

**POSITION DESCRIPTION**  
**Education Support Officer**  
**(Townsville Flexible Learning Centre – Bowen Campus)**

POSITION DETAILS	
<b>Position title:</b>	Education Support Officer
<b>Reports to (position title):</b>	Head of Campus
<b>Organisation:</b>	EREA Flexible Schools Ltd.
<b>FTE:</b>	Part time
<b>Location:</b>	Rockhampton Flexible Learning Centre
<b>Approved:</b>	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 Learning 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.

### **3.0 Position Purpose**

The Education Support Officer (ESO) reports to the Head of Campus, Townsville Flexible Learning Centre. Their responsibility is to support a teacher in the development and delivery of targeted, intensive literacy and numeracy programs. The ESO will work one-on-one and in small group support. They will develop Personal Learning Plans and collect data (particularly ACSF and NCCD adjustments). They will undertake administrative duties such as the preparation of resources, wellbeing support and follow-up. The ESO provides educational and wellbeing support to the young people of the campus including engagement and program activities. They work collaboratively and are supported by Teachers, Youth/Social Workers, the Program Coordinator, the Inclusive Education Co-ordinator, AHOCs and the Principal.

### **4.0 Key Responsibilities and Accountabilities**

The Education Support Officer duties include but are not limited to:

- 1. Participate in program provision to ensure wellbeing in an inclusive learning environment**
  - Collaborate 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 the daily routines and activities of the FLC e.g., morning meetings, lunch, electives, outings.
- 2. Team participation/multidisciplinary practice**
  - Participate in professional activities, learning and practices
  - Participate in regular whole team reflective practice sessions including daily staff debrief.
- 3. Support child protection procedures according to policy**

In consultation with the Head of Campus

  - Provide a support service to young people dealing with issues of child protection;
  - Provide a referral point for young people to appropriate support services as indicated.
- 4. Administrative Responsibilities**
  - Maintain appropriate records and prepare reports as required;
  - Maintain Young People records on the database;
  - Contribute to Personal Learning Plans and educational adjustments in consultation with Young People and their parents/carers

**5. Lead and support professional practice which is culturally appropriate**

- Work collaboratively with the team to ensure program provision is culturally appropriate;
- Sourcing and provision of activities which support cultural links and community engagement;
- Work collaboratively with the team to develop community and family connections which support the engagement and connection of young people to learning and the wider community.

**6. Other identified duties specific to the role in this Flexible School**

- Perform other duties within the accountability and level of the role as they emerge and as requested by the Principal. 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.
- Able to demonstrate the high-level communication, collaboration and interpersonal skills necessary to be successful in a complex and layered organisational structure.
- Appropriate qualifications and/ or relevant professional experience.
- Ability to diagnose problems, foresee potential issues and devise appropriate responses.
- Ability to lead, work in, and collaborate across teams with integrity and humility.
- Ability to develop and implement a range of appropriate strategies to support young people with their learning;
- Demonstrated capacity to work effectively as a member of a multidisciplinary team;
- Demonstrated ability to work collaboratively and establish and maintain professional relationships with all stakeholders;
- Demonstrated experience in delivering one-on-one and small group targeted middle- school literacy and numeracy programmes is essential;
- An understanding of Personal Learning Plans and data collection (particularly ACSF and NCCD adjustments) is desirable.

#### **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.