



EDMUND RICE EDUCATION  
AUSTRALIA

# EASTERN FLEXIBLE SCHOOLS NETWORK

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Fairy Meadow, NSW 2519  
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www.ereafsn.edu.au  
ABN: 96 372 268 340

## Position Description: Teacher

Aboriginal and Torres Strait Islander people are encouraged to apply

<b>ROLE TITLE</b>	Teacher
<b>LOCATION</b>	<b>Wollongong Flexible Learning Centre</b>
<b>NETWORK</b>	NSW Eastern Region FSN, Edmund Rice Education Australia
<b>SALARY OR AWARD</b>	NSW Catholic Independent Schools (Teachers - Model B) Multi-Enterprise Agreement 2020
<b>EMPLOYMENT STATUS</b>	Fixed term (12 mths), Full-Time
<b>COMMENCEMENT</b>	ASAP or start of 2023 school year – exact start date to be negotiated with successful candidate
<b>CONTACT</b>	Atesh Maharaj, Head of Campus
<b>PHONE/EMAIL</b>	0407 381 345 or <a href="mailto:eastern.network@ereafsn.edu.au">eastern.network@ereafsn.edu.au</a>
<b>JOB REFERENCE NO.</b>	WFLC/TE/080922
<b>CLOSING DATE</b>	<b>5:00pm Monday September 26 2022</b>

## Background

The Eastern Flexible Schools Network is an initiative of Edmund Rice Education Australia and has schools located in Wollongong, St Marys, Newcastle and Pambula Beach. We provide a full-time secondary education and social inclusion program based on positive relationships and common ground for disenfranchised young people. Our schools aim to re-engage young people in education, and to support positive transitions to adulthood, employment, further education and training, and their communities.

We are committed to the safety and wellbeing of all children and young people. We are committed to providing a child safe and child friendly environment, where children and young people are safe and feel safe and are able to actively participate in decisions that affect their lives.

Students who attend may be disengaged from mainstream education for a variety of reasons including:

- Those who have had contact with the juvenile justice system;
- Those who reside in Out of Home Care (OoHC);
- Those with a history of trauma;
- Those with a history of extended periods of unexplained absences;
- Those who are highly mobile;
- Those with mental illness or at risk of engaging in self-harming behaviours or substance abuse;
- Those who have been excluded or repeatedly suspended from school;

- Those who are homeless; Those who are young parents;
- Those with a generational history of early school leaving; and,
- Those with a generational history of unemployment.

See <https://www.ereafsn.edu.au/> for further information.

## Child Safeguarding

Edmund Rice Education Australia (EREA) is a child safe organisation committed to the protection of children. EREA and its schools have a zero tolerance of abuse of harm towards children. Eastern Flexi Schools Network (EFSN) being a subsidiary of EREA is also committed to ensuring the safety, wellbeing and dignity of all children and young people. Therefore, all applicants will be subject to EREA policy and legislative screening procedures. These checks are consistent with EREA's commitment to child safeguarding policies and procedures. This includes complying with our Child Safeguarding policy, Code of Conduct and Working with Children Checks.

## Qualifications

- Teachers must have and maintain registration with the NSW Education Standards Authority (NESA);
- A positive NSW Working with Children Check (WWCC).
- Full vaccination to Covid19

## Skills and Knowledge

- Ability to analyse complex situations and implement appropriate strategies to enhance the professional practice of Teaching and Non-Teaching staff;
- Demonstrated capacity to work effectively in a challenging and unpredictable environment;
- Demonstrated capacity to work effectively and collaboratively as a member of a multidisciplinary team; and,
- Establish and maintain professional relationships with all stakeholders.

## Duties and Responsibilities

Typical duties and responsibilities include but are not restricted to:

### 1. Teachers must develop and implement learning choices (curriculum) that support the individual learning plans of each young person

In collaboration with Youth Workers, Teachers must plan and implement an educational program that engages young people and offers a range of learning choices including:

- Inquiry/project based learning programs;
- Accredited learning opportunities e.g. VET subjects;
- The support of literacy development;
- Embed indigenous cultural perspectives within learning programs;
- Advance both experiential learning and entrepreneurial experiences; and,
- Develop individual learning plans in collaboration with young people and Youth Workers.

### 2. Develop and coordinate external support networks

- Liaise and develop service referral and provision with government and non-government agencies at appropriate levels to support the physical and mental health and wellbeing needs of young people;
- Support young people to access support services e.g. counselling, health support, and community activities; and,

- Work collaboratively with the team to support and develop cultural links and community and family connections that support the engagement and connection of young people to learning and the wider community.

### **3. Participate in program provision to ensure wellbeing in an inclusive learning environment**

- Maintain fidelity to and role model Operation by Principles and the best practice guidelines as articulated in the South East Network Youth+ Practice Framework;
- Collaborate with the team and conduct a range of assessments with young people to create a socially inclusive program that responds to the physical, intellectual, social, spiritual, and cultural needs of young people;
- Participate in the daily routines and activities of the FLC e.g. morning meetings, lunch, electives, excursions, and camps;
- Participate in a range of programs/activities during the school holidays to maintain connections for vulnerable young people;
- Support Teachers with program provision with a focus on health, wellbeing, and engagement within the FLC;
- Work collaboratively with the team to ensure program provision is culturally appropriate; and,
- Work collaboratively with the team to develop community and family connections that support the engagement and connection of young people to learning and the wider community.

### **4. Team participation/multidisciplinary practice**

- Within the partnership model facilitate young people's engagement in learning;
- Participate in professional supervision; and,
- Participate in daily and weekly staff meetings and whole team reflective practice sessions.

### **5. Support child protection procedures according to policy**

- In consultation with the Head of Campus and/or Network Principal provide a support service to staff and young people dealing with child protection issues; and,
- Provide a referral point for young people to access support services as indicated.

### **6. Administrative responsibilities**

- Maintain appropriate records and prepare reports as required including court support letters and comments for end of semester School Reports;
- Update and maintain electronic school database records documenting essential young people and family information;
- Support the development of personal learning plans, safety and support plans, and engagement plans;
- Participate in care team meetings where required; and,
- Other administrative tasks that support class functions such as Daily Activity Intention forms and Venue Proformas.

### **7. Other identified duties specific to the role and Flexible Learning Centre**

- All staff are expected to implement self-care strategies and access organisational staff support whenever needed; and,
- Carry out other duties and tasks assigned by the Head of Campus and Network Principal.

### **Desirable**

8. Demonstrated experience in adventure-based learning, sports, creative arts or cultural knowledge.

## Desired Skills, Knowledge, and Experience

- Tertiary Qualification in Teaching
- Strong interpersonal skills with well-developed verbal and written communication skills.
- Proficiency in computing software (especially Microsoft Word, Outlook and Excel) and the ability to develop skills in databases.
- Ability to be flexible and respond to current needs as they occur
- High organisational skills with the ability to prioritise work and remain multi-task focussed.
- Ability to work in a team environment and to be supportive of others in the immediate work domain.
- Hold a current Drivers Licence.
- A positive NSW Working with Children Check (WWCC) (*essential*)
- Full vaccination to Covid19 (*essential*)

One or more specialist engagement skills from the following is highly desirable:

- Adventure based learning;
- Sport;
- Creative Arts;
- Music; and/or,
- Cultural knowledge

## Applications

Please forward applications to [eastern.network@ereafsn.edu.au](mailto:eastern.network@ereafsn.edu.au) by **5:00pm on Monday 26 September 2022**. **Applications must include each of the following:**

- A Cover Letter, which includes:
  - Relevant qualifications;
  - Your suitability in relation to the Duties and Responsibilities as per Position Description
  - Summarises relevant experience;
  - Reasons for wishing to apply.
- A current resume outlining previous experience and skills;
- Two referees (including contact details). Please include a referee from current or most recent place of employment.

For further information contact Atesh Maharaj, Head of Campus, at 0407381345, or, by email at [eastern.network@ereafsn.edu.au](mailto:eastern.network@ereafsn.edu.au)

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