



Position Description: Head of Campus

ROLE TITLE	Head of Campus
LOCATION	St Joseph's Flexible Learning Centre, Geelong Campus.
POSITION REPORTS TO	Victorian Principal
POSITION SUPERVISES	Site staff
TIME LIMITED ROLE	3-year
DOCUMENT DATE	18/01/2022

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 Flexible Schools Ltd (EREA FS) 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 Schools 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 FS 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

EREA FS is an initiative of Edmund Rice Education Australia. EREA FS schools 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 EREA FS services respond with a variety of flexible and innovative social inclusion and learning experiences.

EREA FS 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;
- 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 Schools 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

The Head of Campus (HOC) has delegated responsibility from the Principal for the management and leadership of the Flexible School campus and any outreach services related to that campus. The HOC provides leadership and supervision to staff and the young people of the campus, working collaboratively with the Principal, Regional Team members and other EREA personnel as required.

Duties and Responsibilities

Typical duties and responsibilities include but are not restricted to:

Identity Leadership by

- leading the school in a way consistent with the Charter for Catholic Schools in the Edmund Rice Tradition;
- ensuring that the relevance and expression of Edmund Rice values and charism is evident to all staff in the daily operational and all strategic practices of the school;
- supporting the Principal in promoting a child safe culture and environment in accordance with the requirements of the EREA Child Safeguarding Standards and Ministerial Order 1359 and its associated Child Safe Standards;
- demonstrating a strong commitment to child safety by modelling and reinforcing attitudes and behaviours that value and respect young people;
- modelling one’s own commitment to spiritual life and self-care, as expressed through spiritual development, personal formation, and professional development;
- engaging in professional supervision and maintaining a personal self-care plan.

Educational Leadership by

- collaborating with the Principal, Regional Team and School 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;
- fidelity to the principles of EREA Flexible Schools practices, as outlined in the Flexi Schools Foundation document;
- 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 regional teams to ensure that the program provision is culturally appropriate;
- ensuring that the school 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;
- 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.

Relational Leadership (Young People) by

- ensuring that the School 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 school 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 Ministerial Order 1359 and its associated Child Safe Standards, and when required support 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 School;
- 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 school;
- establishing and maintaining communication, rituals, the calendar and celebrations for the young people and staff;
- engendering a culture of safety within the School.

Relational Leadership (Staff) by

- 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 Ministerial Order 1359 and its associated Child Safe Standards and the EREA Child Safeguarding Standards Framework;
- 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.

Administrative Leadership by

- maintaining appropriate records and preparing reports as required by the Principal;
- overseeing building services, facilities and security of the school, in consultation with the Principal;
- ensuring that all child safety matters are addressed in compliance with the EREA Child Safeguarding Standards and in accordance with the requirements of the Ministerial Order 1359 and its associated Child 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 compliance with the Child Safe Standards recommended by the Royal Commission into Institutional Responses to Child Sexual Abuse;
- administering accurate enrolment and attendance procedures in accordance with the School 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;
- taking responsibility for the financial management of the school budget in partnership with the Principal;
- 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;
- leading the implementation and development of appropriate school support groups;
- supporting the implementation of school improvement processes and maintaining compliance with annual government and EREA reports.

Community Leadership by

- 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 school 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 requirements Ministerial Order 1359 and its associated Child Safe Standards and the EREA Child Safeguarding Standards Framework;
- working collaboratively with the staff and Regional team 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 program provision to ensure the wellbeing of all staff and young people in an inclusive and diverse learning environment;
- participating in the routines and activities of the school 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.

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](#).
- 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 school's 'Procedures for Responding to and Reporting Allegations of Child Abuse' within the School's 'Child Protection Program'.
- Provide a referral point for young people and families to appropriate support services.

Carrying out reasonable duties and tasks that may be assigned by the Executive Director from time to time



Ensure that all Safety /OHS and general school procedures and protocols are followed

Selection and Review Criteria

Qualifications	Skills and Attributes
<ul style="list-style-type: none"> • All applicants must be eligible for registration with the Victorian Institute of Teaching • 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. • Have at least 5 years' experience in a leadership role within an educational setting 	<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 • Leadership skills. • Well-developed understanding of the developmental needs of young people from a disadvantaged or disengaged perspective. • Demonstrated ability to lead a team in the achievement of educational objectives for vulnerable students. • Demonstrated experience in the development and delivery of high-quality teaching and learning and curriculum programs. • Knowledge of the Child Safe Standards and ability to adhere, proactively support and implement them at a campus level. • Demonstrated strategic thinking and analytical skills and the ability to use those to influence the educational agenda for Flexible Schooling. • Excellent time management and organisational skills and the ability to work to deadlines. • Well-developed written and verbal communication skills. • Demonstrated strong interpersonal skills and demonstrated capacity to develop and sustain productive relationships within and beyond the school community. • 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 within and interstate and attend professional development as required.
<p>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.</p>	