



ST. JOSEPH'S Flexible Learning Centre

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



Description: Senior Administration Officer

Position title:	Senior Administration Officer
Reports to (position title):	Head of Campus
Organisation:	St Joseph's Flexible Learning Centre, Colac
Contract tenure:	Ongoing
FTE:	Full Time
Expected level of contact with Children: <i>(In accordance with Child Safeguarding Standards Framework)</i>	Direct Contact
Location:	Colac, 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;
- with a history of trauma;
- with a history of extended periods of unexplained absences;
- who are highly mobile;

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COLAC CAMPUS

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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 - 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 Senior Administration Officer position is primarily responsible for ensuring the smooth and high-quality day-to-day running of the administrative and school support areas in order to meet the FLC need and Compliance requirements. The role will report to the Colac Head of Campus.

The Senior Administration Officer will:

- Respond to enquiries from staff, young people, parents and community members and address issues in accordance with the FLC procedures.
- Support staff within the Administration, Kitchen and Cleaning area;
- Manage and maintain VIT and WWCC and other employee registers;
- Develop, maintain and manage the administrative processes which support the efficient and compliant operation of the flexible learning centre;
- Take responsibility for ensuring all administrative functions and compliance are completed in a timely and accurate manner;
- Identify procedures requiring review or re-development and define relevant issues;
- Work collaboratively with staff to provide a safe, conducive work environment for staff and young people:

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. Record management, Reporting and Compliance
 - Manage, maintain and perform monthly checks for staff records including Working with Children Checks, staff licences;
 - Managing Employee Register for staff, volunteers and placement students, staff VEVO work rights checks;

- Coordinate new staff site induction;
 - Maintain 1st aide backpacks (eg. EpiPens, Ventolin etc) and organise 6 monthly audit on kits;
 - Manage Student Management Plans re Asthma/Anaphylaxis and folder;
 - Manage student immunisations, bookings and record keeping.
 - Manage/oversee students on SCAS and submit claim (yearly & half-yearly applications);
 - Manage/oversee CSEF (Camps Sports Excursions funding) - applications twice yearly (Feb & Aug);
 - Manage Vehicle maintenance;
 - Manage/Oversee 3rd party contractors I.e. site induction, WWC checks;
 - Manage the timelines for all reporting and compliance requirements.
3. Supporting Young People and Front of House Operation
- Respond to enquiries from staff, young people, parents, general public and address issues in accordance with the FLC procedures.
 - Provide a welcoming and supportive environment for young people and families.
 - Provide a welcoming environment for visiting consultants.
 - Support young people with tasks such as travel passes, making phone calls, etc.
 - Manage the safe environment of the front of house/school seeking assistance from teaching/youth work staff as required.
4. Financial Responsibility
- Take responsibility for the financial management of the FLC Administration area including purchasing of resources including but not limited to stationary, computer hardware and other resources as required;
 - Complete yearly stocktake of resources and maintain registers and asset audits.
5. Developing and Maintaining Administrative Processes
- Maintain communication and correspondence between the centre and other individuals/organisations;
 - In consultation with the team, produce regular newsletters for families;
 - Support staff in preparation of school activities e.g. outings, special events;
 - Support staff in preparation of teaching materials;
 - Carries out duties and tasks that may be reasonably assigned by the Head of Campus, SJFLC Principal/Business Manager from time to time;
 - Support the development of events and internal professional development opportunities
6. Occupational, Health and Safety
- Work with the Business Manager and Leadership Team to support the development and coordination of systems to ensure that the Flexible Learning Centre is compliant with all OHS requirements including:
 - Site induction for all staff members;
 - Ensure fire and lock down evacuation procedures are established, communicated and practiced within the schools;
 - Work with the SJFLC Principal/Business Manager to ensure OHS audits are completed according to system requirements
 - Be an active member of the OHS committee.
7. General Duties and Responsibilities
- Provide executive level support to the Head of Campus.
 - Work at a strategic level to ensure all administrative processes are completed in a timely, accurate and efficient manner.
 - Oversee Contract cleaners
 - Manage support staff within the Administration, Kitchen and Cleaning area;
 - Building and maintaining positive relationships with young people and colleagues at the school;
 - Work collaboratively to provide a safe and conducive work environment for staff and young people;
 - Participation in professional supervision;
 - Carry out duties and tasks that may be reasonably assigned by the SJFLC Principal, Head of Campus, Business Manager and other school staff as requested.
8. **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"> • Formal qualifications at diploma/degree level. • 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. • Experience in developing and maintaining administrative processes which support efficient and compliant operations. • Excellent interpersonal skills in the context of relating to team members, young people and parents/caregivers.
<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>	