

POSITION DESCRIPTION

Teacher (Ipswich Flexible School)

POSITION DETAILS	
Position title:	Teacher
Reports to (position title):	Area Principal through HoC
Organisation:	EREA Flexible Schools Ltd
FTE:	Continuing, Full-Time
Location:	Ipswich Flexible School
Applications Close:	TBC
Approved:	January 2024

1.0 Vision

Edmund Rice Education Australia (EREA) Flexible Schools Ltd educates over 2,200 young people in 22 Flexible Learning Schools (12 based in Queensland and 10 other schools across Australia) and serves 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, in which the principles of operation (Honesty, Respect, Participation, Safe & Legal) are embedded.

As a part of the broader EREA family, the organisation is shaped by the four touchstones of the EREA Charter: Gospel Spirituality, Inclusive Community, Liberating Education, and Justice and Solidarity.

2.0 Context

EREA Flexible Schools offer a full-time and multiyear secondary education and social inclusion program for disenfranchised young people. Young people may express a broad range of complex education and social needs. EREA Flexible Schools respond with a variety of flexible and innovative social inclusion and learning experiences. EREA FS provides 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 may be 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;
- Those with a generational history of unemployment

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

3.0 Position Purpose

Staff are expected to work within the framework of common ground and demonstrate the ability to work under the four principles of operation: Respect, Honesty, Participation and Safe and Legal.

- Planning, preparation and delivery of effective learning and teaching programs for young people with learning difficulties and learning gaps. Young people who are working at a upper primary, middle and senior phases of secondary education.
- Contributing to the development and implementation of the FLC'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.
- Work in a multi-disciplinary, inter-disciplinary learning team.

4.0 Key Responsibilities and Accountabilities

1. Develop and implement learning choices (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. VET subjects.
- The support of literacy and numeracy development.
- Embed indigenous cultural perspectives within learning programs.
- Develop individual learning plans in collaboration with young people and youth worker.

2. 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, wellbeing check-in, outings, camps.
- Offer electives to support engagement.
- Follow up on non-attendance in a supportive environment.

- Build connections with families to support learning outcomes for each young person.
- Develop working agreements in collaboration with other staff and young people
- Provide transport to and from school in a school vehicle (bus) for young people

3. Team participation/multidisciplinary practice

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

4. Administrative Responsibilities

- Maintains accurate and appropriate records and reports as required.
- Support the development of personal learning plans.
- Maintain and follow the requirement for NCCD.
- Operate within the context of Edmund Rice Education Australia's Corporate Policies and Procedures.

5. 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 Area Principal from time to time.
- Applicant is required to obtain and maintain their Vocation Education qualification – TAE.

5.0 Key Attributes and Experience

Essential:

- Bachelor of Education or similar and registration with the Queensland College of Teachers.
- Demonstrated ability in developing and implementing a range of learning choices which meet the diverse needs and learning styles of young people supporting positive educational and social outcomes.
- 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 young people at risk.
- Proven ability to work autonomously and in an integrated manner as a member of a multi-disciplinary team.
- Commitment to participate in critical reflection around working together under four principles of operation: Respect, Safe and Legal, Honesty and Participation as a means to resolve conflict, negotiate learning, recognize rights, responsibilities and consequences.
- Demonstrated knowledge and experience of working within QCAA/QCEC/EREA requirements, accountabilities and processes.
- Current Queensland Driver's Licence.

Desirable:

- Experience in teaching and planning using the Australian Curriculum in Primary School or Secondary School settings.
- Certificate IV in Training & Assessment (TAE40116 CERTIFICATE).
- Experience in teaching QCAA applied or short courses in senior years
- Experience in Outdoor Education
- Experience in Special Assistance Schools, Flexi School or working in a Trauma Informed way
- Experience embedding First Nations into curriculum



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.

