

## Position Description

### Lead Teacher – Years 11-12 Applied Learning Programme

<b>ROLE TITLE</b>	Lead Teacher – Applied Learning Programme
<b>LOCATION</b>	St Francis Flexible Learning Centre (Hobart)
<b>NETWORK</b>	Nano Nagle Flexi Schools Network
<b>SALARY OR AWARD</b>	Tasmanian Catholic Education Multi Enterprise Agreement 2018
<b>EMPLOYMENT STATUS</b>	Full time – Initial Fixed Term Contract until the end of 2021 and review.
<b>COMMENCEMENT</b>	Term 3, 2020
<b>POSITION REPORTS TO</b>	Supported by the Associate Head of Campus –Teaching and Learning Strategically led by the Teaching and Learning Manager, Nano Nagle Network
<b>CONTACT</b>	Ciaran McDonald, Associate Head of Campus, St Francis Flexible Learning Centre  Daniel Brown, Teaching and Learning Manager, Nano Nagle Network
<b>PHONE/EMAIL</b>	0448 553 096 or <a href="mailto:ciaran.mcdonald@youthplus.edu.au">ciaran.mcdonald@youthplus.edu.au</a>  0427 888 219 or <a href="mailto:daniel.brown@youthplus.edu.au">daniel.brown@youthplus.edu.au</a>
<b>JOB REFERENCE NO.</b>	SFFLC-0120
<b>CLOSING DATE</b>	03 June 2020

Aboriginal and Torres Strait Islander people are encouraged to apply

## Foundation Statement

The Nano Nagle Network 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.

Nano Nagle 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

The Nano Nagle Network is an initiative of Edmund Rice Education Australia. 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 Flexible Learning Centre respond with a variety of flexible and innovative social inclusion and learning experiences.

Our 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:

- 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 <https://www.youthplus.edu.au/nano-nagle-flexi-schools-network/> - 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.ereflc.org.au/docs/occasional\\_paper\\_series\\_booklet.pdf](http://mail.ereflc.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

This Lead Teacher role is supported by the Associate Head of Campus – Teaching and Learning at St Francis Flexible Learning Centre (SFFLC) and under the strategic direction of the Head of Campus. Additional support will be provided through the Senior Secondary Teaching and Learning Network, led by the Teaching and Learning Manager. The Lead Teacher will require an instructional leadership and coaching approach to bring about growth for teachers. They will model and observe classroom practice to support reflection and conversation about practice leading to professional growth and the full flourishing of every young person enrolled in the Senior Secondary program. The role will also include teaching responsibilities in applied functional literacy and numeracy across the Senior Secondary program on site.

Specifically, the objectives of this position are to:

- assist in creating a professional community that focuses on high expectations in a trauma-aware environment in the field of applied learning.
- develop classroom teachers through professional learning with a focus on modelling, in-class coaching, and reflective debriefs.
- develop assessment strategies in line with Senior Secondary accredited pathways that incorporate the learning styles and unique interests of the Senior Secondary program students.
- develop strong partnerships that encourage and support continuous reflection on classroom practice;
- observe and coach teachers to ensure that teaching is intentional, engaging and aligned with the school values; support teachers so that classes are warm, structured, trauma-aware and responsive.
- support teachers to utilise a variety of school based assessment tools to inform teaching and learning.
- contribute to a positive solutions based learning culture both within the Senior Secondary program and across the school.
- regularly review student progress and engagement and identify adaptations and targeted teaching areas as necessary.
- analyse school-wide data, identify trends and support teachers in interventions to address both strength areas and gaps and to drive instructional improvement;

- support teachers in developing and aligning curriculum documentation and teaching programs with the Senior Secondary, including the development of unit plans, scope and sequence documents, the weekly planner, assessment tasks and the Personalised Learning Plans (PLP) to ensure students of all achievement levels are able to progress;
- establish rapport with students in and outside of classes modelling "being present";
- help develop a strong instructional team of teachers committed to the school's mission, values and strategic plan;
- work with teachers and the community to help build a positive and inclusive learning environment for all students;
- help induct new teachers into the school's approach to teaching and learning;
- work closely with the school teaching and learning team;
- provide intensive and differentiated support at the point of need; and
- facilitate professional learning to assist staff to develop and embed highly effective learning and teaching that develops curriculum, brings about meaningful feedback and to ensure that assessment practices are focused on improving learning outcomes.

This position will contribute to improving quality teaching, learning, assessment and support across the Hobart campus in a manner consistent with the traditions of Edmund Rice Education Australia and the strategic plan, vision, mission and values of the Nano Nagle Network.

## Duties and Responsibilities

Typical duties and responsibilities include but are not restricted to:

1. Maintain fidelity to and model best practice in Operation by Principles and other key Network practices as articulated in the Network's Practice Framework;
2. Provide instructional leadership that supports staff in their professional growth, by supervising and developing teachers in the Senior Secondary program to enhance skills, knowledge and confidence in developing and consistently implementing high quality standards and outcomes based curriculum and assessment programs across all Learning Areas;
3. Work collaboratively with both the Associate Head of Campus and the Teaching and Learning Manager to ensure all teaching and learning practices reflect the approaches adopted by the Nano Nagle Network
4. Assist teachers to utilise school based data to inform teaching and learning direction, student learning goals and student reports;
5. Ensure standards, quality and performance of the program is maintained in line with relevant policies and procedures;
6. Meet a teaching timetable commitment, ensuring exemplary practice in applied functional literacy and numeracy across the Senior Secondary program.
7. Ensure that appropriate program procedures and processes are in place in relation to the learning needs of young people;

8. Provide senior level teaching practice consultation, joint planning and assessment support to Senior Secondary program staff.
9. Other duties as reasonably directed by the Head of Campus, Associate Head of Campus and/or Network Principal

## Applications

Applications should be forwarded to [nanonaglerecruitment@youthplus.edu.au](mailto:nanonaglerecruitment@youthplus.edu.au) by 03 June 2020 and need to include:

- A letter of introduction and a response to the Selection Criteria;
- A current curriculum vitae 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 Daniel Brown on 0427 888 219 or [daniel.brown@youthplus.edu.au](mailto:daniel.brown@youthplus.edu.au) or Ciaran McDonald on 0448 553 096 or [ciaran.mcdonald@youthplus.edu.au](mailto:ciaran.mcdonald@youthplus.edu.au).

The Nano Nagle Network is committed to being a child safe organisation. The Network supports the rights of children and young people and is committed to providing a safe and supportive environment directed at ensuring a child or young person's safety and wellbeing.

All applicants for these positions will be subject to EREA screening procedures. Comprehensive reference and background checking will be undertaken, including a Working with Vulnerable People Check and police check.

## Selection Criteria

1. Demonstrated outstanding classroom teaching skills and the capacity to support colleagues to continually improve teaching and learning.
2. Demonstrated leadership experience that has led to improved student outcomes for students with complex and diverse backgrounds.
3. Demonstrated understanding of contemporary teaching and learning in applied literacy and numeracy including the planning, documentation, assessment and delivery of engaging learning experiences.
4. Demonstrated understanding and application of the AITSL Standards and how they inform the development of professional learning goals and a framework by which teachers can judge the success of their learning and assist self-reflection and self-assessment.
5. Demonstrated ability to monitor and assess student learning data at the individual, class and stream level and to use this data to inform teaching for improved student learning.
6. Demonstrated high level written and verbal communication skills and high level interpersonal skills including a capacity to develop constructive relationships with young

people, parents and other staff and contribute to the leadership and management of the Senior Secondary program.

7. Demonstrated commitment and capacity to collaborate with key school and network leaders to lead whole school improvement initiatives, manage Senior Secondary curriculum activities, accreditations and demonstrate a commitment to ongoing professional learning for self and others to enable further development of skills, expertise and teaching capacity.
8. Experience in supervising and supporting staff development preferred.
9. Registration with the Teacher's Registration Board of Tasmania.

## **General Edmund Rice Education Australia Information Collection Notice – Nano Nagle Flexible Learning Centre Job Applicants**

*This Nano Nagle Flexible Learning Centre is part of Edmund Rice Education Australia (EREA), which is an organization consisting of schools, entities and offices offering a Catholic education in the tradition of Blessed Edmund Rice.*

1. The Flexible Learning Centre collects personal information, including sensitive information about job applicants. This includes information provided in your job application, in the course of conversation or as collected from third parties on your behalf, such as employment referees. The primary purpose of collecting this information is to enable the Centre to consider your application for employment with the Centre.
2. Some of the information the Centre collects is to satisfy the Centre's legal obligations, particularly to enable the Centre to discharge its duty of care to enrolled students.
3. Laws governing or relating to the operation of a school require certain information to be collected and disclosed. These include relevant Education Acts and Public Health and Child Protection laws.
4. In order to consider your application for employment and to facilitate and manage your employment relationship with the Centre, you consent to our collecting personal information about you from recruitment agencies, law enforcement agencies for criminal checks and working with children checks, educational institutions to verify your qualifications, and other individuals or businesses we contact for the purpose of reference-checking as agreed with you.
5. The personal information that is collected about you will be stored securely in a recruitment record. If you are successful and become an employee then an employee record will be created and the personal information we have collected will be stored in this file. Employee records are exempt from the Australian Privacy Principles (APPs) under the Privacy Act 1988.
6. If you are not offered a position or if you decline an offer of a position at the Centre the information stored in your recruitment record will be stored for 12 months, unless you advise us to destroy the records at an earlier time. At this time, the Centre will take reasonable steps to destroy or de-identify the information as appropriate.
7. The Centre may disclose personal and sensitive information for administrative, educational and support purposes (or may permit the information to be directly collected by third parties). This may include to:
  - government departments;
  - people providing administrative and financial services to the Centre;
  - anyone you authorise the Centre to disclose information to; and
  - anyone to whom the Centre is required or authorised to disclose the information to by law, including under child protection laws.
8. Failure to provide the information to the Centre will affect the Centre's ability to evaluate your application and may result in the recruitment process not proceeding.
9. The Centre may also use cloud computing service providers to store personal information (which may include sensitive information) on their servers in the 'cloud'. These servers may be located in or outside Australia. This may mean that personal information may be stored or processed outside Australia.
10. EREA's Privacy Policy contains further information about its use of cloud and other third-party service providers.
11. EREA's Privacy Policy is accessible via the Centre website or from the Centre office. The Policy sets out how job applicants and employees may seek access to, and correction of their personal information which the Centre has collected and holds. However, access may be refused in certain circumstances such as where access would have an unreasonable impact on the privacy of others or may result in a breach of the Centre's duty of care obligations. Any refusal will be notified in writing with reasons if appropriate.
12. EREA's Privacy Policy also sets out how job applicants and employees can make a complaint about a breach of the APPs and how the complaint will be handled.
13. If you provide the Centre with the personal information of others, such as other employment referees, doctors or emergency contacts, we encourage you to inform them you are disclosing that information to the Centre and why, that they can request access to and correction of that information if they wish and to also refer them to EREA's Privacy Policy for further detail about such requests and how the Centre otherwise handles personal information it collects and complaints it receives.