

Job Description Head of Curriculum

Role Title	Head of Curriculum (Associate Head of Campus)
Flexible Learning Centre	Northern Flexible Learning School
Network	Oscar Romero Flexible Schools Network
Location	Elizabeth and Daveron Park SA
Report	Head of Campus/Network Principal
Band/Wage Scale	In alignment with the South Australian Catholic Schools Enterprise Agreement 2017.

Aboriginal and Torres Strait Islander people are encouraged to apply.

Background:

Northern Flexible Learning School is an initiative of Edmund Rice Education Australia. EREA 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 Edmund Rice Flexi Schools Network (EREAFSN) services respond with a variety of flexible and innovative social inclusion and learning experiences.

EREA FLCs 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. 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.erea.edu.au - Publications for further information

Northern Flexible Learning School began operating as an outreach program in 2019. It is currently seeking registration as a specialist assistance school for 2021. Northern Flexible Learning School offers a variety of educational pathways for disenfranchised young people included SACE, VET Certificate Courses, and Australian Curriculum outcomes through project-based learning. There is a strong focus on literacy and numeracy skills in an integrated learning framework and wellbeing. Engagement activities including outdoor education, sport, art and music, are among the offerings.

Primary Role:

The Head of Curriculum reports to the Head of Campus and Network Principal. He/she has delegated responsibility to enhance, develop and maintain the education, wellbeing and social inclusion responses for Young People enrolled at Northern FLS. He/she provides leadership to the staff and the Young People, working collaboratively with the Head of Campus, Network Principal, Network Deputy and Network Support Team. The Head of Curriculum will have the primary responsibility in their role for:

1. Innovative curriculum development.
2. Student Learning outcomes.
3. Supporting 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, and National Disability Insurance Scheme.
4. Building capacity of staff with respect to understanding the diversity within the classroom and designing learning experiences that cater for individuals with specific needs.
5. Ensuring 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, behaviorally and/or socially).
6. Ensuring that there is 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. Administration processes.

Other responsibilities will be negotiated at the time of appointment with the Head of Campus and Network Principal.

Qualifications and Experience:

- A minimum of 5 years' experience in the education profession is essential.
- Previous experience at curriculum leadership level is desirable.
- Tertiary qualifications in education.
- Post-graduate qualifications highly desirable.
- Experience in working with young people disenfranchised for mainstream education.
- The Head of Curriculum is required to demonstrate leadership, involving self-directed application of knowledge, curriculum innovation with substantial depth in developing teaching and learning as well as leading data informed practice improvement in an educational setting.

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+ Historical Foundation Document and FLC Occasional Papers (available on the website) www.ereafsn.edu.au

Duties and Responsibilities:

The Head of Curriculum reports to the Head of Campus. Typical duties and responsibilities include but are not restricted to the following:

1. Provide support and leadership to the development of educational programs for Young People:

- Support staff in the development, delivery and innovation of the holistic curriculum to support positive educational and wellbeing outcomes for our young people;
- In collaboration with the team ensure each Young Person has a current Personal Plan for Learning

(PPL/IEP) through which his/her engagement, educational and transition program is negotiated;

- Work collaboratively with the team to ensure program provision is culturally appropriate;
- Work collaboratively with the team to ensure the educational program offers each Young Person appropriate accredited and non-accredited learning opportunities to meet individual needs that supports their learning pathway and general capability development.
- Support staff in the development and delivery of engaging programs with appropriate differentiation to meet the needs of Young People.

2. Develop and coordinate appropriate educational measurement and reporting procedures:

- In collaboration with the Network Deputy/ Head of Policy and School Improvement, develop appropriate testing, measurement, analysis and reporting of student educational outcomes using programs and standardised tools;
- Work collaboratively with the school, Network Deputy and Network team to use the relevant data to measure the effectiveness of the teaching and learning programs that support the engagement and connection of Young People to learning.

3. Participate in, and lead program provision to enhance our EREA Flexi practice in an inclusive learning environment:

- Ensure, in collaboration with the Head of Campus, that the school works within our practice framework of “Common Ground” and “Operation by Principle” (Respect, Safe and Legal, Honesty and Participation). This includes modelling and supporting practices within this framework, ensuring common ground operation with Young People is consistently and genuinely applied.
- Develop and support processes and practices which empower the genuine voice of Young People in the operation of the school;
- In collaboration with the team, support Young People in their transition into the school;
- In collaboration with the team, support Young People in developing pathways to transition to the next phase of life/learning/employment;
- In collaboration 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 and lead the daily routines and activities of the FLC e.g. morning meetings, lunch, electives, outings and camps; and
- In collaboration with staff, support and develop cultural links, community and family connections, to assist the engagement and connection of young people to learning and the wider community.

4. 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 as required;
- Use of appropriate educational assessments;
- Review and refine student 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;
- Support teaching staff to develop IEPs in collaboration with young people, families and youth workers; and
- Collect and input all relevant NCCD data, in collaboration with the Network Deputy, for validation by the Network Principal.

5. 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;
- Assist individual staff on site to develop curriculum that is appropriate and achieves measurable outcomes for individual young people with high learning needs- including engagement with Australian Curriculum, SACE and VET courses that are suitable for these young people;
- Design and implement intensive programs for individual young people identified by staff on site as needing a more systematic learning plan; and
- Maintain an up-to-date knowledge of legislation, Catholic Education Office (SA) Policy and current best practice in Special Needs Education and NCCD.

6. Team participation/multidisciplinary practice:

- In collaboration with the Head of Campus, develop and lead a culture of professional support and renewal for staff;
- Support colleagues in their professional development through informal and formal processes; and
- Lead regular whole team reflective practice sessions including daily staff debrief.
- In collaboration with relevant community organisations and staff, facilitate the inclusion of Indigenous perspectives within learning programs.

7. Professional Development:

- Participate in regular professional supervision;
- Participate in performance review and support processes within ORFSN;
- Participate in professional development activities relevant to both the FLC program and his/her own personal and professional growth;
- Provide professional learning opportunities for colleagues using strategies such as, professional learning communities, team teaching, mentoring and coaching; and
- In collaboration with the Site and or Network Leadership Team, coordinate/support staff attendance/participation in professional learning and formation, which is aligned to the site's Strategic Plan, EREA Flexi practice, EREA strategic directions, teaching and learning, and wellbeing.

8. Ensures child safety procedures are established and implemented according to policy in consultation with the Head of Campus and Network Principal:

- Assist staff to work with practice, policy and procedures relating to child protection;
- Submit child protection notifications as required, through the EREA process; and
- Provide a support service to staff and Young People dealing with issues of child protection.

9. Administrative Leadership:

- Maintain appropriate records and prepare reports as required;
- Develop and oversee processes for effective administration of the FLC including:
 - student database operation for attendance, academic and wellbeing outcomes;
 - timetabling and reporting; and

- data capture for reporting to various educational and Government authorities.
- Work in collaboration with the Head of Campus to:
 - administer enrolment procedures in accordance with the Enrolment Policy;
 - engage parents, carers and the community, keeping them involved and informed; and
 - participate in selection and recruitment processes for staff.
- Act for the Head of Campus when he/she is away from the Campus.

10. 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 and/or Network Principal from time to time.

Application Process:

Applications for this position close on 25 October 2020. To apply for this role, please provide the following documents and address the Selection Criteria below in no more than 1500 words:

- A cover letter outlining your experience in working with young people with high and complex needs, programs and activities used to support educational and wellbeing outcomes, and strategies to improve engagement of young people.
- Included in your cover letter, a declaration that you are a suitable person for Child Related employment.
- A curriculum vitae outlining relevant work history, including contact details of at least two referees, relevant to the position.

Applications for this position can be submitted through the following link:

<https://applynow.net.au/jobs/128038>

Edmund Rice Education Australia (EREA) is committed to ensuring the safety, wellbeing and dignity of all children and young people.

All applicants will be subject to EREA and legislative screening procedures. These checks are consistent with EREA's commitment to child protection policies and procedures.

Selection Criteria:

Selection Criteria 1

High level of proven educational leadership in the planning, development and evaluation processes that focus on engaging accredited and non-accredited learning including SACE, VET, & alternative pathways for students at risk of disconnection or disconnected from education.

Selection Criteria 2

Proven highly developed collaboration, relational & communication skills, which facilitate a school-wide development of engaging and innovated curriculum and accountability with a focus on educational and wellbeing outcomes for disenfranchised young people.

Selection Criteria 3

Proven ability to deliver professional learning opportunities to staff, that promote shared understandings of flexible learning, innovative curriculum and pedagogic classroom practices that are relevant to disenfranchised young people.

Selection Criteria 4

Experience in implementing school-wide data informed practice and school improvement processes.

Selection Criteria 5

Demonstrated understanding or ability to acquire an understanding of the Touchstones of Edmund Rice Education Australia as expressed in the Charter. See <http://www.erea.edu.au/about-us/the-charter>

Foundation Statement:

EREA FSN 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.

Job Description Acceptance:

I, (print name): have received, reviewed and fully understand the Job Description for Head of Curriculum. I further understand that I am responsible for the satisfactory execution of the essential functions described therein.

Signature: Date: