# Position Description: Manager Audit and Standards

| | |
|---|---|
| **Position title:** | Manager Audit and Standards |
| **Reports to (position title):** | Director of Human Resources and Safety |
| **Organisation:** | **Edmund Rice Education Australia Flexible Schools Ltd, Southern Region (NSW, Vic, Tas)** |
| **Contract tenure:** | Ongoing |
| **FTE:** | Full Time |
| **Expected level of contact with Children:** *(In accordance with Child Safeguarding Standards Framework)* | 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

## Primary Role

The Manger Audit and Standards is a senior leader in the day-to-day quality and compliance activities for the Network working to achieve regulatory compliance. The role is the key contact to seek advice on compliance matters, and to ensure the network builds internal business capability and is effective, high-performing and meets its regulatory requirements.

Role success will require work across multiple sites, to provide a whole of Network view as to how quality and compliance matters are managed. The role will need to identify and respond to quality improvement opportunities and support all teams across the network to drive quality and ensure compliance.

## Duties and Responsibilities

The role contributes to the networks and regions success by providing advice and support to ensure performance in quality and compliance matters, particularly

### Audit

- to Lead in the areas of auditing school operations and compliance with all standards that relate to the operations of the network
- To develop and publish audit reviews and reporting requirement in accordance with identified internal and external requirements
- To act as a escalation point to mitigate identified issues in quality and compliance
- Lead the response to audits, including the development of management action plans from audit recommendations, including monitoring and reporting on implementation and timelines, using risk management practice,

### Compliance

- To lead, train and ensure that staff and external providers are meeting and ensuring regulatory compliance and quality outcomes
- Manage continuous improvement practices and processes to ensure regulatory compliance is maintained and to implement or drive identified change

### Generally

- Develop and maintain strong collaboration and relationships with all stakeholders
- Embed quality practice, acting as a conduit across the organisation to ensure compliance with network requirements
- Provide assistance and development advice in the development of policies and procedures to ensure compliance with identified standards and requirements
- Identify key risk areas relating to quality and compliance and develop approaches to support and achieve outcomes
- Lead and manage change at a variety of levels with a variety of stakeholders
- The ability to work both autonomously and collaboratively
- Actively maintain effective relationships with both internal & external networks and peers, Executive, Senior Managers and Managers to facilitate and maintain audit processes and advancements
- Be involved the Network's registrations processes as they relate to the position's areas of responsibility

### Safety

- 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 the Network's Child Safety Policy and Code of Conduct.
- In consultation with the Regional Director, Principals 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.

## Selection and Review Criteria

| Qualifications | Skills and Attributes |
|---|---|
| • Tertiary qualification/s in relevant disciplines will be highly regarded<br>• Ability to obtain and maintain a Working with Children/Vulnerable People Check<br>• Hold appropriate Australian Work Rights<br>• Valid First Aid Certificate or willingness to obtain.<br>• Valid Australian Driver's Licence and willingness to drive school vehicles when required. | • Be able and willing to uphold and role model the schools' principles of operation of Respect, Participation, Safe and Legal, and Honesty<br>• Proficiency in Microsoft Office and a high degree of computer literacy<br>• Administrative skills<br>• Excellent communication skills, with high attention to detail and the ability to develop and maintain strong relationships<br>• Excellent planning, organisational and project management skills<br>• Understanding of, and commitment to the values of a Catholic educational system of schools in the Edmund Rice tradition<br>• A commitment to the ongoing and proactive protection and safeguarding of children, young people and adults at risk of abuse<br>• Ability and willingness to travel to school sites and attend professional development as required. |
| **Physical Requirements:**<br>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.<br>Some lifting of supplies and materials may be required from time to time, practicing safe manual handling. | |