



### Position Description: Youth Worker – Induction and Enrolment Program

<b>ROLE TITLE</b>	Youth Worker - Induction and Enrolment Program
<b>LOCATION</b>	North Melbourne
<b>NETWORK</b>	South East Flexi Schools Network, Youth+, Edmund Rice Education Australia
<b>SALARY OR AWARD</b>	Victorian Catholic Education Multi Enterprise Agreement 2013
<b>EMPLOYMENT STATUS</b>	Full Time Fixed Term
<b>COMMENCEMENT</b>	To be negotiated
<b>CONTACT</b>	Greg Wilkinson 0429815618
<b>PHONE/EMAIL</b>	<a href="mailto:southeastrecruitment@youthplus.edu.au">southeastrecruitment@youthplus.edu.au</a>
<b>JOB REFERENCE NO.</b>	SJFLC/YWI&E/0119
<b>CLOSING DATE</b>	25 <sup>th</sup> January 2019

Aboriginal and Torres Strait Islander people are encouraged to apply

### Foundation Statement

Youth+ 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.

Youth+ 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

Youth+ is an initiative of Edmund Rice Education Australia. Youth+ services including Flexible Learning Centres (FLCs), offer 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 Youth+ services respond with a variety of flexible and innovative social inclusion and learning experiences.

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.

Indigenous and non-indigenous young people who attend are usually disengaged from mainstream education for a range of reasons that may include those:



EDMUND RICE EDUCATION  
AUSTRALIA



## South East Flexi Schools Network

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ABN: 96 372 268 340

- 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;
- 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.youthplus.edu.au](http://www.youthplus.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 [http://mail.erefrc.org.au/docs/occasional\\_paper\\_series\\_booklet.pdf](http://mail.erefrc.org.au/docs/occasional_paper_series_booklet.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 St Joseph's Flexible Learning Centre (SJFLC) Induction Program has been designed to ensure a timely and supported enrolment process for young people and their parents/guardians wishing to attend SJFLC. Shaped by feedback from young people and the broader school community, the Induction Program has been designed to minimise young people disengaging from the school during the initial phases of their enrolment, enhance attendance rates in both the short and long term and increase levels of support to class partnerships during the initial phase of a young person entering a class.

Working with the Induction and Enrolment Coordinator and the School Leader, People and Community, this position will support young people to enrol at SJFLC, integrate into the school and their partnership. This support will include:

- Conducting enrolment meetings with young people which include assessment and relevant follow up with third parties;
- Setting up TASS and ensuring all relevant information is located in a young person's file;
- Briefing the new partnership on the circumstances of the young person;
- Facilitating an introductory session with the partnership of the class to which the young person has been allocated;
- Conducting a tour of the school and arranging introductions to key staff including the Network Principal and Associate Heads of Campus;
- Working with the young person to help familiarise them with the Operation by Principals; and
- Addressing any welfare and support concerns which may impact on the young person's capacity to attend school within the first 6 weeks of their enrolment.

## Duties and Responsibilities

Typical duties and responsibilities include but are not restricted to:

### 1. Enrolment

Working in collaboration with the Induction and Enrolment Coordinator and the School Leader People and Community, this position will maintain a supportive and thorough enrolment process for young people wishing to enrol at SJFLC. This will include:

- Conducting enrolment meetings with young people and their families/guardians, ensuring all relevant administrative forms are completed;
- Ensuring an appropriate assessment of the young person is conducted to clarify support needs, academic levels, medical and health information, safety risks and educational background;
- Following up with past education providers, support workers, child protection and other support services to ensure all information relevant to the education and support needs of a young person is available to partnership staff and other key workers;
- Safety planning – staff working in the this program are responsible for ensuring the Network Principal is fully aware of any known risks, the enrolment of a young person may present to the broader school community (i.e. history of sexual offending). Any concerns for the safety of a new enrollee should also be addressed during the enrolment and induction process; and
- TASS Database – this position is responsible for setting up TASS for each young person enrolled, ensuring all relevant information is located on TASS.

## **2. Supportive Induction**

This position will take the lead role in supporting a young person to integrate into the school and their partnership. This support will include:

- Providing an comprehensive briefing to the new partnership on the circumstances of the young person entering their classroom;
- Facilitating introductory session/s between the young person and the partnership of the class to which the young person has been allocated;
- Conducting school tours and arranging introductions to key staff ;
- Working with the young person to help familiarise them with the Operation by Principals;
- Addressing any welfare and support concerns which may impact on the young person's capacity to attend school within the early stages of their enrolment;
- Work collaboratively with partnership staff to support and develop cultural links and community and family connections, which support engagement and connection of young people to learning and the wider community; and
- Where appropriate, conduct outreach visits to young people who have disengaged during the early stages of their engagement with SJFLC.

## **3. Participates in program provision to ensure wellbeing in an inclusive learning environment**

- Collaborates with partnerships to support a socially inclusive program that responds to the physical, intellectual, social, spiritual and cultural needs of young people.
- Participates in the daily routines and activities of the FLC e.g. morning meetings, lunch, electives, outings, camps.
- Undertakes a direct program provision role with a focus on supportive enrolment and induction within the FLC.
- Participates in a range of programs/activities during the school holidays to maintain connections for vulnerable young people.

## **4. Team participation/multidisciplinary practice**

- Participate in professional supervision.
- Participate in regular whole team meetings and practice sessions including daily staff debrief.

## **5. Supports child protection procedures according to policy**

- In consultation with the Network Principal, Associate Heads of Campus or School Leader/s provide a support service to staff and young people dealing with issues of child protection.
- Provide a referral point for young people to appropriate support services as indicated.

## **6. Administrative Responsibilities**

- Maintain appropriate records and prepare reports as required.
- Maintain records on the TASS database.
- Support the development of personal learning plans.

## **7. Other identified duties specific to the role in this Flexible Learning Centre**

- Carry out other duties and tasks assigned by the Network Principal, Associate Heads of Campus or School Leader/s.

## Applications

Please forward Expressions of Interest to [southeastrecruitment@youthplus.edu.au](mailto:southeastrecruitment@youthplus.edu.au) by 25 January 2019.

For further information contact Greg Wilkinson on 0429 815 618.

Youth+ supports the rights of children and young people and is committed to providing a safe and supportive environment directed at ensuring their safety and wellbeing. All applicants for these positions will be subject to EREA screening procedures.

## Selection Criteria

- Valid Working with Children Check
- Tertiary qualifications in Psychology, Social Work, Youth Work (e.g. Social or Behavioural Sciences). Registration and/or membership of professional associations relevant to the applicant's professional background is desirable.
- Demonstrate in depth understanding of working within the four principles of operation: Respect, Safe and Legal, Honesty and Participation.
- Demonstrated competence in the development, delivery and oversight of intensive and innovative programs for individual young people who are particularly at-risk. This includes a demonstrated understanding of psychosocial risk and protective factors and the ability to develop flexible and multidisciplinary approaches to ensure that particularly vulnerable young people can achieve positive social outcomes leading to engagement in learning.
- Ability to work effectively as a member of a multi-disciplinary team and step into team leadership when required.
- Current or eligibility for Positive Working with Children Check.