EREA Youth+
FAME – Flexible Learning Centre
[W] www.youthplus.edu.au
ABN 96 372 268 340

Job Description
Teacher Middle School

Flexible Learning Centre	FAME
Network	EREA Youth+ Central West Flexi Schools Network
Location	Christie Downs - SA
Report	Head of Campus /Network Principal
Hours of Duty	Full-time, Fixed-term, 12-month contract with the possibility of permanent ongoing dependent on enrolments and funding
Probationary Period	6 month probation in accordance with the EBA
Band/Wage Scale	In line with the *South Australian Catholic Schools Enterprise Agreement 2017.*
Closes	5 December 2019

Aboriginal and Torres Strait Islander People are encouraged to apply.

Background:

Youth+ is an initiative of Edmund Rice Education Australia. The Flexible Learning Centres (FLCs) offer a full-time and multiyear secondary education program for young people who have disengaged from mainstream schooling. Young people typically express a broad range of complex education and social needs and the FLCs respond with a variety of flexible and innovative teaching and learning practices including vocational planning and the development of social connectedness.

The purpose of a Flexible Learning Centre is to provide young people with a varied and holistic set of learning experiences which enable them to identify and pursue an individual transition to adulthood, employment, further education and training and social connectedness.

Young people 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 Department of Child Safety;
- 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;
- Those with a generational history of unemployment;

See *www.youthplus.edu.au* - Publications for further information.

Principles of Operation (Respect, Participation, safe & Legal and 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 and FLC, Occasional Papers (available on the website) See www.youthplus.edu.au - Publications for further information.

Primary Role:

The Teacher reports to the Head of Campus and is responsible to the Network Principal, EREA Youth+. He/she has delegated responsibility to develop and maintain learning and social inclusion responses of the campus. This includes:

1. Planning, preparation and delivery of effective learning and teaching programs for young people in both middle phases of secondary education including project based learning and engagement activities.
2. Contributing to the development and implementation of the FLC's objectives and planning.
3. Contributing to the establishment and maintenance of a supportive school environment.
4. Delivery of VET certificate courses desirable.

Qualifications:

- Teacher registration with the Teacher Registration Board of South Australia
- Working with Children clearance (DCSI clearance) and Catholic Clearance Letter.

Desirable:

- Certificate IV in TAE
- At least 5 years' experience as a teacher.
- Special Education qualifications would be highly recognised
- *Expertise in Middle years Science, Technology, Engineering, the Arts and Mathematics (STEAM*)

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.
- Demonstrated capacity to work effectively as a member of a multidisciplinary team, to work collaboratively and establish and maintain professional relationships with all stakeholders.
- Experience in working with young people who have been disenfranchised from mainstream education.
- Special Education qualifications would be highly desirable.

Duties and Responsibilities:

Typical duties and responsibilities include but are not restricted to:

1. **Develop and implement engaging curriculum which support the individual learning plans of each young person**
   - In collaboration with teachers and youth workers - plan and implement an educational program which engages young people and offers a range of learning choices including:
     - Inquiry/project- based learning programs;
     - accredited learning opportunities e.g. SACE, VET subjects and vocational accreditation;

- the support of literacy and numeracy development;
- embed indigenous cultural perspectives within learning programs, and
- develop individual education plans in collaboration with young people and youth workers.

2. **Participates in program provision to ensure wellbeing in an inclusive learning environment**
   - Collaborate with the team to support a socially inclusive program that responds to the physical, intellectual, social, spiritual and cultural needs of young people;
   - Participate 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;
   - Provide relevant learning adjustments as aligned to NCCD to meet student needs; and
   - Build connections with families to support learning outcomes for each young person.

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

4. **Administrative Responsibilities**
   - Maintain appropriate records and prepares reports as required;
   - Maintain records on the database;
   - Support the development of wellbeing and learning plans; and
   - Participates in YP cross agency meetings as required.

5. **Other identified duties specific to the role in this Flexible Learning Centre**
   - Carry out duties and tasks that may be reasonably assigned by the Head of Campus / Network Principal from time to time.

Selection Criteria:

1. Demonstrated high levels of ability in developing and implementing a range of flexible curriculum which meet the diverse characteristics, needs and learning styles of young people disenfranchised from education and social connectedness. Provide an example of experience and knowledge of one or more of the following specialist curriculum areas:
   - Australian Core Skills Framework.
   - Project based learning experience.
   - Special Education background.
   - Expertise in Vocational Education and Training /Vocational Pathways; and/or
   - Expertise in Middle years Science, Technology, Engineering, the Arts and Mathematics (STEAM).

2. 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.

3. Experience with working with disenfranchised young people.

Desirable:
- Experience in a Special Education role.
- STEM teaching.
- Adventure Based learning.

Foundation Statement:

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 in 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 Job Description for a Teacher. I further understand that I am responsible for the satisfactory execution of the essential functions described therein.

Signature: …… Date:……