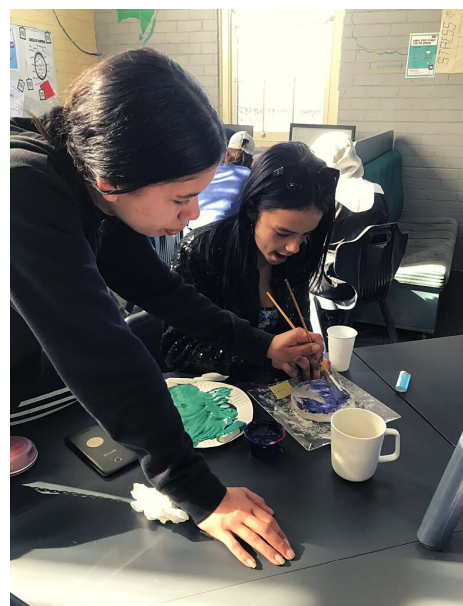


HEAD OF CAMPUS APPOINTMENT

ST MARY'S FLEXIBLE LEARNING CENTRE
ST MARYS, NSW



**APPLICANT INFORMATION PACKAGE
2021**

St Mary's Flexible Learning Centre Overview

St Mary's Flexible Learning Centre (FLC) is a Catholic school in the Edmund Rice tradition that offers a variety of educational pathways for students who have chosen this as the best path for them to achieve their goals. The school program provides young people with interactive, real life learning activities that are relevant to them and their interests. The school offers an inclusive and non-discriminating learning community to young people who are disenfranchised from mainstream education for a variety of reasons. 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.

Young people from both genders are enrolled and may come from a variety of language, cultural, and religious backgrounds with sensitivity to Indigenous culture and/or socio-economic disadvantage. Young people are exposed to learning experiences that support their development, understanding, and appreciation of the diverse cultural values that constitute Australian society with specific focus on the needs of young people and families in the Western/Nepean region.

Importantly, young people are encouraged to participate in decision making processes that affect the school community, their own lives and the society in which they live. Learning is focused on the individual needs of young people and progress is carefully documented and monitored. Young people, in conjunction with their teachers and youth workers, draft personal learning plans with articulated education pathways. Each of our classes function as a small community lead by a teacher and youth worker who operate as a partnership to facilitate learning options and support young people's wellbeing and social development.

Flexible Learning Centres are an initiative of Edmund Rice Education Australia (EREA) and are organised into six networks, each with three or four schools and led by a Network Principal. St Mary's FLC is within the Eastern Flexible Schools Network, which is comprised of St Mary's Flexible Learning Centre, Newcastle Flexible Learning Centre, Wollongong Flexible Learning Centre and Pambula Beach Flexible Learning Centre.

St Mary's 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, and provide a means to encourage and negotiate learning, resolve conflict, recognise rights and explore responsibilities and consequences.

Position Description

Date: October 2021

Position Title: Head of Campus, St Mary's Flexible Learning Centre

Responsible to: Principal, Eastern Flexible Schools Network

DUTIES & RESPONSIBILITIES OF THE HEAD OF CAMPUS

Each Flexible Learning Centre (FLC) has a Head of Campus 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 Head of Campus 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.

Key Selection Criteria

In the selection of a Head of Campus, EREA is seeking to appoint an educator and administrator of the highest calibre. The Head of Campus at The Centre Education Programme will be an individual who can build honest and authentic relationships with young people and their families or carers, supporting and celebrating the uniqueness and dignity of each individual. The Head of Campus will have a strong understanding of the complex needs of young people who have found themselves outside the mainstream educational system, recognising both the challenges and rewards that come with this opportunity.

Essential Criteria

- Demonstrated capacity to lead an organisational culture that aligns with the Charter for Catholic Schools in the Edmund Rice Tradition and the social justice emphasis of Edmund Rice Education Australia;
- Capacity to lead the Flexible Learning Centre culture in working under the four Principles of operation (Respect, Safe and Legal, Honesty and Participation) in a common ground framework.

NB: All flexible learning centres operate under this framework, 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.

- Capacity for multidisciplinary leadership to manage human, financial and physical resources to deliver high quality outcomes;
- Demonstrated interpersonal skills that support a strong community focus both within and external to the school;
- Demonstrated capacity to provide leadership in trauma informed practice and wellbeing support that ensures that young people can achieve positive social outcomes and re-engagement in learning;
- Capacity to provide leadership in learning choices (curriculum and pedagogy) supporting the achievement of quality learning outcomes for all young people;
- Relevant teaching qualifications and have (or be prepared to undertake) post graduate qualifications in one of the following areas: Education, Social Services, Educational Leadership, or Theology;
- Be registered, or be eligible for registration, as a teacher in the state in which the Flexible Learning Centre is located.

Conditions of Employment

Remuneration

The remuneration package (in line with the EREA National Framework for Remuneration) will include a base salary of Proficient Teacher 5 for a school of 201 – 300 students, as per the New South Wales Catholic Independent Schools (Teachers Model B) Multi-Enterprise Agreement 2020; EREA loading of 15%; annual leave loading; and 10% superannuation.

For further information on the Total Employment Cost of this position, please contact Bryan Rodgers, National Manager Human Resources, at bryan.rodgers@erea.edu.au.

Tenure

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

Technology/Communication Provisions

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

Salary Packaging

The Head of Campus may enter 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 New South Wales.

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 New South Wales.

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

Expressions of interest should be addressed to Dr Craig Wattam, EREA Executive Director, and can be emailed to recruitment@erea.edu.au. Please include a:

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

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.

Suitably qualified candidates will be notified and invited to submit a full application, including a written response to criteria.

All applicants will be subject to EREA and legislative screening procedures. These checks are consistent with EREA's commitment to child protection policies and procedures.

Evidence of a valid Working with Children Check and compliance with the Public Health (COVID-19 Vaccination of Education and Care Workers) Order 2021 are a condition of employment.

Any further questions or for more information, please contact Ivan Mahoney, Eastern Network Principal, on 0409 955 001 or ivan.mahoney@ereafsn.edu.au.

EXPRESSIONS OF INTEREST CLOSE 4.00pm (AEDT) MONDAY 25 OCTOBER 2021.

Edmund Rice Education Australia is committed to ensuring the safety, wellbeing and dignity of all children and young people.

Aboriginal and Torres Strait Islander people are encouraged to apply.

Edmund Rice Education Australia is an Equal Opportunity Employer.