

POSITION DESCRIPTION
EREA Flexible Schools Ltd
Teacher
(Burdekin Education Program)

POSITION DETAILS	
Position title:	Teacher
Reports to (position title):	Area Principal through HoC
Organisation:	EREA Flexible Schools Ltd
FTE:	Continuing, full-time
Commencing:	As soon as can be negotiated
Location:	Burdekin Education Program
Approved:	March 2024

1.0 Vision

Founded in values espoused in the Gospel, Edmund Rice Education Australia (EREA) seeks to transform the hearts and minds of young Australians through education to build a more just and inclusive local and global community through presence, compassion, and liberation. According to *The Charter for Catholic Schools in the Edmund Rice Tradition*, EREA offers a *Liberating Education*, based on a *Gospel Spirituality*, within an *Inclusive Community* committed to *Justice and Solidarity*.

2.0 Context

EREA Flexible Schools Ltd is a company limited by guarantee established by the Member (EREA Ltd) to lead Flexible Schools and Special Schools in all states and territories except Victoria. EREA Flexible Schools Ltd is responsible for the strategic direction, financial management and legal obligations of each school.

EREA Flexible Schools Ltd currently educates over 2,000 young people in 21 Flexible Schools (12 based in Queensland and 9 other schools across Australia) and two Special Education Services Schools in Sydney. Flexi schools serve young people who experience complex educational, social or psychological situations which demand unique responses. They enable young people to engage in education in a supported learning environment through a methodology based on trauma informed practice, to co-create a *Common Ground* using *Operation by Principles*, in which the principles of Honesty, Respect, Participation, Safe & Legal are embedded.

Young people who attend may be detached 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.
- Those with a generational history of unemployment.

Please see www.ereafsn.edu.au for further information.

3.0 Position Purpose

The primary purpose of the Teacher position is:

- Planning, preparation and delivery of effective learning and teaching programs for young people with learning difficulties and learning gaps.
- Contributing to the development and implementation of the school's objectives and planning.
- Contributing to the establishment and maintenance of a supportive school environment.
- Contributing to the accountability processes including, reporting, individual personal learning plans and requirements for NCCD.
- Working in a multi-disciplinary, inter-disciplinary learning team.
- Driving daily school bus runs

4.0 Key Responsibilities and Accountabilities

Typical duties and responsibilities include, but are not restricted to:

1. Develop and implement learning choices (curriculum) which support the individual learning plans of each young person.
2. Participates in programme provision to ensure wellbeing in an inclusive learning environment.
3. Team participation/multidisciplinary practice
 - a. Participate in professional supervision.
 - b. Support regular team reflective practice sessions including daily staff debrief.
 - c. Operate within the context of EREAFSL Policies and Procedures
 - d. Participate in professional development.

4. Administrative Responsibilities – Maintain accurate and appropriate records and reports as required
5. Perform other duties within the accountability and level of the role as they emerge and as requested by the Head of Campus. These additional duties will, in general, be mutually agreed by all parties.

5.0 Key Attributes and Experience

- Understanding of and commitment to the values of a Catholic educational system of schools in the Edmund Rice tradition.
- Queensland College of Teacher Registration
- Relevant qualifications and skills
- Demonstrated high levels of ability in developing and implementing a range of learning choices which meet the diverse characteristics, needs and learning styles of young people
- Demonstrated ability differentiating curriculum (ACARA, QCAA, VET) to meet the needs of young people
- Demonstrated success in building relationships with young people at risk
- Highly developed interpersonal skills in the context of relating to work colleagues, young people and parents in a cross-cultural environment
- Commitment to participate in critical reflection around working together under Four Principles of operation: respect, safe and legal, honesty and participation. (The principles establish a “common ground” among staff, young people and families, where the means to resolve conflict, negotiate learning, recognise rights, responsibilities and consequences are modelled and explored, both within the group and individual).

EREA EXPECTATIONS

A commitment to the Catholic ethos in the Edmund Rice tradition.

Staff are required to read, understand and comply with all EREA policies, procedures and reasonable direction, while demonstrating professional workplace behaviour in accordance with the EREA Code of Conduct.

A valid Working with Children Card is an essential condition of employment.

CHILD SAFEGUARDING RESPONSIBILITIES

EREA is a child safe and child-centred organisation, committed to the protection of children, young people and enrolled adults (students). EREA has zero-tolerance of any abuse.

It is our commitment to ensure that each and every student is kept safe and free from all forms of harm and abuse.

EREA is committed to ensuring the safety, wellbeing and dignity of all students. Our physical and cultural environment promotes inclusion, participation and empowerment.

You are required, as a condition of employment, to comply with our Safeguarding Program, including our Safeguarding policies and procedures, the Code of Conduct/s, 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 or student abuse and other harm, to be observant, and to report any and all child safety incidents or concerns.

AGREEMENT

The requirements of this position description are intended to describe the general nature and responsibility of work in this position. These statements are not to be construed as an exhaustive list of all duties, tasks and skills required of the position. This position description should be read in conjunction with the employee's contract of employment. Employees will also be required to follow any other position-related instructions and EREA policies, and to perform other position-related duties required to support EREA's compliance with its legislative obligations. Through consultation with the employee, EREA may vary the responsibilities of the position temporarily as required, but within the skills and responsibility levels appropriate to the position.