



Nano Nagle  
NETWORK

## Position Description: Senior Program Officer Step-Up2U

ROLE TITLE	Senior Program Officer Step-Up2U
LOCATION	Nano Nagle Network, Carlton Office St Joseph's Flexible Learning Centre, North Melbourne
POSITION REPORTS TO	Project Manager
POSITION SUPERVISES	Project Youth Workers
DOCUMENT DATE	12/07/2022

**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;

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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 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](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 Senior Program Officer is responsible for leading the development, implementation and oversight of wellbeing and support activities offered to young people participating in the STEP-UP2U Project, a social-education-inclusion project that will provide a range of well-constructed activities that address the drivers of anti-social and criminal behaviour for high-risk young people. This position provides professional support, supervision, practice leadership and development to Project Youth Worker staff.

### 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. Deliver a targeted social-education-inclusion project working with marginalised young people, aged between 13-17 years that are at high risk of becoming involved and entrenched in anti-social and criminal activity.
3. Support young people to access opportunities to undertake positive activities that help them avoid anti-social and criminal activity, promote their inclusion in meaningful and constructive occupation of their time, whilst helping to build their resilience and develop educational, vocational and social skills.
4. Supervise youth worker support programs which will run from afternoon to evenings during and outside of term-time, during week-days and week-ends.
5. Provide professional support, supervision, leadership and development to Project Youth Worker staff to;
  - Prevent anti-social and criminal behaviour in the short, medium, and long term;
  - Support high-risk young people back into education or training and help them stay there, by working with those at risk of truancy and expulsion
  - Ensure that young people are supported as they move from secondary school to further education, training, and employment
  - Assist young people to develop tangible skills which promote their sense of individual achievement, self-confidence, and self-awareness
  - Build positive connections and social cohesion between the young person and their family, school, and community

- Provide access to high-quality arts, sports, and cultural activities, and make provision for those with an interest and/or talent in any area to continue after the project has ended
  - Bring together young people from different geographical and ethnic communities to help break down prejudice and misunderstanding
  - Give young people opportunities for personal development including the development of self-discipline, self-respect, and self-confidence enabling them to communicate more effectively with a range of people and work effectively in a team; and
  - Encourage young people to contribute to their communities through volunteering and active citizenship.
6. Manage and report on critical incidents including facilitating staff debriefs and collaborative problem solving sessions;
  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, 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.
  8. Other duties as reasonably directed by the Head of Campus and/or Network Principal within the scope of the project.
  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"> <li>• Tertiary Qualification in Youth work, Social work, or criminal justice field</li> <li>• 3 Years experience in a similar role managing teams</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> <li>• Willingness to be available for phone support to staff out of hours.</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>• Demonstrated experience in staff supervision and development.</li> <li>• Experience working with vulnerable young people</li> <li>• Strong understanding of child safeguarding legislative framework and experience with mandatory reporting.</li> <li>• Experience in providing case work direction and support to complex young people.</li> <li>• Strong written and verbal communication skills</li> <li>• A commitment to ongoing professional learning for self and others to enable further development of skills, expertise and practice capacity</li> <li>• Resilient and able to develop resilience in others with a high level of emotional intelligence</li> </ul>
<p><b>Physical Requirements:</b>  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.</p>	