



**POSITION DESCRIPTION:
INCLUSIVE EDUCATION SUPPORT OFFICER
HEMMANT FLEXIBLE LEARNING CENTRE**

For more information about this position, please contact Cameron Leeder, Head of Campus, Hemmant Flexible Learning Centre.

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Role Title	Inclusive Education Support Officer (Learning Support)
Contract	Continuing Part Time Term Time
Hours	0.6FTE – 22.8 hours per week; three days per week. Details can be negotiated with successful applicant.
Start Date	19 April 2021
Closing Date for Applications	4pm, Friday 26 March 2021
Applications to	MMRecruitment@ereafsn.edu.au
School Network	Hemmant Flexible Learning Centre under Marlene Moore Flexi School Network.
Reports To	Head of Campus at Hemmant Flexible Learning Centre.
Award	School Officers’ Award - <i>Catholic Employing Authorities Single Enterprise Collective Agreement – Religious Institute Schools of Queensland – 2019-2023.</i>

Aboriginal and Torres Strait Islander People are encouraged to apply.

BACKGROUND

Marlene Moore Flexi Schools Network (MMFSN) is an initiative of Edmund Rice Education Australia (EREA). Flexible Learning Centres (FLCs) offer a full-time and multi-year secondary education and social inclusion program for disenfranchised young people. Young people may express a broad range of complex education and social needs and EREA FLC’s respond with a variety of flexible and innovative social inclusion and learning experiences.



EREA FLC's services provide 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 include indigenous and non-indigenous young people who are 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 Department of Child Safety;
- ❖ 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;
- ❖ 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.

Hemmant Flexible Learning Centre is located at the southern end of the Gateway Bridge in Brisbane, and is bordered by the suburbs of Murrarie and Wynnum, and the Brisbane River. Hemmant FLC caters for approximately 90 young people in Years 7-12. Please see www.ereafsn.edu.au for further information about EREA Flexi Schools and Hemmant FLC.

PRINCIPLES OF OPERATION (RESPECT, PARTICIPATION, SAFE AND LEGAL, HONESTY)

All employees of the Marlene Moore Flexi Schools Network adhere to the concepts of Common Ground and Operation by Principles – more information can be found on the EREA website. A brief explanation of these principles: All flexible learning centres operate under this framework and this is a significant point of difference from mainstream schooling. The principles establish a “common ground” among staff, young people and families where the means to resolve conflict, negotiate learning, recognise rights and responsibilities are modelled and explored, both within the group and individually.

PRIMARY ROLE

The Inclusive Education Support Officer reports to the Head of Campus and Principal, Marlene Moore Flexi Schools Network. He/She has responsibility to support



engagement, learning, wellbeing and social inclusion responses of the campus. He/She provides education support to the young people of the campus, particularly those with substantial and extensive needs. She/He works collaboratively and is supported by Teachers, Youth/Social Workers and the Head of Campus.

SKILLS, KNOWLEDGE AND EXPERIENCE

- ❖ Demonstrated skills and knowledge in the area of inclusive education/learning support;
- ❖ Knowledge of NCCD processes;
- ❖ Demonstrated skills and knowledge in working with disengaged young people, including the use of trauma-informed practice;
- ❖ Demonstrated capacity to work effectively as a member of a multidisciplinary team, to work collaboratively and establish and maintain professional relationships with all stakeholders;
- ❖ Experience of working in an alternative education setting is desirable.

DUTIES AND RESPONSIBILITIES

Typical duties and responsibilities include but are not restricted to:

1. Participate in program provision to ensure wellbeing in an inclusive learning environment

- Support teachers to cater for the diverse and complex needs of young people, particularly in the areas of literacy and numeracy skill development;
- Work with identified YP 1:1 or in small groups on literacy/language programs when required;
- 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, camps; staff briefings.

2. Team participation/multidisciplinary practice

- Participate in regular whole team reflective practice sessions including daily staff briefings and debriefs.

3. Administrative Responsibilities

- Maintain appropriate records and prepare reports as required;
- Collect and collate evidence regarding NCCD requirements for Young People;



- Support the development of personal learning plans with Young People.
- 4. 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.
- 5. Carries out duties and tasks that may be reasonably assigned by the Head of Campus or Principal from time to time.**

APPLICATION PROCESS

Applications are to be submitted via email to MMRecruitment@ereafsn.edu.au by 4pm, Friday 26 March. To apply for this role please provide the following documents:

- ❖ A cover letter, addressed to Matt Hawkins, Principal Marlene Moore Flexi School Network, outlining relevant skills, knowledge and experience, and reasons for wishing to apply for the position;
- ❖ Current resume outlining previous experience and skills:
 - Including two referees (including contact details) – please include a referee from current or most recent place of employment.
- ❖ A scan of your current blue card.

Shortlisted applicants will be notified by phone or email.

For further information, please contact Cameron Leeder on 0408 655 927 or at Cameron.Leeder@ereafsn.edu.au.

Our organisation supports the rights of children and young people and is committed to providing a safe and supportive environment directed at ensuring their safety and wellbeing. All applicants for these positions will be subject to EREA screening procedures. **Aboriginal and Torres Strait Islander peoples are encouraged to apply.**