



EDMUND RICE EDUCATION
AUSTRALIA

St Francis' Flexible Learning Centre, Hobart

Head of Campus Appointment

(Deputy Principal Level)

Applicant Information Package
2021



EREAFSN



St Francis' Flexible Learning Centre Overview

St Francis' Flexible Learning Centre (FLC) is a co-educational Catholic Specialist Secondary School, which offers alternative education for students in Years 7-12, through a trauma-informed education environment, tailored to the individual needs of young people. St Francis' FLC operates within the policy and compliance framework of the Tasmanian Catholic Education Office (TCEO), the Department of Education (DEO) and Edmund Rice Education Australia (EREA). What started as a small community, has now grown to a student body of approximately 110 young people, with a capital project currently underway that will see the school relocate to purpose built facilities in Moonah in 2022.

Flexible Learning Centres are an initiative of EREA and are organised into six networks, each with three or four schools and led by a Network Principal. St Francis' FLC is within the Nano Nagle Flexible Schools Network, which is comprised of schools in Victoria and Tasmania, including St Francis' FLC Hobart, St Joseph's FLC Geelong and St Joseph's FLC North Melbourne.

St Francis' FLC offers an inclusive and non-discriminating learning community to young people who, for a variety of reasons, are disenfranchised from mainstream education. The purpose of the organisation is to empower young people to liberate themselves from their circumstances through positive educational experiences that build skills, knowledge, meaningful relationships and self-efficacy.

St Francis' FLC operates by four Principles; Honesty, Safe and Legal, Participation and Respect. These Principles are the foundation of the organisation's operation with young people, families and communities. These shared Principles provide a means to resolve conflict, negotiate learning, recognise rights and explore responsibilities and consequences. St Francis' FLC supports young people through teacher/youth worker partnerships in each classroom that ensures the holistic support of each young person. Our young people, in conjunction with their Teachers and Youth Workers, draft personalised learning plans with articulated educational adjustments. This ensures every individual has a personal learning plan suited to their goals and strengths to ensure learning is tailored to their individual needs and interests. Young people that enrol at St Francis' FLC have a range of barriers to education that include Youth Justice involvement, mental health diagnoses, history of school exclusion and expulsion and involvement with Child Safety Services.

St Francis' FLC offers educational opportunities for young people through;

- Daily on-site school program;
- After hours school program;
- Outreach partnerships for students who are unable to attend school;
- Offsite learning program;
- Transport support to travel to and from school;
- Provision of student meals each school day and take home meal packs where needed;
- Provision of clothing as necessary;
- Development of Personal Learning Plans;
- Classrooms with a partnership of a Teacher and Wellbeing Worker;
- Specialised training of staff.

Leading St Francis' FLC as the Head of Campus is a unique and challenging opportunity for a passionate educator, developing the skills of even the most experience educator. The role will allow the Head of Campus to reflect, adapt and continually learn from the community, whilst being provided with an array of professional development opportunities. Above all else, the Head of Campus will lead the community as they continually walk alongside young people, holding them with the upmost unconditional positive regard, knowing wholeheartedly that the young people can achieve the same successes in education and deserve the individualised and targeted approach to schooling that other settings have not had the resources to provide.

Position Description

Date: April 2021

Position Title: Head of Campus

Responsible to: The Network Principal of Nano Nagle Flexi Schools Network

DUTIES & RESPONSIBILITIES OF THE HEAD OF CAMPUS

Each Flexible Learning Centre (FLC) has a Head of Campus (HOC) who has delegated responsibility from the Network Principal for the day-to-day management and leadership of the FLC campus and any outreach services related to that campus. The HOC provides leadership and supervision to staff and the young people of the campus, working collaboratively with the Network Principal, Network Support Team members and other EREA personnel as required.

Note: This statement is the accepted generic statement for the Head of Campus position. There may be particular information relevant to a specific Centre included in other documents.

The Head of Campus is responsible for:

Identity Leadership by

- leading the FLC in a way consistent with the Charter for Catholic Schools in the Edmund Rice Tradition;
- ensuring that the relevance and expression of Edmund Rice values and charism is evident to all staff in the daily operational and all strategic practices of the FLC;
- supporting the Network Principal in promoting a child safe culture and environment in accordance with the requirements of the Children Youth and Families Act 2005, the Child Wellbeing and Safety Act 2005, the Working with Children Act 2005 and the EREA Child Safeguarding Standards Framework;
- demonstrating a strong commitment to child safety by modelling and reinforcing attitudes and behaviours that value and respect young people;
- modelling one's own commitment to spiritual life and self-care, as expressed through spiritual development, personal formation, and professional development;
- engaging in professional supervision and maintaining a personal self-care plan.

Educational Leadership by

- collaborating with the Network Principal, Network Teams and FLC staff to ensure an inclusive learning plan that responds to the physical, intellectual, social, spiritual and cultural needs of young people and meets state/territory & federal government requirements;
- fidelity to the Principles of EREA Flexible Schools practices, as outlined in the Flexi Schools Foundation document;
- working collaboratively with staff to compile and maintain the timetable for young people and staff;
- ensuring a safe, diverse and inclusive place of learning for all young people with particular attention given to those with specific learning needs;
- working collaboratively with the staff and Network teams to ensure that the program provision is culturally appropriate;
- ensuring that the FLC offers all young people appropriate accredited and non-accredited learning opportunities to meet the individual needs of each young person;
- ensuring that each young person has a current Personal Learning Plan (PLP) through which their engagement and educational program is negotiated;
- ensuring that an effective and appropriate transition programs (into and from the Flexi school) is provided for young people;
- having knowledge, or the ability and willingness, to acquire knowledge of state/territory based and national curriculum.

Relational Leadership (Young People) by

- ensuring that the FLC operates according to the Operation by Principles (Respect, Participation, Honesty, and Safe and Legal) and the Common Ground philosophy as articulated in the Foundation Statement;
- ensuring that the FLC responds to the pastoral and wellbeing needs of each young person;
- ensuring that all child safety matters are addressed in compliance with the EREA Child Safeguarding Standards and within the requirements of the Children Youth and Families Act 2005, the Child Wellbeing and Safety Act 2005, and when required support the Principal in submitting a report to EREA as per the EREA Incident Notification and Management Framework;
- ensuring the safety of children by establishing and implementing child safeguarding preventative procedures according to annually reviewed, locally developed, contextually appropriate policies that are consistent with EREA and the of the Children Youth and Families Act 2005, the Child Wellbeing and Safety Act 2005 and the Working with Children Act 2005;
- ensuring that the voice of young people informs the day to day running of a FLC;
- providing opportunities for students to participate in decision making processes that affect their safety and wellbeing;
- ensuring that student safety and wellbeing are a priority consideration when managing the behaviour of young people;
- maintaining visibility and presence amongst the young people and staff of the FLC;
- establishing and maintaining communication, rituals, the calendar and celebrations for the young people and staff;
- engendering a culture of safety within the FLC.

Relational Leadership (Staff) by

- developing and leading a culture of professional supervision;
- leading staff in regular whole team reflective practice sessions including daily staff debriefing and regular staff meetings;
- assisting staff in their professional development, personal formation and the maintenance of an individualised self-care plan;
- leading staff in the development and implementation of the centre's operational and strategic planning processes;
- with the Network Principal, ensuring all staff, relevant volunteers and contractors receive induction and ongoing training and refresher training in child safety and wellbeing in accordance with the requirements of the Children Youth and Families Act 2005, the Child Wellbeing and Safety Act 2005, the Working with Children Act 2005 and the EREA Child Safeguarding Standards Framework;
- supporting staff in their professional development through informal and formal means (eg. participating in regular supervision, performance development reviews and reflective practice);
- supporting new staff induction processes;
- ensuring staff are familiar and compliant with EREA policy frameworks including the Code of Conduct.

Administrative Leadership by

- maintaining appropriate records and preparing reports as required by the Network Principal;
- overseeing building services, facilities and security of the FLC, in consultation with the Network Principal;
- ensuring that all child safety matters are addressed in compliance with the EREA Child Safeguarding Standards and in accordance with the requirements of the Children Youth and Families Act 2005, the Child Wellbeing and Safety Act 2005, and when required, supporting the Principal in submitting a report to EREA as per the EREA Incident Notification and Management Framework;
- implementing the risk management plan;
- ensuring compliance with the Child Safe Standards recommended by the Royal Commission into Institutional Responses to Child Sexual Abuse;
- administering accurate enrolment and attendance procedures in accordance with the FLC Policies;
- engaging parents, carers and the community, keeping them involved and informed;
- compiling and completing statistical, state (where applicable) and commonwealth census, NCCD and other returns as required by EREA, local Catholic education authorities, government and other bodies;
- taking responsibility for the financial management of the school budget in partnership with the Network Principal;
- overseeing the conduct of regular audits of school plant and online environments to ensure the ongoing safety and protection of all young people in the school;
- participating in selection and recruitment processes for school staffing;
- leading the implementation and development of appropriate school support groups;
- supporting the implementation of school improvement processes and maintaining compliance with annual government and EREA reports.

Community Leadership by

- establishing and maintaining relationships and partnerships with parents, carers, significant others and/or families of young people;
- liaising with and developing service referrals to appropriate government and non-government agencies, at appropriate levels, to support the physical and mental health and wellbeing needs of young people;
- developing partnerships with key agencies to provide support services being delivered on site at the FLC where appropriate/possible;
- ensuring young people are supported to access services e.g. counselling, health support, community activities;
- ensuring the highest standards of a child safe environment in accordance with the requirements of the Children Youth and Families Act 2005, the Child Wellbeing and Safety Act 2005, the Working with Children Act 2005 and the EREA Child Safeguarding Standards Framework;
- working collaboratively with the staff and Network teams to support/develop cultural links, community and family connections which will support the engagement and connection of young people to their learning and the wider community;
- ensuring parents, carers and relevant communities participate in the decision-making processes that affect the safety and wellbeing of the young people in the school;
- participating in program provision to ensure the wellbeing of all staff and young people in an inclusive and diverse learning environment;
- participating in the routines and activities of the FLC e.g. morning meetings, lunches, camps, staff debriefing etc;
- overseeing and supporting access to a range of programs/activities during the school holidays (Holiday Program) to maintain connections for vulnerable young people;
- carrying out reasonable duties and tasks that may be assigned by the Executive Director from time to time.



Conditions of Employment

Remuneration

The remuneration package (in line with the EREA National Framework for Remuneration) will include a base salary as per the Tasmanian Award for DP1; an EREA loading of 15% of the base salary and 9.5% superannuation.

Tenure

A five-year Contract is offered with the provision of a second five-year Contract subject to successful review.

Technology/Communication Provisions

The school will provide the Head of Campus with a mobile phone and laptop computer in order to fulfil their duties. Such items remain the property of the school and should be adequately maintained by the Head of Campus.

Salary Packaging

The Head of Campus may elect to enter into a salary package arrangement which will be in accordance with guidelines established by EREA. Southgate Salary Packaging Services, Paywise and Selectus are EREA's current providers.

Leave Entitlements

The Head of Campus will have sick leave and long service leave entitlements equivalent to those offered to Catholic teachers by Award or Enterprise Agreement in Tasmania.

Long Service Leave portability is covered under the Intrastate/Interstate Catholic schools portability agreement. Sick leave is portable between EREA schools nationally and arrangements relevant to the State of Tasmania.

Annual leave for the Head of Campus may only be taken in school holiday time.

Professional Renewal Leave

Professional Renewal Leave shall be provided in accordance with policies and procedures adopted by the Employer. Five weeks is available in each five-year Contract period subject to application approval by the EREA Executive Director. It is expected that the Head of Campus will undertake an approved Immersion experience as a part of their Professional Renewal Leave, which may be in Australia or overseas.



Application Process

Edmund Rice Education Australia is now accepting Expressions of Interest for this position. Expressions of Interest must include a:

- Curriculum Vitae;
- Covering letter, addressed to EREA Recruitment, outlining reasons for your interest in and suitability for the position (no more than 2 pages).

Expressions of Interest should be addressed to EREA Recruitment and emailed to recruitment@erea.edu.au.

Any further questions or for more information, please contact Chloe Hand, Nano Nagle Flexi Schools Network Principal, on 0439 290 168 or Chloe.hand@ereafsn.edu.au.

All Expressions of Interest will be acknowledged by reply email. Please contact us on (03) 9426 3205 if you do not receive an acknowledgement of receipt within 7 days.

Please note, suitably qualified candidates will be notified and invited to provide a detailed written response to the Key Selection Criteria.

EXPRESSIONS OF INTEREST CLOSE 10 MAY 2021.