



ST. JOSEPH'S Flexible Learning Centre

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



Description: Administration Support Worker

Position title:	Administration Support Worker
Reports to (position title):	Executive Assistant to Head of Campus
Organisation:	St Joseph's Flexible Learning Centre, Geelong
Contract tenure:	Fixed-Term (maternity leave cover, until 31 st January 2024)
FTE:	Part Time (0.6 FTE) potential for full time hours
Expected level of contact with Children: <i>(In accordance with Child Safeguarding Standards Framework)</i>	Direct Contact
Location:	Geelong, 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

174 Hearn Street,
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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 Administration Support Worker 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 Geelong Head of Campus.

This position will:

- Develop and maintain 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.
- Be supported by the Senior Administration Officer and School Leader in this responsibility.
- Work collaboratively with staff to provide a safe, conducive work environment for staff and young people.
- Support staff in providing activities/programs for 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. Maintain a high level of confidentiality
3. Record management, Reporting and Compliance
4. Supporting Young People and Front of House Operation
5. Developing and Maintaining Administrative Processes
6. Occupational, Health and Safety compliance and record keeping
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.
 - 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, Executive Assistant 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](#).
 - Hold a valid Working with Children Check or have the ability to obtain.

Qualifications	Skills and Attributes
<ul style="list-style-type: none"> • VCE or equivalent • A tertiary qualification will be an advantage • Experience in similar role would be an advantage • 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. • Ability to keep confidentiality and not disclosing information between members of staff, young people and the school community.
<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>	