



Position Description: Human Resources Coordinator

Position title:	Human Resources Coordinator
Reports to (position title):	Director of Human Resources
Organisation:	Edmund Rice Education Australia Flexible Schools Ltd, Southern Region (NSW, Vic, Tas)
Contract tenure:	Ongoing
FTE:	Full Time
Directorate:	Human Resources and Safety
Expected level of contact with Children: <i>(In accordance with Child Safeguarding Standards Framework)</i>	Casual Contact
Location:	Melbourne, VIC (preferred)
Approved:	January 2023

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 South Eastern Flexible Schools Network (SEFSN) 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 SEFSN services respond with a variety of flexible and innovative social inclusion and learning experiences.

SEFSN 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 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>

Duties and Responsibilities

Typical duties and responsibilities include but are not restricted to:

1. Undertaking, coordinating and supporting the end-to-end recruitment & selection lifecycle for staff in the Southern Regional Office, throughout southern region schools, campuses and working with Leadership, Principals, Deputy Principals:
Including,
 - a) Managing and overseeing the candidate sourcing strategy and implementation
 - b) Preparing PDS, advertising roles, scheduling interviews, communicating with applicants, and supporting hiring managers in assessing candidates
 - c) Undertaking job evaluations and preparing remuneration advice in line with the remuneration framework,
 - d) Ensuring all positions meet Enterprise Agreement obligations and legislative requirements,
 - e) Working closely with the relevant leader/s to source and recruit high quality candidates,
 - f) Working closely with the Regional Director and the Southern regions Directors to source and recruit high quality candidates,
 - g) Coordinating and managing recruitment metrics and reporting on performance
 - h) Assisting with the escalation of any recruitment issues
 - i) Monitoring of recruitment budget / financials
 - j) Liaising with agencies/other external providers and recruitment platform administrators
2. Preparing letters of offer, contracts, letters of variation and other employment related documentation
3. Ensuring employee records are maintained accurately and in a timely manner
4. Supporting the continuous development of HR processes and procedures by seeking opportunities for enhancement and help with the development of new policies and procedures as identified
5. Providing HR advice, interpretation and operational assistance on people matters in consideration of EREA policies, Enterprise agreements and legislative frameworks related to terms and conditions of employment
6. Provision of general industrial relations support to leaders

7. Managing the professional reflection and review process for regional office staff and school-based leadership, including
 - a) Identifying the review program participants
 - b) Communicating the review process
 - c) Working closely with the southern regional director to source appropriate reviewing participants
 - d) Managing the administration of the reflection and review process
8. Administer and coordinate all onboarding and offboarding processes
9. Preparing reports and analysing workforce data and metrics to inform decision making, including end of contract reports and compliance reports
10. Coordinate as required training and development activities
11. Helping to ensure that a culture of diversity and inclusion is embraced.
12. Performing other duties within the accountability and level of the role as they emerge and as requested by the Director of Human Resources and Safety. These additional duties will, in general, be mutually agreed by all parties.
13. Be a part of a growing and enthusiastic team that likes to have a bit of fun
14. **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.
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 qualification/s in Human Resource Management, Industrial Relations, Business, or equivalent with a passion for HR • 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 • Proficiency in Microsoft Office and a high degree of computer literacy • Administrative skills • Have a genuine desire to grow and be developed in the HR field • Previous HR generalist experience • Excellent communication skills, with high attention to detail and the ability to develop and maintain strong relationships • Excellent planning, organisational and project management skills • Understanding of, and commitment to the values of a Catholic educational system of schools in the Edmund Rice tradition • A commitment to the ongoing and proactive protection and safeguarding of children, young people and adults at risk of abuse • Ability and willingness to travel to school sites 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>	