

POSITION DESCRIPTION
Head of Campus - Davoren Park
Senior Campus - Years 10-12

POSITION DETAILS	
Position title:	Head of Campus
Reports to (position title):	Area Principal
Organisation:	EREA Flexible Schools Ltd
FTE:	Fixed-Term, Full-Time (5+5)
Location:	Davoren Park
Approved:	December 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.

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 Flexible Schools 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

Each Flexi School has a Head of Campus who has delegated responsibility from the Area Principal for the day-to-day management and leadership of the Flexi School campus. The Head of Campus provides leadership and supervision to staff and the young people of the community, working collaboratively with the Area Principal, Regional Team members and other EREAFSL personnel as required.

4.0 Key Responsibilities and Accountabilities

4.1 Identity Leadership

- leading the Flexi School in a way consistent with the Charter for Catholic Schools in the Edmund Rice Tradition.
- ensuring that the relevance and expression of Edmund Rice values and charism is evident to all staff in the daily operational and all strategic practices of the Flexi School.
- supporting the Area Principal and Regional Support Team 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.
- modelling one's own commitment to spiritual life and self-care, as expressed through spiritual development, personal formation, and professional development.
- maintaining a personal self-care plan.

4.2 Education Leadership

- collaborating with the Area Principal, Regional Team and staff to ensure an inclusive learning plan that responds to the physical, intellectual, social, spiritual and cultural needs of young people and meets state/territory & federal government requirements.
- fidelity to the Principles of EREA Flexible Schools practices, as outlined in the Flexi Schools Foundation document.
- working collaboratively with staff to compile and maintain the timetable for young people and staff.
- ensuring a safe, diverse and inclusive place of learning for all young people with particular attention given to those with specific learning needs.
- working collaboratively with the staff and Regional and National teams to ensure that the program provision is culturally appropriate.
- ensuring that the Flexi School offers all young people appropriate accredited and non-accredited learning opportunities to meet the individual needs of each young person.
- Provide leadership and oversight of National and State based Curriculum delivery to young people.
- Ensure that all staff are aware and discharge their obligations towards students with disability under the Disability Discrimination Act 1992 (the DDA) and the Disability Standards for Education 2005 (the Standards), ensuring that students with disability have the same access to education and training on the same basis as their peers.
- ensuring that each young person has a current Individual Flexible Learning Plan (IFLP) through which their engagement and educational program is negotiated.
- ensuring that an effective and appropriate transition programs (into and from the Flexi school) is provided for young people.

4.3 Relational Leadership (Young People)

- ensuring that the Flexi School operates according to the Operation by Principles (Respect, Participation, Honesty, and Safe and Legal) and the Common Ground philosophy as articulated in the Foundation Statement.
- ensuring that the Flexi School responds to the pastoral and wellbeing needs of each young person, ensuring that all child safety matters are addressed in compliance with the EREAFSL Child Safeguarding Standards and within the requirements of the SA Children and Young People

(Safety) Act 2017, and when required support the Area Principal in submitting a report to EREAFSL as per the EREAFSL Flexi Incident Notification and Management Framework.

- ensuring the safety of children by establishing and implementing child safeguarding preventative procedures according to annually reviewed, locally developed, contextually appropriate policies that are consistent with EREAFSL and the of the SA Children and Young People (Safety) Act 2017.
- ensuring that the voice of young people informs the day to day running of a Flexi School.
- providing opportunities for students to participate in decision making processes that affect their safety and wellbeing.
- ensuring that student safety and wellbeing are a priority consideration when managing the behaviour of young people.
- maintaining visibility and presence amongst the young people and staff of the Flexi School.
- establishing and maintaining communication, rituals, the calendar and celebrations for the young people and staff.
- engendering a culture of safety within the Flexi School.

4.4 Relationship Leadership (Staff)

- leading staff in regular whole team reflective practice sessions including daily staff debriefing and regular staff meetings.
- assisting staff in their professional development, personal formation and the maintenance of an individualised self-care plan.
- leading staff in the development and implementation of the Flexi School's operational and strategic planning processes.
- with the Area Principal and Regional Team, ensuring all staff, relevant volunteers and contractors receive induction and ongoing training and refresher training in child safety and wellbeing 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.
- supporting staff in their professional development through informal and formal means (eg. participating in regular mentoring, performance development reviews and reflective practice).
- leading new staff induction processes.
- ensuring staff are familiar and compliant with EREAFSL policy frameworks including the Code of Conduct.

4.5 Administrative Leadership

- maintaining appropriate records and preparing reports as required by the Area Principal.
- overseeing building services, facilities and security of the Flexi School, in consultation with the Area Principal.
- ensuring that all child safety matters are addressed in compliance with the EREAFSL Child

Safeguarding Standards and in accordance with the requirements of the Children Youth and Families Act 2005, the Child Wellbeing and Safety Act 2005, and when required, supporting the Area Principal in submitting a report to EREAFSL as per the EREAFSL Incident Notification and Management Framework.

- implementing the risk management plan.
- ensuring compliance with the Child Safe Standards recommended by the Royal Commission into Institutional Responses to Child Sexual Abuse.
- administering accurate enrolment and attendance procedures in accordance with the Flexi School Policies.
- engaging parents, carers and the community, keeping them involved and informed.
- compiling and completing statistical, state (where applicable) and commonwealth census, NCCD and other returns as required by EREAFSL, Catholic Education South Australia (CESA), authorities, government and other bodies.
- taking responsibility for the financial management of the school budget in partnership with the Area Principal.
- overseeing the conduct of regular audits of school plant and online environments to ensure the ongoing safety and protection of all young people in the school.
- participating in selection and recruitment processes for school staffing.
- leading the implementation and development of appropriate school support groups.
- supporting the implementation of school improvement processes and maintaining compliance with annual government and EREAFSL reports.

4.6 Community Leadership

- build authentic relationships with Traditional Owners, First nations families and communities to ensure the existence of genuine First nations voice in the school community.
- lead the development of a RAP program within the school and consult with elders.
- lead the establishment and maintenance of relationships and partnerships with parents, carers, significant others and/or families of young people.
- overseeing the development of partnerships with key agencies to provide support services being delivered on site at the Flexi School where appropriate/possible.
- lead the development of community partnerships whereby community spaces are utilised to engage young people in learning.
- lead the highest standards of a child safe 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 EREAFSL Child Safeguarding Standards Framework.
- working collaboratively with the staff and Regional teams to support/develop cultural links, community and family connections which will support the engagement and connection of young people to their learning and the wider community.
- ensuring parents, carers and relevant communities participate in the decision-making processes that affect the safety and wellbeing of the young people in the school.

- participating in program provision to ensure the wellbeing of all staff and young people in an inclusive and diverse learning environment.
- participating in the routines and activities of the Flexi School e.g. morning meetings, lunches, camps, staff debriefing etc; overseeing and supporting access to a range of programs/activities during the school holidays (Holiday Program) to maintain connections for vulnerable young people.
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- carrying out reasonable duties and tasks that may be assigned by the Area Principal from time to time.

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.
- Proven senior leadership experience, both strategic and operational, characterised by strong organisational, administrative, communication, and leadership skills, particularly in relation to areas outlined in this position.
- Able to demonstrate the high-level communication, collaboration and interpersonal skills necessary to be successful in a complex and layered organisational structure.
- Capacity to lead the Flexi School culture in working under the four Principles of operation (Respect, Safe and Legal, Honesty and Participation) in a common ground framework.
- Capacity for multidisciplinary leadership to manage human, financial and physical resources to deliver high quality outcomes.
- Demonstrated interpersonal skills that support a strong community focus both within and external to the school.
- Demonstrated capacity to provide leadership in trauma informed practice and wellbeing support that ensures that young people can achieve positive social outcomes and re-engagement in learning.
- Capacity to provide leadership in learning and pedagogy supporting the achievement of quality learning outcomes for all young people.
- Relevant teaching qualifications and have (or be prepared to undertake) post graduate qualifications in one of the following areas: Education, Social Services, Educational Leadership, or Theology.
- Be registered, or be eligible for registration, as a teacher in the state in which the Flexi School is located.

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.