



Position Description: Transition and Pathways Support Worker

ROLE TITLE	Transitions and Pathways Support Worker
LOCATION	St Francis Hobart Flexible Learning Centre
NETWORK	Nano Nagle Network, Edmund Rice Education Australia
SALARY OR AWARD	TCE Enterprise Agreement 2018
EMPLOYMENT STATUS	Full Time, Fixed Term – 1 Year Contract
COMMENCEMENT	ASAP 2020 – exact start date to be negotiated with successful candidate.
CONTACT	Meghan Rutherford, Head of Campus
PHONE/EMAIL	0439 536 771 or nanonaglerecruitment@youthplus.edu.au
JOB REFERENCE NO.	SFFLC-0120
CLOSING DATE	5:00pm – Friday, 20 March, 2020

Aboriginal and Torres Strait Islander people are encouraged to apply

Background

St Francis Flexible Learning Centre is an initiative of Edmund Rice Education Australia. Our service offer includes a full-time and multiyear secondary education and social inclusion program for disenfranchised young people. Young people may express a broad range of complex educational and social needs and EREA FLC's respond with a variety of flexible and innovative social inclusion and learning experiences.

EREA 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.

Students who attend include indigenous and non-indigenous young people that are disengaged from mainstream education for a variety of reasons including:

- Those who have had contact with the juvenile justice system;
- Those who reside in Out of Home Care (OoHC);
- 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 for further information.

Primary Role

This newly created role requires a person with the passion and skills to assist and support young people to achieve success in transitioning from school to post-school options that may include employment, further qualifications, and higher learning.

The successful candidate will be highly motivated and able to work effectively with all staff as well as working independently to achieve successful transitions for young people in the school community.

Located at Wollongong Flexible Learning Centre, the Transitions Support Worker will:

1. Develop pathway goals and transition plans with young people;
2. Run the transition-to-work program with young people (involves delivery of vocational courses);
3. Inform young people of learning choices, requirements, and options to work towards their goals;
4. Deliver workshops for work ready skills;
5. Create opportunities for work placements, volunteer work, and work experience through partnerships with agencies, businesses, and education facilities;
6. Assist YP to apply for and access courses, work, placements, and volunteering opportunities;
7. Build and contribute to local networks and partnerships to strengthen community connections with the school;
8. Stay up-to-date with current opportunities in work placements, employment opportunities, volunteer work, and work experience for YP;
9. Promote opportunities to YP on a regular basis;
10. Introduce YP to entrepreneurial skills, opportunities, and self-employment.

While few of our YP transition to further tertiary education options, the Transitions Support Worker needs to have the knowledge of what might be involved with this and be prepared to support young people who desire tertiary education pathways.

Required Skills, Knowledge, and Experience

- Extensive/proven experience in guiding young people in post-school options;
- Hold a Certificate IV in Training and Assessment - TAE40116;
- Experience delivering VET programs (or willing to upskill);
- FSK20113 Certificate II in Skills for Work and Vocational Pathways;
- Hold a current Drivers Licence (transport of young people is required) – desirable if candidate has a Light Rigid licence, but not required.
- A positive TAS Working with Children Check (WWVP);
- Ability to work within the practice frameworks of Flexible Learning Centres expressed through Operation by Principles and Common Ground (see Youth+ website).

Duties and Responsibilities

Typical duties and responsibilities include but are not restricted to:

1. Contribute to school community and culture:
 - Participate in the daily life of the school;
 - Attend school events and daily programs;
 - Attend staff meetings and participate in staff team's collaboration and planning;

- Formation in EREA and FLC culture; and,
 - Assist with communications and celebration of YP success.
2. Preparing young people for work:
 - In partnership with school staff teams contribute to course work, learning programs and provide appropriate resources for YP;
 - Develop culturally safe options for Aboriginal and Torres Strait Islander young people; and,
 - Help young people who are SWD access NDIS with their families.
 3. Coordinating experiences for young people to engage with tertiary learning, work place visits, work experiences, and School based Apprenticeships and Traineeships. Support young people to engage in work experiences that may include:
 - Advertising regularly available placements;
 - Trade Skills workshops;
 - Work place visits;
 - Employer presentations;
 - Induction programs;
 - Industry introductions;
 - Structured Work Placement; and,
 - School based Apprenticeships and Traineeships.
 4. Community Partnerships
 - Establish and/or engage with local area networks of support for YP engagement in work experiences;
 - Establish and maintain local partnerships with business and employer groups; and,
 - Liaise with ER Foundation 'Head of Pathways' and contribute to Eastern Network strategy.
 5. Data Collection and Reporting
 - Data gathering to track YP engagement in Transitions programs;
 - Destination data about YP up to 5 years after graduating; and,
 - Sharing data and research with Head of Campus, Network Principal, Head of Pathways, and Transitions teams.
 6. Pathways to Future Learning
 - Assist YP to access VET options to further learning and in preparation for work;
 - Liaise with local and/or Youth+ RTOs; and,
 - Coordinate YP TAFE / University visits.
 7. Post-School and Beyond
 - Work with YP who need support to transition successfully from school to embrace wider community options;
 - Provide access to other programs (e.g. Employment Plus programs); and,
 - Maintain contact with school leavers and their families to support access to training and/or work opportunities.
 8. Other identified duties specific to the role in this Flexible Learning Centre:
 - Carries out duties and tasks that may be reasonably assigned by the Head of Campus or Network Principal from time to time.
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Applications

Please forward applications to nanonaglerecruitment@youthplus.edu.au by 5:00pm on Friday, 20 March 2020.

Applications must include each of the following:

- A Cover Letter, which includes:
 - Relevant qualifications;
 - Summarises relevant experience;
 - Reasons for wishing to apply.
- A response to each of the key selection criteria (listed below – no more than 3 pages);
- A current resume outlining previous experience and skills;
- Two referees (including contact details). Please include a referee from current or most recent place of employment.

For further information contact Meghan Rutherford, Head of Campus with SFFLC, at 0439 536 771, or, by email at nanonaglerecruitment@youthplus.edu.au.

Our organisation 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. Aboriginal and Torres Strait Islander peoples are encouraged to apply.

Key Selection Criteria

1. All applicants must show proof of a positive TAS Working with Children Check (WWVP).
2. An understanding, or the ability to acquire an understanding, of working under four Principles of Operation: Respect, Safe and Legal, Honesty, and Participation.
3. *Please provide a brief explanation of Operation by Principles: All Flexible Learning Centres operate under this framework and this 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.*
4. Demonstrated experience delivering VET courses and employability workshops. (Please provide examples of what courses were offered, your student body and organisation, and dates undertaken/delivered.)
5. Demonstrated experience working with diverse youth in the employment sector. (Please provide examples of in what capacity, dates undertaken, how you delivered programs/support, and with who.)
6. Please provide a brief summary of your community connections and/or experience with the employment sector.
7. Ability to work effectively as a member of a multi-disciplinary team.

Principles of Operation

The four principles of operation that all Youth+ Flexible Learning Centres operate by 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, and 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 Youth+ website).

Foundation Statement – DONE

Youth+ seeks to respond to the needs of young people disenfranchised and disengaged from education. We provide a place and an opportunity for young people 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, and support and celebrate the uniqueness and dignity of each person.

Flexible Learning Centres are guided by the vision of Edmund Rice about the empowering service of education to achieve personal and community liberation through educational experiences that enable transformation.

Strategic Values – DONE

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

SAFETY

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, and the security to take emotional and intellectual risks.

RELATIONSHIP

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.

COMMUNITY

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.

TRANSFORMATION

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.

ECO-JUSTICE

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