



Nano Nagle
NETWORK

Position Description: Manager of Infrastructure

ROLE TITLE	Manager of Infrastructure
LOCATION	South East Regional Office – Carlton, VIC
POSITION REPORTS TO	Business Manager
KEY RELATIONSHIPS	Principals, school staff, South East Regional staff, contractors, and suppliers
DOCUMENT DATE	15/11/2022

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;

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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 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 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 Facilities Manager is responsible for all property related matters at the school and is a member of the school’s operational leadership team. The Facilities Manager is accountable for strategic management and development of the portfolio of corporate and educational facilities assets across the South East Region of Flexible Learning Centres. The role is responsible for educational facility planning and design services to the Flexible Learning Centres in New South Wales, Victoria and Tasmania.

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. Manage the functions of the Maintenance and Facilities Team (staff, contractors and suppliers)
 - Develop and implement the strategic vision, annual plans and goals of the Maintenance and Facilities Team;
 - Develop and manage the Maintenance and Facilities Team annual budget;
 - Manage the allocation of physical and financial resources to the different functions of the Maintenance and Facilities Team;
 - Undertake the day-to-day management of all aspects of the Maintenance and Facilities Team;
 - Understand and promote the role that the Maintenance and Facilities Team fulfils within the South East Region and broader organisation, and ensure that the needs of the South East Region, schools and other stakeholders are continually identified and met; and
 - Continually work towards improving the level of equity and consistency across all tasks, processes and facilities.
3. Provide leadership to Maintenance and Facilities Team staff:
 - Encourage working as a team;
 - Encourage consultation and communication with other teams within the South East Region;
 - Lead, mentor and support staff with the strategic and day-to-day aspects of their roles, as well as their ongoing professional development to build individual and team capability; and
 - Exercise strong leadership across the Maintenance and Facilities Team in the areas of communication, performance development, resolution of conflict and change management.

4. Risk management and compliance
 - Identify risks associated with the management and development of corporate and educational facilities across the South East Region;
 - Consult with the Risk and Compliance Manager and other relevant staff regarding risk management;
 - Apply risk management practices to ensure all risks are effectively identified and managed;
 - Promote compliance with all legislative requirements; and
 - Ensure that design and construction of corporate and educational facilities across the South East Region are compliant with relevant legislation.
5. WHS compliance of Maintenance and Facilities Team staff
 - Promote and encourage a safe working environment;
 - Identify and manage the operational risk associated with the day-to-day activities of individual staff in the Maintenance and Facilities Team; and
 - Consult with the South East Region's Risk and Compliance Manager and other relevant staff regarding compliance with WHS legislation.
6. Provide leadership, expert advice and guidance to all key stakeholders on educational facilities planning and design.
 - Maintain a detailed working knowledge of contemporary educational facility planning, design and construction theory and innovation;
 - Consult and collaborate with management within the South East Region in relation to changes in education and the impact on educational facilities planning and design;
 - Develop and maintain a framework and standards for the design and construction of educational facilities in the South East Region;
 - Provide advice and guidance to key stakeholders regarding educational facilities planning, having regard to demographics, student enrolments, number, type and utilisation of learning spaces;
 - Provide expert advice to key stakeholders including consultants and building contractors regarding the design and construction of educational facilities;
 - Collaborate and negotiate with key stakeholders to ensure that the design of educational facilities is consistent with contemporary planning and design theory; and
 - Maintain a detailed working knowledge of developments in construction methods, materials and technologies, including issues such as sustainability and energy efficiency.
7. Develop and maintain master plans and forward capital works programs for corporate and educational facilities.
 - Consult with key stakeholders to develop master plans using appropriate methodologies;
 - Ensure master plans are developed in accordance with contemporary educational facility planning theory and trends;
 - Ensure master plans are feasible and respond to the current and likely future demographics and requirements of schools and colleges and can be accommodated within budget constraints; and
 - Ensure that master plans are reviewed and updated at appropriate intervals.
8. Develop and operate a long-term forward capital works program for system funded schools.
 - Assess, document and prioritise capital works needs across all system funded schools statewide;
 - Incorporate master planning and other relevant information into system-wide, forward programs;
 - Establish program timeframes, funding sources and budgets;
 - Assume overall responsibility for program delivery and management within budget parameters.
9. Ensure capital works projects are effectively and efficiently managed.
 - Ensure a high standard of project, quality and cost management principles, methods and processes are adopted for all projects;
 - Develop project and quality control documentation for use by the Maintenance and Facilities Team, consultants and building contractors;
 - Develop a detailed scope of works for individual projects to ensure that the needs of schools and colleges are met and reflect contemporary educational facility planning and design;
 - Establish and maintain procurement methods and processes including selection of consultants, tendering, tender assessment and contract administration;
 - Monitor the planning, delivery and status of all projects including cost control and expenditure; and
 - Conduct post-occupancy reviews with Maintenance and Facilities Team staff, schools and colleges to enable project processes and design solutions to be continually updated and improved.

10. Provide leadership, expert advice and guidance to all key stakeholders in relation to facilities management.
 - Maintain a detailed working knowledge of facility management principles, building codes and standards;
 - Develop and maintain policies, provide information, advice and guidance to South East Region management, schools and colleges regarding the management of corporate and educational facilities; and
 - Develop and maintain knowledge of the building industry and a network of relationships with service providers and contractors in Tasmania.
11. Develop, implement and maintain a maintenance program for all corporate buildings and system funded schools and colleges.
 - Continually assess the physical condition of building structure, fabric, services and site infrastructure;
 - Establish building repair programs and preventative maintenance requirements;
 - Manage the system-wide maintenance program with a minimum 15-year outlook;
 - Establish program budgets and manage costs;
 - Establish and maintain statewide supply and service agreements for relevant significant maintenance components and activities;
 - Adopt suitable procurement methods and processes for tendering and administration of these agreements;
 - Monitor and update the maintenance program on an annual basis; and
 - Utilise suitable technology and software.
12. Oversee other aspects of the corporate, system funded schools and college facilities, including but not limited to:
 - Statutory maintenance;
 - Compliance;
 - Leasing;
 - Property acquisition and divestment;
 - Valuations;
 - Approvals;
 - Safety;
 - Risk management;
 - Site infrastructure and services;
 - Sustainability;
 - Energy efficiency initiatives; and
 - Tendering, management and administration.
13. **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.
14. Other duties as reasonably directed by the Business Manager and/or Regional Director.
15. 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 qualifications in architecture, facility management or a similar relevant discipline; • 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 capacity • Resilient and able to develop resilience in others with a high level of emotional intelligence • Extensive experience in a design, construction or facilities management role; • Proven experience in the planning and design of educational facilities. • Proven high-level strategic asset management skills and experience including responsibility for the development and management of capital works and maintenance programs; • Proven high-level knowledge and experience in project management of capital works projects from inception to completion including project planning, briefing and management, and the ability to plan and manage projects to deliver successful outcomes on time and on budget; • Experience in managing a diverse portfolio of buildings across a large geographical area; • Proven skills in financial management, project cost control, business case development and advocacy; • Proven leadership skills and demonstrated success as a highly effective leader of staff; • Strong relationship management skills; • Experience in developing sound policies in relation to capital works and facilities management; • High-level strategic, conceptual, research and analytical skills; • High-level decision-making skills and the ability to relate and communicate to a wide range of people; • High-level consultation and negotiation skills and the ability to influence through collaboration; • Excellent written and oral communication skills; • The ability to manage pressure, ambiguity and change; • Knowledge of risk management theory and practice; • The ability to understand and respond to the culture of the organisation; • Ability to Work with a high degree of autonomy and to work out of the office and attend site outside normal working hours; and • Ability to carry light equipment and work at height. • Strong understanding and commitment to the principles and practices of OH&S
<p>Physical Requirements: This role will involve frequent sitting and standing, walking or moving within a school grounds and office environment across multiple levels, complete fine motor skills such as typing or writing, use of maintenance tools and equipment and requires auditory and visual ability. Lifting of supplies and materials will be required from time to time, practicing safe manual handling.</p>	