



Position Description: Program Director Child Safeguarding and Education

ROLE TITLE	Program Director - Child Safety and Education
LOCATION	St Francis Flexible Learning Centre, West Moonah
POSITION REPORTS TO	Assistant Principal - Wellbeing
POSITION SUPERVISES	NA
DOCUMENT DATE	16/08/2022

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 | 131 Torquay Road, Grovedale Vic 3216 [P] 03 5201 8090
St. Francis Flexible Learning Centre | 22 Ashbourne Grove, West Moonah Tas 7009 [P] 0427 249 286
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- 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

This position will be responsible for supporting St Francis Flexible Learning Centres in Tasmania to implement a range of child safety initiatives. The role is integral to ensuring that students feel safe and supported, and that the Flexible Learning Centre meets their commitments in relation to protecting children from harm. The role will report to the Assistant Principal - Wellbeing within the Nano Nagle Flexi Schools Network of Edmund Rice Education Australia

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. Supporting Flexible Learning Centres to deliver appropriate levels of care for students involved in child protective systems
 - In conjunction with school leaders, be a point of contact for staff seeking guidance on child safety questions, including mandatory reporting matters.
 - Support and monitor the implementation of mandatory reporting and other quality of care protocols;
 - Participate in regular reviews and quality improvement processes relating to child safe practices in Flexible Learning Centres.
3. Liaison with internal and external stakeholders to implement appropriate interventions for young people who are at risk of or have experienced harm
 - Work with school staff to plan and deliver protective interventions for children at risk of or who have experienced harm.
 - Educate young people, families and staff in regard to child safeguarding, and the obligations of all stakeholders in the safety of children.
 - Empower families to be involved in the safety of children.
 - Seek and document advice from diocesan or governmental child safety officers to inform school practices.
 - Regularly monitor and review safety plans and interventions underway.

4. Child safety reporting
 - Prepare regular reports for diocesan or governmental bodies (as required) related to protective concerns and interventions in Flexible Learning Centres.
 - Use appropriate information management systems to provide timely and accurate information to school and network leaders regarding students with who are at risk of or who have experienced harm.
5. Staff capacity building
 - Support and / or facilitate staff capacity building initiatives related to building safe school communities and protecting students from harm.
 - Support staff to keep young people safe through outreach and when on Out and About activities/excursions.
 - Supporting staff to understand and complete documentation related to safety when conducting outreach or Out and About activities/excursions.
 - Assist with conducting Child Safety Policy and Procedure training with all new starters and deliver annual refresher training to all staff as directed.
6. Maintaining appropriate documentation and confidentiality
 - Work sensitively with young people, guardians and staff to ensure that appropriate consents are in place to share information and liaise with relevant professionals.
 - Maintain a register of protective notifications and other actions taken to meet quality of care requirements for young people who have experienced or at risk of harm, including individual reports for each mandatory report made.
 - Produce yearly Child Safeguarding reports for the Principal
7. **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, Program Directors 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.
 - Support NNN's adherence with state based Child Safeguarding legislation, including applicable state based record keeping and reporting requirements.
8. Other duties as reasonably directed by the Head of Campus and/or Network Principal
9. 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 Qualification in Youth Work, Social Work or related discipline • 3 years experience in a similar role • 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 and willingness to drive school vehicles when required. 	<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 • 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. • Demonstrated understanding of risk and protective factors related to childhood and adolescent development. • Demonstrated understanding of Child Safety legislation and regulations as they apply to schools in Victoria and Tasmania. • Experience in working with young people with complex needs, their families and community to support safety and wellbeing outcomes.

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.