EDMUND RICE EDUCATION AUSTRALIA

GERALDTON
Flexible Learning Centre
A Catholic School in the Edmund Rice Tradition
A Member of the EREA Oscar Romero Flexi Schools Network

15 Bayly Street, Geraldton WA 6530
[W] www.ereafsn.edu.au
ABN 96 372 268 340
PH: 08 9965 2264

Job Description
Teacher

Flexible Learning Centre	Geraldton Flexible Learning Centre
Network	EREA Oscar Romero Flexi Schools Network
Location	Geraldton – Western Australia
Classification	Teacher
Salary and Award	In accordance with *The Roman Catholic Archbishop of Perth Teachers Enterprise Bargaining Agreement 2015; Salary Schedules July 2020*
Report	Head of Campus/Network Principal
Term	12 Month Contract with the possibility of extension

Background:

EREA Flexi Schools 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.

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 Statement and FLC, Occasional Papers (available on the website)
See www.ereafsn.edu.au - Publications for further information.

Primary Role:

The Teacher reports to the Head of Campus and is responsible to the Network Principal, EREA Oscar Romero Flexi Schools Network. 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 and senior 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 programs for development of literacy and numeracy.
5. Delivery of VET certificate courses, highly desirable.

Qualifications:

- Teacher Registration with the Teacher Registration Board of Western Australia.
- At least 3 years' experience as a teacher.
- A positive Western Australian Working with Children Clearance Notice.
- Teachers from a primary/secondary school background.
- Current unrestricted Driver's Licence.

Desirable:

- TAE Qualification.
- Experience in working with Disenfranchised Young People.
- Special Education Qualifications – highly desirable.

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.

Duties and Responsibilities:

Typical duties and responsibilities include but are not restricted to:

1. **Develop and implement engaging learning programs 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 opportunities including:
     - inquiry/project-based learning programs;
     - accredited learning opportunities e.g. WACE and VET subjects;
     - support growth in literacy and numeracy development;
     - embed indigenous cultural perspectives within learning programs;
     - provided differentiated learning programs aligned to NCCD Individual Learning plans; and
     - Develop individual learning plans in collaboration with young people and youth workers.

2. **Access external support networks**
   - Support young people to access support services e.g. counselling, health support, community activities.
   - Work collaboratively with the team to support/develop cultural links, community and family connections which support the engagement and connection of young people to both the FLC and the wider community.

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.
   - Provide relevant learning adjustments as aligned to NCCD to meet student needs.
   - Build connections with families to support learning outcomes for each young person.

4. **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 Flexi Policies and Procedures.
   - Participate in professional development that is relevant to the work of the FLC.

5. **Administrative Responsibilities**
   - Maintains appropriate records and prepares reports as required.
   - Maintains records on the database.

- Support the development of personal learning plans.
- Participates in YP cross agency meetings as required.
- Follow up on non-attendance in a supportive environment.

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

Application Process:

To apply for this role, please provide the following documents:

- Cover letter outlining your vision for learning in the context of disenfranchised young people and provide examples of how you currently deliver engaging educational programs to students.
- To be 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.

Please Note: *Edmund Rice Education Australia 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.*

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

Signature: …… Date: ……