



Position Description: Deputy Principal

ROLE TITLE	Deputy Principal
LOCATION	St Francis Flexible Learning Centre TAS
POSITION REPORTS TO	Principal
POSITION SUPERVISES	Teaching Programs and Education Support Employees as directed
DOCUMENT DATE	08/11/2022

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 | 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 <https://www.ereafsn.edu.au/wp-content/uploads/2017/09/18.-EREA-Youth-Foundation-Statement-Copy.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 Deputy Principal has delegated responsibility from the Principal for the management and leadership of the St Francis Flexible Learning Centre (SFFLC) and any outreach services related to the school. The Deputy Principal provides leadership and supervision to staff and the young people of the campus, working collaboratively with the Principal, Regional Support Team members and other EREA personnel as required.

Duties and Responsibilities

Typical duties and responsibilities include but are not restricted to:

1. Maintaining fidelity to and model best practice in Operation by Principles and other key Nano Nagle practices as articulated in our Framework;
2. Working closely with and assuming delegated authority of the Principal to develop and deliver the school strategy and collaborate on the development, implementation and review of relevant educational and business initiatives, policy, compliance, risk, staffing, student and operational matters of the school;
3. Educational Leadership
 - collaborating with the Network Principal, Network Teams and FLC staff to ensure an inclusive learning plan that responds to the physical, intellectual, social, spiritual and cultural needs of young people and meets state/territory & federal government requirements;
 - working collaboratively with staff to compile and maintain the timetable for young people and staff;
 - ensuring a safe, diverse and inclusive place of learning for all young people with particular attention given to those with specific learning needs;
 - working collaboratively with the staff and Network teams to ensure that the program provision is culturally appropriate;
 - ensuring that the FLC offers all young people appropriate accredited and non-accredited learning opportunities to meet the individual needs of each young person;
 - ensuring that each young person has a current Personal Learning Plan (PLP) through which their engagement and educational program is negotiated;
 - supporting the Principal and school team members to ensure relevant and appropriate data on young people's progress is being captured;
 - supporting the development, implementation and integration of robust and responsive wellbeing measures;

- supporting the Principal and Staff to use diagnostic testing with young people and to effectively use this to develop relevant and appropriate adjustments to learning programs;
 - ensuring that an effective and appropriate transition programs (into and from the Flexi school) is provided for young people;
 - having knowledge, or the ability and willingness, to acquire knowledge of state/territory based and national curriculum.
4. Relational Leadership (Young People)
- ensuring that the FLC operates according to the Operation by Principles (Respect, Participation, Honesty, and Safe and Legal) and the Common Ground philosophy as articulated in the Foundation Statement ;
 - ensuring the FLC responds to the pastoral and wellbeing needs of each young person;
 - ensuring that all child safety matters are addressed in compliance with the EREA Child Safeguarding Standards and within the requirements of National and Tasmanian Child and Youth Safe Standards, and when required supporting the Principal in submitting a report to EREA as per the EREA Incident Notification and Management Framework;
 - ensure the safety of children by establishing and implementing child safeguarding preventative procedures according to annually reviewed, locally developed, contextually appropriate policies that are consistent with EREA Child Safeguarding Standards and Ministerial Order 1359 and its associated Child Safe Standards;
 - Ensure that the voice of young people informs the day to day running of a Flexible Learning Centre;
 - providing opportunities for students to participate in decision making processes that affect their safety and wellbeing;
 - ensuring that student safety and wellbeing are a priority consideration when managing the behaviour of young people;
 - maintaining visibility and presence amongst the young people and staff of the FLC;
 - establishing and maintaining communication, rituals, the calendar and celebrations for the young people and staff;
 - engendering a culture of safety within the FLC.
5. Relational Leadership (Staff)
- developing and leading a culture of professional supervision;
 - leading staff in regular whole team reflective practice sessions including daily staff debriefing and regular staff meetings;
 - assisting staff in their professional development, personal formation and the maintenance of an individualised self-care plan;
 - leading staff in the development and implementation of the centre's operational and strategic planning processes;
 - with the Principal, ensuring all staff, relevant volunteers and contractors receive induction and ongoing training and refresher training in child safety and wellbeing in accordance with the requirements of EREA Child Safeguarding Standards and within the requirements of National and Tasmanian Child and Youth Safe Standards;
 - supporting staff in their professional development through informal and formal means (eg. participating in regular supervision, performance development reviews and reflective practice);
 - supporting new staff induction processes;
 - ensuring staff are familiar and compliant with EREA policy frameworks including the Code of Conduct
6. Administrative Leadership
- maintaining appropriate records and preparing reports as required by the Principal;
 - overseeing building services, facilities and security of the FLC, in consultation with the Principal;
 - ensuring that all child safety matters are addressed in compliance with the EREA Child Safeguarding Standards and within the requirements of National and Tasmanian Child and Youth Safe Standards, and when required supporting the Principal in submitting a report to EREA as per the EREA Incident Notification and Management Framework;
 - implementing the risk management plan;
 - ensuring accurate enrolment and attendance procedures in accordance with the FLC Policies;
 - engaging parents, carers and the community, keeping them involved and informed;
 - compiling and completing statistical, state (where applicable) and commonwealth census, NCCD and other returns as required by EREA, local Catholic education authorities, government and other bodies;
 - In collaboration with the Principal, enhance workforce development through a range of strategic planning and annual improvement processes.

- oversee the conduct of regular audits of school plant and online environments to ensure the ongoing safety and protection of all young people in the school;
 - participating in selection and recruitment processes for school staffing;
 - supporting the implementation of school improvement processes and maintaining compliance with annual government and EREA reports.
7. Community Leadership
 - establishing and maintaining relationships and partnerships with parents, carers, significant others and/or families of young people;
 - liaising with and developing service referrals to appropriate government and non-government agencies, at appropriate levels, to support the physical and mental health and wellbeing needs of young people;
 - developing partnerships with key agencies to provide support services being delivered on site at the FLC where appropriate/possible;
 - ensuring young people are supported to access services e.g. counselling, health support, community activities;
 - ensuring the highest standards of a child safe environment in accordance with the EREA Child Safeguarding Standards and within the requirements of National and Tasmanian Child and Youth Safe Standards;
 - working collaboratively with the staff and Network teams to support/develop cultural links, community and family connections which will support the engagement and connection of young people to their learning and the wider community;
 - ensuring parents, carers and relevant communities participate in the decision-making processes that affect the safety and wellbeing of the young people in the school;
 - participating in the routines and activities of the FLC e.g. morning meetings, lunches, camps, staff debriefing; etc.;
 - overseeing and supporting access to a range of programs/activities during the school holidays (Holiday Program) to maintain connections for vulnerable young people.
 8. 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 Principal 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.
 9. Other identified duties specific to the role
 - Carry out duties and tasks that may be reasonably assigned by the Nano Nagle Network Principal.
 - Staffing and recruitment.
 - Staff wellbeing and mentoring support.
 10. Carrying out reasonable duties and tasks that may be assigned by the Principal and/or Regional Director from time to time.
 11. 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"> • A minimum of 5 years' relevant leadership experience in a secondary school environment (flexi school experience highly regarded) • Relevant tertiary qualifications and current teaching registration in Tasmania 	<ul style="list-style-type: none"> • Be able and willing to uphold and role model the schools' principles of operation of Respect, Safe and Legal, Honesty and Participation • Demonstrated interpersonal skills that support a strong community focus both within and external to the school. • Demonstrated capacity to provide leadership in trauma informed practice and wellbeing support that ensures that young people can achieve positive social outcomes and re-engagement in learning. • Capacity to provide leadership in learning choices (curriculum and pedagogy) supporting the achievement of quality learning outcomes for all young people. • Current knowledge of Victorian/Tasmanian Secondary Curriculum, learning practices, research and pedagogy.

<ul style="list-style-type: none"> • Ability to obtain Working with Vulnerable People Clearance in Tasmania • 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"> • Excellent time management and organisational skills and the ability to work to deadlines; • Experience and confidence when engaging with parents, and is competent in managing complex situations • Well-developed written and verbal communication skills; • Demonstrates drive to achieve the best outcomes for students, parents and the school; • Collaborative team player • Ability to build quality working relationships • Demonstrate capacity to manage compliance systems within the school environment. • Be a strategic and visionary thinker who can translate ideas and concepts into action, analyse complex situations and engage proactively with others to enable change and improvement; • Be authentic with a strong and positive personal presence, • Ability and willingness to travel to school sites as required.
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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.