

## Position Description

### Learning and Inclusion

### Support Teacher

<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>Classification</b>	Teacher
<b>Employment Status</b>	Full Time (Contract)
<b>Report</b>	Campus Principal/Network Principal
<b>Closing Date</b>	17 October 2018

#### 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.

The St Joseph's FLC became a registered school in 2012. It has a current enrolment of 110 young people of secondary school age and is growing. As of 2014 St Joseph's is a SACE registered school and is starting to offer senior subjects and increase its VET offerings. There is a strong focus on literacy and numeracy skills in an integrated learning framework. Engagement activities including outdoor education, sport, art, dance, 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 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 Learning and Inclusion Support Teacher reports to the Campus Principal and Network Principal, EREA Youth+. He/she has delegated responsibility to develop and maintain learning and social inclusion responses of the campus. This includes:

1. Support the Campus Principal in the validation process with the aim of maintaining current verifications/reviews, identifying other students that may meet the criteria for a verification category, and transferring students that enroll with a verification from the aligned with NTCEO policy.
2. To support staff to meet all legislative requirements with respect to young people with disabilities i.e. Disability Discrimination Act, Disability Standards for Education, National Consistent Collection of Data, National Disability Insurance Scheme.
3. Build capacity of staff with respect to understanding the diversity within the classroom and designing learning experiences that cater for individuals with specific needs.
4. To ensure young people identified as meeting the criteria for a disability and/or as having high support needs, are provided with a service that maximizes their outcomes (academically, behaviourally and/or socially).
5. Develop and deliver a program for new enrolments to identify learning needs and support the development of the Personal Learning Plans (PLP) and or the Individual Education Plans (IEP).
6. To ensure that there is an effective communication about the needs of Special Needs Students and teaching to parents and classroom teachers and any appropriate external agencies in supporting transitions.
7. Contribute to the development and implementation of the FLC's objectives and plans.

## Qualifications:

All applicants are required to have the following:

- A Working with Children Clearance Notice and Ochre Card.
- Registration with the Teacher Registration Board of the Northern Territory.
- Teachers from a primary/secondary school background with qualifications and experience in Special Education. Experience in a learning support role will be considered for this position.
- Preferred 5 years minimum experience of working with students with a disability.

## Skills and Knowledge:

- Demonstrated skills and knowledge in teaching process, frameworks and practice.
- Ability to analyse complex situations and implementation of appropriate strategies to enhance the professional practice of teaching and non-teaching staff.
- Knowledge of learning and inclusion support, NCCD, NDIS and the Disability Standards for Education.
- Demonstrated capacity to work effectively as a member of a multidisciplinary team, to work collaboratively and establish and maintain professional relationships with all stakeholders.
- A deep understanding of working with students and families from regional and remote Aboriginal or Torres Strait Islander communities.

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

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 following website)

<https://youthplusinstitute.org.au/research-and-knowledge-exchange/>

## Duties and Responsibilities:

Typical duties and responsibilities include but are not restricted to:

### 1. Develop and implement educational assessment which support the development of individual learning plans of each young person

- In collaboration with teachers and youth workers - plan and implement an educational assessment program which engages young people and assists in the development of IEPs or PLPS as required:
  - Use of appropriate educational assessments;
  - Review and refine student PLP and IEP, ensuring accommodations are developed and provided;
  - The support of literacy and numeracy development;
  - Ensure culturally appropriate methods are used in the educational assessment process; and
  - Develop IEPs or PLP in collaboration with young people, teachers and youth workers.

### 2. Provision of professional support to teachers and youth workers.

- Engage with staff a consultative and/or mentoring role to provide support for young people with disabilities and/or high needs (academic, behavioural or social) - including modelling best practice.
- Provide professional development for staff on planning, preparation and delivery of effective learning, teaching and assessment programs for young people with verified special needs and low literacy / numeracy levels in both middle and senior phases of secondary education.
- To assist individual staff on sites to develop curriculum that is appropriate and achieves measureable outcomes for individual young people with high learning needs- including engagement with NT Curriculum, SACE and VET courses that are suitable for these young people.
- To design and implement intensive programs for individual young people identified by staff on site as needing a more systematic learning plan.
- To maintain an up-to-date knowledge of legislation, Catholic Education Office (NT) Policy and current best practice in Special Needs Education and NCCD.

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

- Collaborates with the team 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, bus pick-up and drop-offs, electives, outings, camps.
- Offer electives to support engagement.
- Follow up on non-attendance in a supportive environment.
- Build connections with families to support learning outcomes for each young person.

### 4. Reporting and Accountability

- To support staff to understand and implement the processes required by the National Consistent Collection of Data, including; record keeping, accurate choice of support levels, uploading data and preparing for audit (if and when necessary).
- Use the INSPIRE software to assist in the record keeping and reporting of the NCCD information.
- To work collaboratively with staff to gather information to support the verification process and to keep updated records in preparation for February and August census- including preparation for audits (if and when necessary).
- In collaboration with the Head of Wellbeing, develop local networks of support services/agencies that will assist in preparing young people for the verification process/reviews (i.e. testing, professional reports etc.) and/or for transition from formal schooling to NDIS support agencies.

- To liaise with parents/carers/guardians and outside professionals to gather information/reports required for the verification process.
- To setup and maintain a system of efficient storage of all documents relating to the NCCD and verification processes.
- To collate and complete where appropriate, all documentation required to be submitted for the verification of a young person, transfer to EIMS, and/or for the review process for a young person.
- To submit the completed application for the validation of a young person to the required authority through the NTCEO

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

- Participate in professional supervision.
- Support regular whole team reflective practice sessions including daily staff debrief.
- Operate within the context of EREA and Youth+ Policies and Procedures.
- Participate in professional development that is relevant to the work of the FLC.

#### **6. Administrative Responsibilities**

- Maintains appropriate records and prepares reports as required.
- Maintains records on the database in an acceptable timely manner.
- Support the development of personal learning plans.
- Participates in YP cross agency meetings as required.

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

- Carries out duties and tasks that may be reasonably assigned by the Campus Principal and/or Network Principal from time to time.

### **Selection Criteria:**

1. Understanding of or the ability to acquire an understanding of working under four principles of operation: Respect, Safe and Legal, Honesty and Participation.
2. Knowledge and experience in learning and inclusion support for students and families from regional and remote Aboriginal and Torres Strait Islander communities.
3. Demonstrated high levels of ability in developing and implementing a range of learning and inclusion support processes and accommodations which support the successful inclusion of disenfranchised young people, with special needs, in their education.
4. Highly developed interpersonal skills in the context of relating to work colleagues, young people and parents in a cross-cultural environment. In particular demonstrated success in building relationships with disenfranchised young people.



## Applications Process:

To apply for this position, please visit the following link [www.ApplyNow.com.au/Job103677](http://www.ApplyNow.com.au/Job103677)

Applications close on 17 October 2018.

To apply for this position please provide the following documents:

- Cover letter clearly identifying the position and why you are applying.
- Responses to the above Selection Criteria with a maximum of 1500 word limit.
- Curriculum vitae outlining relevant work history including contact details of at least three referees including your current employer.

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

## Foundation Statement:

EREA Youth+ seeks to respond to the needs of young people disenfranchised and disengaged from education. They provide a place and an opportunity 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, supporting and celebrating 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:

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.

### 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, 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.

## Acceptance

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

Signature: ..... Date:.....