



ST. JOSEPH'S Flexible Learning Centre

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



Description: Program Director – School Organisation and Quality Assurance

Position title:	Program Director – School Organisation and Quality Assurance
Reports to (position title):	Head of Campus
Position Supervises:	Pre Services Teachers, Wellbeing students placements, Volunteers and Maintenance staff
Organisation:	St Joseph's Flexible Learning Centre, North Melbourne
Contract tenure:	Fixed Term (5 years)
FTE:	Full Time
Expected level of contact with Children: <i>(In accordance with Child Safeguarding Standards Framework)</i>	Direct Contact
Location:	Melbourne, VIC (preferred)
Approved:	May 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;

NORTH MELBOURNE CAMPUS

385 Queensberry Street,
North Melbourne VIC 3051
Phone: 03 9269 6900
NorthMelbourneAdmin@ereafsn.edu.au

GEELONG CAMPUS

131 Torquay Road,
Grovedale VIC 3216
Phone: 03 5201 8090
geelong.flc@ereafsn.edu.au

COLAC CAMPUS

174 Hearn Street,
Colac VIC 3250
Phone: 03 5297 1810
colac.flc@ereafsn.edu.au

- 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

This position is accountable for the efficient daily organisation and quality assurance of the school through the process of:

- Lead, managing, and monitoring short-term cover for staff absences, casual relief teachers, managing supervision rosters of site, and overall smooth running of daily operations.
- Lead, manage and monitoring of building services/ maintenance.
- Lead security and Emergency Management of St Joseph’s FLC, North Melbourne campus.
- Lead compliance and quality assurance.

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. Staff coverage for daily operations
3. Organising of school holiday coverage and school holiday programs coverage
4. Development of student and staff timetables
5. Coordination and verifying of staff timesheets
6. Support marketing and promotions of the College as required by the School Directors
7. Liaising with other school leaders in relation to planned staff absences such as annual leave and long service leave
8. Lead Return to Work responsibilities and obligations
9. Monitor, evaluate and review school operating procedures to ensure high standards are attained and maintained
10. Uphold the compliance with Child Safeguarding Practices
11. Compliance with WHS legislation, policy, and procedures

12. Development and document Return-to-Work plans for staff ensuring compliance with relevant legislation and obligations
13. Lead pre-service teacher and wellbeing and education support placements.
14. Ensure compliance with WorkSafe legislation
15. Lead the implementation and updating of Emergency Management Plans as required
16. Lead compliance with Induction of new Staff Members in collaboration with the Admin team
17. **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.
 - Ensure that all Safety /W/OHS and general school procedures and protocols are followed

Qualifications	Skills and Attributes
<ul style="list-style-type: none"> • Tertiary Qualification • 3 Years' experience in a similar role • Hold a valid Working with Children Check or have the ability to obtain. • 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 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 and attend professional development as required. • Outstanding and effective interpersonal, communication and customer facing skills – both written and verbal. • Genuine desire to research new ways of doing things to bring about the highest level of service and efficiencies to prospective families. • Exercise the highest degree of confidentiality, discretion, patience, tact and diplomacy at all times. • Proven ability to identify areas for improvement and communicate these effectively, problem solve, exercise initiative, research, investigate and make decisions. • Ability to actively listen and have a preparedness to handle complaints or difficult situations that may arise. • Ability to multi-task in a fast-paced environment with the highest degree of accuracy.
<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>	