



# ST. JOSEPH'S Flexible Learning Centre

A Catholic School in the Edmund Rice Education Tradition  
ABN: 32 525 803 013



## Description: ICT Support Officer

<b>Position title:</b>	ICT Support Officer
<b>Reports to (position title):</b>	ICT Services Manager
<b>Organisation:</b>	<b>St Joseph's Flexible Learning Centre, North Melbourne</b>
<b>Contract tenure:</b>	Ongoing
<b>FTE:</b>	Full Time
<b>Expected level of contact with Children:</b> <i>(In accordance with Child Safeguarding Standards Framework)</i>	Direct Contact
<b>Location:</b>	Melbourne, VIC (preferred)
<b>Approved:</b>	April 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

Flexible Learning Centres (FLCs) are an initiative of Edmund Rice Education Australia. EREA, offering 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 FLC services respond with a variety of flexible and innovative social inclusion and learning experiences.

FLC 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;

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North Melbourne VIC 3051  
Phone: 03 9269 6900  
NorthMelbourneAdmin@ereafsn.edu.au

#### GEELONG CAMPUS

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Grovedale VIC 3216  
Phone: 03 5201 8090  
geelong.flc@ereafsn.edu.au

#### COLAC CAMPUS

174 Hearn Street,  
Colac VIC 3250  
Phone: 03 5297 1810  
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- 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](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 <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

This role provides Level 1 and 2 ICT Support primarily to staff and young people at St Joseph’s Flexible Learning Centre BlendED program via telephone, remote access and in-person, as required by organisational needs under the direction of the Principal or their delegate. As this position is a member of the ICT Services team, the appointee will also report to the ICT Services Manager for ICT policy, procedures, and technical escalation. Being an entry-level position, mentors will guide you as you build your knowledge of ICT and our systems. This role might require travel to other campuses when needed.

## 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. **ICT Support Officer Responsibilities** - Provide ICT Support services as a member of the distributed ICT Services team
  - Act as the service desk first point of contact for all staff across all schools in the state and offices
  - Deal with routine Level 1 and 2 tasks:
    - Set up new user accounts; Reset existing user accounts; Disable old user accounts
    - Resolve logon, email, VoIP telephone and printing issues
    - Resolve issues with access to shared drives/directories
    - Test new technologies, install and configure hardware and software according to procedures
  - Analyse symptoms to determine the underlying problems
  - Resolve problems to resolution or escalate to Senior ICT Staff
  - Efficiently deal with routine service desk calls/service tickets
  - Record, track, and document the service desk request problem solving process, including actions taken through to the final resolution
  - Provide on-site installation, configuration and support as required
3. Administer systems according to established processes and standard practices
  - Deploy Windows-based PC image with the SOE relevant to each site or office

- Apple Mac, iPad and iPhone management using Mobile Device Management platforms
  - Process incoming orders and freight movements according to procedures
4. Build and develop positive working relationships with a range of staff in varied locations and with varied ICT abilities and needs.
    - Strive to make a difference to the people you come in contact with
    - Work collaboratively with staff to provide a safe, conducive work environment for staff and young people. Our success depends on us working as a team.
    - Understand the unique and diverse structure of SEFSN and broader Network and be an active participant
    - Maintain a professional disposition at all times
  5. Training of users to support the local educational needs at each site
    - Assist users with Office 365 adoption and use, for administrative and educational programs
    - Support users with the Student Administration System in each network and/or office
    - Provide and facilitate regular training sessions for staff and young people for both current and future ICT systems and software
  6. **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 SEFSN's [Child Safety Policy and Code of Conduct](#).
    - In consultation with the Principal, Head 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.
  7. Other duties as reasonably directed by the Principal or Head of Campus.
  8. Ensure that all Safety W/OHS and general school procedures and protocols are followed.

Qualifications	Skills and Attributes
<ul style="list-style-type: none"> <li>• Tertiary Qualification in ICT, a related discipline, or equivalent work experience</li> <li>• 1 Year of experience in a similar role is highly desirable</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> </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>• Skills and experience working in a learning environment or with vulnerable young people are highly regarded.</li> <li>• Strong administration skills and experience including being highly proficient with the MS Office suite and student databases, ideally, TASS.</li> <li>• Excellent interpersonal skills with the ability to effectively communicate with young people and adults.</li> <li>• Ability to maintain confidential information, ensuring the privacy of staff and students is maintained.</li> <li>• Well-developed organisational skills with the ability to prioritise tasks.</li> <li>• A commitment to ongoing professional learning for self and others to enable further development of skills, expertise and teaching capacity</li> <li>• Resilient and able to develop resilience in others with a high level of emotional intelligence</li> <li>• Ability and willingness to travel to school sites and attend professional development as required.</li> <li>•</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>	