

Job Description

Associate Head of Campus - Teaching and Learning

Role Title	Associate Head of Campus - Teaching and Learning
Flexible Learning Centre	EREA Edmund Rice Flexi School
Network	EREA Oscar Romero Flexi Schools Network
Location	Elizabeth & Davoren Park - SA
Report	Head of Campus/Network Principal or Delegate
Classification	Teacher classification + POR 4
Band/Wage Scale	In alignment with the <i>South Australian Catholic Schools Enterprise Agreement 2017</i> .
Employment Status	Full-time Teaching (Ongoing) POR 4 years (Fixed Term)
Probation	6-month probation with a review at 3 months

Aboriginal and Torres Strait Islander people are encouraged to apply.

Background:

Edmund Rice Flexi School is an initiative of Edmund Rice Education Australia and is part of the Oscar Romero Flexi Schools Network offering 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 FLC services respond with a variety of flexible and innovative social inclusion and learning experiences. Young people who attend include indigenous and non-indigenous young people who are disengaged from mainstream education for a range of reasons.

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 EREAFSN Historic Youth+ Foundation Statement and FLC, Occasional Papers (available on the website)

See www.ereafsn.edu.au - Publications for further information.

Child Safeguarding:

EREA is a child safe and child-centred organisation, committed to the protection of children and has zero-tolerance of any abuse of children. It is our commitment to ensure that each and every child and young person under our care is kept safe and free from all forms of harm and abuse. EREA is committed to ensuring the safety, wellbeing and dignity of all children and young people. Our physical and cultural environment promotes children and young people's feelings of inclusion, participation and empowerment. You are required, as a condition of employment at EREA, to comply with our Child Safeguarding Program, including our Child Safeguarding policies and procedures, the EREA Code of Conduct, your legal obligations with respect to the reporting of child safety incidents or concerns, and in maintaining a valid and current Working

with Children Card. It is your responsibility to be aware of key indicators of child abuse and other harm, to be observant, and to raise any and all child safety incidents or concerns with your Head of Campus and with external agencies where required.

Primary Role:

The Associate Head of Campus 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 ERFS. He/she provides leadership to the staff and the Young People, working collaboratively with the Head of Campus, Network Principal, and Network Support Team. The Associate Head of Campus 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 maximises their outcomes (academically, behaviourally 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. In Collaboration with the HOC support Student Enrolments and Administration processes.

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

Education, Training & Experience:

- A minimum of 5 years' experience in the education profession is essential.
- Previous experience at curriculum leadership level is essential.
- Registration with the Teacher Registration Board of the South Australia.
- Tertiary qualifications in education.
- Post-graduate qualifications highly desirable.
- Experience in working with young people disenfranchised for mainstream education.
- The Associate Head of Campus – Teaching and Learning 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.
- A Working with Children Check - DSH.
- Current Driver's Licence – light rigid – **highly desirable**.

Duties and Responsibilities:

The Associate Head of Campus 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 personal plans for learning (PPL) 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 PPL/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 PPL/IEPs in collaboration with young people, families and youth workers; and
- Collect and input all relevant NCCD data, in collaboration with the HoC and Network Deputy, for validation by the Network Principal.
- Provision of professional support to teachers and youth workers:
- 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.
- Maintain an up-to-date knowledge of legislation, EREA and Catholic Education Office (SA) Policy, and current best practice in Inclusive Education and NCCD.

5. 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.

6. 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.

7. 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 ORFSN and EREA process.
- Provide a support service to staff and Young People dealing with issues of child protection.

8. 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,
 - 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,
 - participate in selection and recruitment processes for staff.

9. 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.
- Act for the Head of Campus when he/she is away from the Campus.

10. Health, Safety & Quality:

- You are required to Undertake all duties in accordance with Oscar Romero Flexi Schools Network Quality Management System, policies and procedures and as outlined below;
 - Participating in Oscar Romero Flexi Schools Network Quality Management System and commitment to processes of continuous improvement activities, including auditing, surveys and needs analysis.
 - Maintaining a safe work environment in accordance with Oscar Romero Flexi Schools Network Work Health and Safety Policies and Procedures.
 - Assisting in the on-going maintenance of a safe workplace through involvement in the implementation of safe systems of work in accordance with Oscar Romero Flexi Schools Network Work Health and Safety Policies and Procedures.
 - Participating in mandatory Health and Safety training sessions.
 - Identifying and reporting hazards in the workplace.

Carry out duties that from time to time, may be assigned by the Head of Campus and/or Network Principal.

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.

Job Description Acceptance

I, (print name): have received, reviewed and fully understand the Job Description for an Associate Head of Campus - Teaching and Learning. I further understand that I am responsible for the satisfactory execution of the essential functions described herein.

Signature: Date: / /