle-blower, grievance and other relevant modules
9. Lead and coordinate projects or areas of work within the Human Resource Strategy. For example but not limited to: staff induction, document management, annual review
10. Ensure On boarding/Induction is arranged for all new employees
11. Ensure the On boarding/Induction/exit Checklist is completed for all new staff. Conduct exit interviews for all staff
12. Be familiar with and comply with the school's child-safe policy and code of conduct, and any other policies or procedures relating to child safety. Assist in the provision of a child-safe environment for young people
13. Develop external relationships: University/TAFE’s with Student Placement (teacher, youth worker) bodies.

14. Work collaboratively with a range of stakeholders to develop workforce planning capability across the Nano Nagle Network.
15. Develop useful workforce metrics and reports and coach managers on how to use them strategically to manage their teams.
16. Prepare workforce data and reports for the Network Principal.
17. Participate as part of the Nano Nagle Network leadership team
18. **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.
19. Other duties as reasonably directed by the Head of Campus and/or Network Principal
20. 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>• Tertiary Qualification in Human Resources, Psychology, or a related discipline, or significant relevant experience.</li> <li>• 5 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>• Experience as a Workers Compensation and Return to Work Coordinator.</li> <li>• Demonstrated experience in a human resources/Human Resource consultant/manager role, preferably in the area of organisational development.</li> <li>• Demonstrated experience working effectively in a large and complex organisational environment.</li> <li>• Demonstrated experience working with and providing advice to managers on a broad range of human resources/Human Resource matters.</li> <li>• Previous experience in end-to-end project management, including project planning, coordination, delivery, reporting and evaluation.</li> <li>• Proven track record in building and maintaining effective working relationships with a broad range of people.</li> <li>• Highly developed organisational and time management skills and demonstrated ability to set priorities and meet deadlines.</li> <li>• Excellent verbal and written communication skills, including being able to present to and facilitate discussions with groups of staff.</li> <li>• Advanced computer skills including word processing and using spreadsheets and database applications.</li> <li>• The ability to work independently with limited supervision.</li> <li>• Positive and collaborative team player.</li> <li>• Self-motivated and demonstrates initiative.</li> <li>• Adaptability and flexibility to changing work environments and requirements.</li> <li>• Ability and willingness to travel to school sites and attend professional development as required.</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.