

POSITION DESCRIPTION

Education Assistant – Special Needs

POSITION DETAILS	
Position title:	Education Assistant – Special Needs
Reports to (position title):	Principal or their Delegate
Organisation:	EREA Flexible Schools Ltd
FTE:	Continuing, Full Time
Commencement:	TBC January 2025
Location:	Geraldton Flexible School
Approved:	November 2024

1.0 Vision

Edmund Rice Education Australia (EREA) Flexible Schools Ltd educates over 2,200 young people in 22 Flexible Learning 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.

EREA Flexible Schools Ltd is a new organisation, having formally come into effect on 1 January 2023.

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

The Education Assistant – Special Needs (EA) reports to the Principal or to their delegation and has responsibility to support and maintain learning and social inclusion responses of the site. This includes but not limited to:

- Assist Teachers with the delivery of effective learning and teaching programs for young people in both middle and senior phases of secondary education.
- Contributing to the development and implementation of the FLC's objectives and planning.
- Support a teacher in the delivery of targeted, intensive literacy and numeracy programs.
- Work one-on-one and in small groups with Young People to support their learning.
- Contribute to the Individual Education Plan (IEP) by collecting evidence (particularly for NCCD adjustments).
- Undertake administrative duties such as the preparation of resources for the Young People and as required by the classroom teacher.

- Provide educational and wellbeing support to the young people of the campus including engagement programs, camps and electives
- Support staff in providing resources for activities/programs for young people.
- Work collaboratively and are supported by Teachers, Youth Workers, and the leadership team to provide a safe, conducive work environment.
- Operate within the context of ERAFSN Policies and Procedures.

4.0 Skills Knowledge & Experience

- Ability to 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, establish and maintain professional relationships with all stakeholders.
- Demonstrated experience in delivering one-on-one and small group targeted literacy and numeracy is essential.
- Demonstrated ability to create and develop learning resources.
- An understanding of Individual Education Plans (IEP) and data collection (particularly NCCD adjustments) is desirable.

5.0 Flexi Practice and Safeguarding

- Aligning with the Charter for Catholic Schools in the Edmund Rice Tradition.
- Supporting the Principal in promoting a child safe culture and environment in accordance with the requirements of the Children Youth and Families Act 2005, the Child Wellbeing and Safety Act 2005, the Working with Children Act 2005 and the EREA Child Safeguarding Standards Framework.
- demonstrating a strong commitment to child safety by modelling and reinforcing attitudes and behaviours that value and respect young people.
- Using the practices of Operation by Principles (Respect, Participation, Honesty, and Safe and Legal) and the Common Ground philosophy as articulated in the Foundation Statement.

6.0 Key Responsibilities and Accountabilities

- a. 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 FLS e.g. morning meetings, lunch, electives, activities, outings, camps and On Country Learning.
 - Encourage Young People's voice and foster confidence and resilience in their learning.

b. Team participation/multidisciplinary practice

- Participate in professional activities, learning and practices.
- Participate in regular whole team reflective practice sessions including daily staff check-ins and debrief.
- Hold a current open driver's license and willingness to drive school buses.

c. Administrative Responsibilities

- Maintain appropriate records as required.
- Maintain Young People records on TASS.
- Contribute to Individual Education Plans and educational adjustments in consultation with the classroom teacher, youth worker, young people and their parents/carers.

d. 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.

7.0 Other identified duties specific to the role

- All staff are expected to implement self-care strategies and access organisational staff support whenever needed.
- Carry out other duties and tasks assigned by the Principal.

8.0 Key Attributes and Experience

- A minimum of 3-5 years' experience with disenfranchised youth, in an education setting – **highly desirable**
- WA Working with Children Card – **essential**
- A current unrestricted driver's license and willingness to drive a bus – **essential**
- Knowledge of the causes of educational disengagement and barriers young people face
- Experience in supporting young people in literacy and numeracy programs.
- Ability to role model and provide a positive influence for all young people.
- Capacity to establish and maintain effective interpersonal relationships to work effectively and collaboratively as a member of a multidisciplinary team as a team member to achieve positive outcomes.
- Willingness to undertake professional development and to pursue continuous improvement.
- Organised and able to work independently to achieve the goals of the role.
- Capacity to work within timelines and to complete assigned tasks within set timeframe.
- Demonstrated capacity to work effectively in a challenging and unpredictable environment.

- Proficiency in computing software (especially Microsoft Word, Outlook) and the ability to develop resources for Young People and as required by Teaching Team.
- Ability to be flexible and respond to current needs as they occur.
- Establish and maintain professional relationships with all stakeholders.
- Ability to maintain organisational confidentiality.

9.0 Application Process

To apply for this role please provide the following:

- One page cover letter addressing the criteria.
- Current resume outlining previous experience, relevant qualifications.

Shortlisted applicants will be notified by phone or email.

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.