



## Position Description Associate Head of Campus

*Teaching qualifications and experience*

<b>Flexible Learning Centre</b>	St Joseph's Catholic Flexible Learning Centre
<b>Network</b>	EREA Youth+ Central West Flexi Schools Network
<b>Location</b>	Alice Springs – Northern Territory
<b>Salary or Award</b>	In accordance with <i>the Catholic Schools (Northern Territory) Collective Enterprise Agreement 2014 – including POR 4</i>
<b>Employment Status</b>	Full-time
<b>Appointment</b>	Three (3) Years. One further two (2) Years appointment, subject to the position continuing and satisfactory performance reviews.
<b>Probation Period</b>	6 Month Probation.
<b>Reviews</b>	In the first contract period – a formative review at the end of first year and a summative review in the second half of the final year. Further appointment will have a summative review in the second half of the final term.
<b>Report</b>	Campus Principal/Network Principal
<b>Closing Date</b>	

***Suitably qualified and experienced Aboriginal and Torres Strait Islander people, are encouraged to apply.***

### **Background:**

Youth+ is an initiative of Edmund Rice Education Australia. EREA Youth+ services including Flexible Learning Centres (FLCs) offer a full-time and multi-year secondary education and social inclusion program for young people who have disenfranchised from mainstream structures. Young people may express a broad range of complex education and social needs and the Youth+ services respond with a variety of flexible and innovative social inclusion and learning experiences.

EREA Youth + 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.

St Joseph's Catholic Flexible Learning Centre is a Catholic School in the Edmund Rice tradition. It is a diocesan school and is part of the Diocese of Darwin and the Northern Territory Catholic Education Office. There is a strong focus on literacy and numeracy skills in an integrated learning framework. Engagement activities including outdoor education, sport, art, music, cultural connections are also an integral part of the daily offerings.

Young people who attend include indigenous and non-indigenous young people who are disengaged from mainstream education for a range of reasons and these may include:

- Those who have had contact with the juvenile justice system;
- Those in the care of the Office of Children and Families;
- Those with a history of trauma;
- Those with a history of extended periods of unexplained absences;
- Those who are highly mobile;
- Those with mental illness or at risk of engaging in self harming behaviours or substance abuse;
- Those who have been excluded or repeatedly suspended from school;
- Those who are homeless;
- Those who are young parents;
- Those with a generational history of early school leaving; and
- Those with a generational history of unemployment.

See [www.youthplus.edu.au](http://www.youthplus.edu.au) - Publications for further information.

### **Primary Role:**

The Associate Head of Campus reports to the Campus Principal and Network Principal. This position exists to provide leadership support across the site. This leadership role is broad in its scope and focus across the total operations of the site working across portfolios on a strength based framework. The role works in close cooperation to complement the strengths and skills of the Campus Principal, Head of Curriculum and Head of Wellbeing, with support from the Network Principal and the Network Support Team. Other responsibilities may be negotiated at the time of appointment with the Campus Principal and/or Network Principal.

### **Qualifications:**

- Previous experience in diverse educational environments expected.
- Previous experience at a leadership level is essential and The Associate Head of Campus is required to demonstrate leadership involving self-directed application of knowledge with substantial depth in education and youth practices.
- Tertiary qualifications in Teaching with eligibility for teacher registration with Northern Territory Teacher Registration Board.
- OCHRE Card - working with children clearance is essential.
- Current Drivers Licence, essential – with Light Rigid, highly desirable.

### **Principles of Operation (Respect, Participation, Safe and Legal, Honesty):**

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 Statement and FLC Occasional Papers. (available on the website) [www.youthplus.edu.au/about-us/foundation-statement.html](http://www.youthplus.edu.au/about-us/foundation-statement.html)

## Key Accountabilities:

The Network Principal is responsible for the operation of all Flexible Learning Centres and Outreach programs within Edmund Rice Education Australia. All staff are accountable to the Network Principal of the Flexible Learning Centres within EREA.

The following general duties reflects the breadth of leadership of the school. The specific focus and duties of the successful applicant will be negotiated between the Campus Principal and Associate Head of Campus and a final definitive Position Description for the role will be documented to ensure clarity of expectations. This role will be part of the site leadership and build a collaborative team with the Campus Principal, Head of Curriculum and Head of Wellbeing. This Position Description will be reviewed as and when appropriate.

### 1. Leadership,

- Carry out responsibilities across portfolios as negotiated with the Campus Principal, Network Principal and Assistant Principal – Teaching and Learning.
- Represent the Centre at events as required.
- Participate in regular professional supervision.
- As a member of the Centre's Leadership team, collaborate with the Central West Network team, Campus Principal, Head of Curriculum and Head of Wellbeing, to bring to life the Strategic Plan and Annual Improvement Plans.
- Participate in professional development activities relevant to both the FLC program and personal/professional growth
- Support staff in the management of critical incidents and associated reporting requirements.
- Coordinate Staff training in Child Protection
- Support staff welfare at the Centre, including reflective practice
- Develop and maintain links and partnerships with the local community to enhance the profile of the Centre.
- Involvement in relevant EREA and CEO NT professional networks.
- In collaboration with the Campus Principal, support and mentor staff members including the induction of new staff.

### 2. Administration and Operations of the site:

- Assist in the leadership of the day to day activities of the site, in cooperation with the Campus Principal, in keeping with operation by 'Principles', to enact all relevant policies, procedures, guidelines and legislative requirements
- In collaboration with the Campus Principal, ensure the compilation of Term Reports, Annual Reports, NT Service Agreement and other written reports as required.
- Assist in census enrolment, reporting and other data submissions required by EREA, Government, NTCEO and other bodies.
- In collaboration with the Site Leadership Team, coordinate/support staff attendance/participation in professional learning and formation, which is aligned to the site's Strategic Plan, as well as Youth+ practice, teaching and learning, and wellbeing.
- Maintain a register of staff training and professional development
- Ensure all WHS policies are followed, risk assessments completed, files maintained and all is done in a culture of safety.
- Oversee plant and equipment including WHS issues, maintenance, bus maintenance and certification, driver's licence register etc.
- Coordinate site calendar.
- In collaboration with the Site Leadership Team, and staff, oversee the planning and management of

community events.

- Facilitate young people's voice in the community through community groups, Flexi newsletter, bulletin boards
- Use ICT, CES and other databases to support staff in completing administrative tasks, including attendance, young person notes, academic achievement, etc.
- Coordinate site timetable and bus pick ups

### **3. Learning:**

- In collaborate with the Network Assistant Principal – Teaching and Learning and the Centre's Head of Curriculum, support a socially inclusive program that responds to the physical, intellectual, social, spiritual and cultural needs of young people.
- In collaboration with the Head of Curriculum, oversee the planning and production of academic reports each semester.
- Coordinate young people's Personal Learning Plan (PLP) and or Individual Learning Plans compilation.
- In collaboration with the Head of Curriculum, oversee the collation and analysis of YP learning data (e.g. PROBE2, MAI, NAPLAN).
- In collaboration with relevant Indigenous staff and Head of Curriculum, facilitate the inclusion of Indigenous perspectives within learning programs.
- In collaboration with relevant staff, support young people transitioning into, and out of the Centre.

### **4. Wellbeing:**

- In collaboration with the Head of Wellbeing, develop and support processes and practices, which empower the genuine voice of young people in the operation of the school.
- In collaboration with the Head of Wellbeing, develop processes to work with families to improve student attendance and educational and wellbeing outcomes.
- In collaboration with the Head of Wellbeing manage induction programs for young people
- In collaboration with the Head of Wellbeing, support young people to access support services e.g. counselling, health support, community activities.
- In collaboration with staff, support and develop cultural links, community and family connections, to assist the engagement and connection of young people to learning and the wider community.
- Coordinate and support access to a range of programs/activities during the school holidays to maintain connections for vulnerable young people.

### **5. Additional Duties**

Any other duties as reasonably requested by the Campus Principal and/or Network Principal. These additional duties will generally be mutually agreed by all parties.

## Selection Criteria:

Tertiary qualifications in Teaching Bachelor of Education Secondary or equivalent with eligibility for teacher registration with Northern Territory Teacher Registration Board. Previous experience at a leadership level is essential.

1. Demonstrated commitment to the values of Edmund Rice Education Australia. In particular, the successful applicant needs to be able to demonstrate a commitment to building inclusive and just communities, which enhance learning and wellbeing for young people.
2. Demonstrated ability to meet the needs of the site as expressed in the Position Description above.
3. Demonstrated experience and understanding of working with Aboriginal and Torres Strait Islander young people.
4. Commitment to and ability to lead, a multi-disciplinary community in reflection around working together under four principles of operation: Respect, Safe and Legal, Honesty and Participation. The principles establish a “common ground” among staff, young people and families, where the means to resolve conflict, negotiate learning, recognise rights, responsibilities and consequences, are modelled and explored, both within the group and individually.
5. Highly developed interpersonal skills in the context of relating to work colleagues, young people, parents and community organisations in a multi-cultural environment.

## Application Process:

Please visit [www.youthplus.edu.au](http://www.youthplus.edu.au) and follow the Employment Opportunities tab to view the Position Description, Applicant Information and how to apply.

**Applications close midday on Thursday 23 2017.**

**To apply for this role please provide the following documents:**

- *Cover letter clearly identifying the position and why you are applying.*
- *Responses to the above Selection Criteria in no more than 4 pages.*
- *Curriculum vitae outlining relevant work history including contact details of at least three referees including your current employer.*

For further information, please contact the Campus Principal, Sitinder Bahia on 0427 659 549 or email [sitinder.bahia@youthplus.edu.au](mailto:sitinder.bahia@youthplus.edu.au)

*Experienced educators from all educational sectors are encouraged to apply. Suitably Qualified and experienced Aboriginal and Torres Strait Islanders are strongly encouraged to apply.*

All applications for this position will be subjected to screening procedures and must be able to obtain an OCHRE card for working with children in the Northern Territory

***These checks are consistent with Edmund Rice Education Australia’s commitment to child protection policies and procedures.***

## Strategic Values:

Within our radical, social and ecological justice framework, Flexible Learning Centres are intentional learning communities that articulate the following core values through authenticity and integrity and are expressed through the life journey of its members.

### **S**AFETY

Safety within our environment is liberating, holistic and implicit in all aspects of community life. This includes non-violence, peaceful resolution of conflict, celebration of diversity, freedom from judgement, security to take emotional and intellectual risks.

### **R**ELATIONSHIP

Relationships are formed on shared common ground with compassion and love, respecting and celebrating the individual. We embrace the connectedness of complex and authentic relationships within diverse communities.

### **C**OMMUNITY

Our dynamic communities seek to be life giving environments where the dignity of all is honoured. Our communities are multi-dimensional spaces for the liberating power of learning and engaging together.

### **T**RANSFORMATION

We walk together on journeys of individual and community transformation. We are sustained by and celebrate our commitment to hope, optimism and a belief in the possible.

### **E**CO-JUSTICE

Eco-justice calls us to enact our responsibility to the interconnectedness, sacredness and dignity of all creation.

### **Acceptance**

I, (print name)..... have received, reviewed and fully understand the Position Description for the Associate Head of Campus. I further understand that I am responsible for the satisfactory execution of the essential functions described therein.

Signature:..... Date: / /