

## POSITION DESCRIPTION – TRANSITIONS OFFICER

The Marlene Moore Flexible Learning Network is looking for a Transitions Officer for each of their schools at Deception Bay, Gympie, Hemmant and Noosa.

For more information about this position, please contact Paul Flanders.

E: Paul.Flanders@youthplus.edu.au

P: 0448 858 154

<b>Role Title</b>	Transitions Officer
<b>Contract</b>	Full Time Continuing
<b>Start Date</b>	January 2020
<b>Closing Date for Applications</b>	<b>EXTENDED TO</b> 4pm, 4 October 2019
<b>Applications to</b>	MMRecruitment@youthplus.edu.au
<b>Hours</b>	76/fortnight
<b>School Network</b>	In each of the following schools: Deception Bay, Gympie, Hemmant and Noosa Flexible Learning Centre.
<b>Reports To</b>	Principal through the Head of Campus
<b>Band/Wage Scale</b>	School Officer Level 6 under the <i>Catholic Employing Authorities Single Enterprise Collective Agreement – Religious Institute Schools of Queensland</i>

### BACKGROUND

Marlene Moore Flexi Schools Network (MMFSN) is an initiative of Edmund Rice Education Australia. Our services including Flexible Learning Centres (FLCs) 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 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 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

See [www.youthplus.edu.au](http://www.youthplus.edu.au) – Publications for further information.

#### PRIMARY ROLE

This newly created role requires a person with the passion and skills to assist and support young people to achieve success in transitioning from school to post-school options that may include employment, further qualifications and higher learning. The successful candidate will be able to work effectively in forming and leading a team culture with all staff as well as working independently to achieve successful transitions for members of the school community.

Located in the school, the Transitions Officer will work with each individual young person to develop pathways, assist with goal setting and provide learning choices to ensure young people are well prepared and resourced to leave school successfully. The Transitions Officer will build and contribute to local networks and partnerships to strengthen community connections with the school.

This role is assisted by a Network-wide Head of Pathways position. The Head of Pathways works across our system to:

- Develop relationships and connections with Businesses large and small, RTO's and further education;
- Liaise with all Flexi school Transition Officers to work in partnership with their needs, help provide mentoring, training and resources so transitions for YP are sustainable, life giving and ongoing;
- Establish and deliver Education Programs to support the transition of YP.

While few of our YP transition to further tertiary education options the Transitions Officer needs to have a knowledge of what might be involved with this and be prepared to support young people who desire tertiary education pathways.

## SKILLS, KNOWLEDGE AND EXPERIENCE

- ❖ Extensive experience in guiding young people in post-school options;
- ❖ Able to offer certificate programs themselves to gain on the ground credibility with YP (Cert IV TAE qual or similar);
- ❖ While not essential, a knowledge of how our YouthPlus RTO works is desirable.
- ❖ Ability to work within the practice frameworks of Flexible Learning Centres expressed through Operation by Principles and Common Ground (see Youth+ website)

## 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 Youth+ 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.

## DUTIES AND RESPONSIBILITIES

Typical duties and responsibilities include but are not restricted to:

### 1. Contribute to school community and culture

- Participate in the life of the school;
- Attend school events & daily programs;
- Attend staff meetings & participate in staff team’s collaboration and planning;
- Formation in EREA & FLC culture;
- Assist with communications and celebration of YP success;

### 2. Preparing young people for the world of work

- In partnership with school staff teams contribute to course work, learning programs and provide appropriate resources for YP; Including
  - Enterprise Education;
  - Careers and Industry Education;
  - 21st Century Skills development.
- Develop culturally safe options for Aboriginal and Torres Strait Islander young people;
- Help YP who are SWD access NDIS with their families.

### 3. Coordinating experiences for young people to engage with tertiary learning, work place visits, work experiences and School based Apprenticeships and Traineeships

Support Young people to engage in work experiences that may include:

- Advertising regularly available placements;
- Trade Skills workshops;
- Work place visits;
- Employer presentations;
- Induction programs;
- Industry introductions;
- Structured Work Placement;
- School based Apprenticeships and Traineeships.

#### 4. Community partnerships

- Establish and/or engage with local area network of support for YP engagement in work experiences;
- Establish and maintain local partnerships with business and employer groups;
- Liaise with ER Foundation 'Head of Pathways' and contribute to Sth E Qld strategy.

#### 5. Data collection and reporting

- Data gathering to track YP engagement in Transitions programs;
- Destination data about YP up to 5 years after graduating;
- Sharing data and research with Head of Campus, Network Principal, Head of Pathways and Transitions teams.

#### 6. Pathways to future learning

- Assist YP to access VET options to further learning and in preparation for work;
- Liaise with local and/or Youth+ RTO;
- Coordinate YP - TAFE / Uni visits.

#### 7. Post-School and beyond

- Work with YP who need support to transition successfully from school to embrace the wider community options;
- Provide access to other programs e.g. 'Get set for work' or Max Employment programs
- Maintain contact with school leavers and their families to support access to training or work opportunities.

#### 8. Other identified duties specific to the role in this Flexible Learning Centre

- Carries out duties and tasks that may be reasonably assigned by the Head of Campus or Principal from time to time.

Please see [Attachment A](#) for more information on the focus areas of the role (including actions, outcomes and KPIs).

### FOUNDATION STATEMENT

EREA seeks to respond to the needs of young people disenfranchised and disengaged from education. They provide a place and an opportunity to re-engage in a suitable, flexible learning environment.

Flexible Learning Centres seek to build honest and authentic relationships with young people, their families and communities, supporting and celebrating the uniqueness and dignity of each person.

Flexible Learning Centres are guided by the vision of Edmund Rice about the empowering service of education, to achieve personal and community liberation through educational experiences that enable transformation.

### STRATEGIC VALUES

Within our radical, social and ecological justice framework, Flexible Learning Centres are intentional learning communities that articulate the following core values through authenticity and integrity and are expressed through the life journey of its members.

### SAFETY

Safety within our environment is liberating, holistic and implicit in all aspect of community life. This includes nonviolence, peaceful resolution of conflict, celebration of diversity, freedom from judgement, security to take emotional and intellectual risks.

### RELATIONSHIP

Relationships are formed on shared common ground with compassion and love, respecting and celebrating the individual. We embrace the connectedness of complex and authentic relationships within diverse communities.

### COMMUNITY

Our dynamic communities seek to be life-giving environments where the dignity of all is honoured. Our communities are multi-dimensional spaces for the liberating power of learning and engaging together.

### TRANSFORMATION

We walk together on journeys of individual and community transformation. We are sustained by and celebrate our commitment to hope, optimism and a belief in the possible.

### ECO-JUSTICE

Eco-justice calls us to enact our responsibility to the interconnectedness, sacredness and dignity of all creation.

## APPLICATION PROCESS AND SELECTION CRITERIA

Applications close 4pm, 4 October 2019 and are to be emailed to [MMRecruitment@youthplus.edu.au](mailto:MMRecruitment@youthplus.edu.au). To apply for this role please provide the following documents:

- ❖ A cover letter, which includes:
  - Choice of school you would like to work at (Deception Bay, Gympie, Hemmant or Noosa); and
  - Outline of relevant experience; and
  - Reasons for wishing to apply.
- ❖ A response to the following Selection Criteria (no more than three pages):
  - Extensive experience in guiding young people in post-school options;
  - Able to offer certificate programs or other learning experiences (e.g. Social Enterprise) themselves to provide young people with real life and potential post school experiences
  - While not essential, a knowledge of how RTO's work and how other external providers support schools in Qld. is desirable.
  - Ability to work within the practice frameworks of Flexible Learning Centres expressed through Operation by Principles and Common Ground (see Youth+ website)
- ❖ 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

For further information contact Paul Flanders at [Paul.Flanders@youthplus.edu.au](mailto:Paul.Flanders@youthplus.edu.au) or 0448 858 154.

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.**

ATTACHMENT A

FOCUS AREAS OF ROLE	ACTIONS	OUTCOMES	KPIS /DELIVERABLES
Contribute to school community and culture	<p>Participate in the life of the school. Attend school events &amp; daily programs. Attend staff meetings &amp; participate in staff team’s collaboration and planning. Formation in EREA &amp; FLC culture. Assist with communications and celebration of YP success.</p>	<p>Become an integral member of the school community. Build trust and a relationship with all YP Participate in school activities</p>	<p>Cert IV TAE Current Blue card Drivers Licence Participate and contribute to school meetings, rituals and celebrations</p>
Preparing young people for the world of work	<p>In partnership with school staff teams contribute to course work, learning programs and provide appropriate resources for YP. Incl;</p> <ul style="list-style-type: none"> <li>• Enterprise Education</li> <li>• Careers and Industry Education.</li> <li>• 21<sup>st</sup> Century Skills development</li> </ul> <p>Develop culturally safe options for Aboriginal and Torres Strait Islander young people</p> <p>Help YP who are SWD access NDIS with their families</p>	<p>YP ‘Passport for the Future’. Establish and support Enterprise Education programs. Work readiness: what to wear, practice interviews with industry personel, budgeting, goal setting, housing opportunities, purchasing a car, Licence 4 Life, etc Visits to Trade Expos. Employment forums etc Guest speaker program -futures</p> <p>Develop networks to provide pathways for YP who are SWD</p>	<p>Number of YP participating in Enterprise Ed programs.</p> <p>Increase school engagement and attendance for YP not engaged with accredited learning.</p> <p>Increase participation and success for Aboriginal and Torres Strait Islander YP.</p> <p>SWD are provided for and supported to access workplace experiences and pathways</p>
Coordinating experiences for young people to engage with tertiary learning, work place visits, work experiences and School based Apprenticeships and Traineeships	<p>Support Young people to engage in work experiences that may include; Advertising regularly available placements</p> <ul style="list-style-type: none"> <li>• Trade Skills workshops</li> <li>• Work place visits</li> <li>• Employer presentations</li> <li>• Induction programs</li> <li>• Industry introductions</li> </ul>	<p>Young people participate in work related experiences and opportunities in their senior phase of learning</p>	<p>Address all compliance and regulatory requirements for YP to access work experiences. Conduct workplace visits to support YP. Survey YP and employers to evaluate programs</p>

	<ul style="list-style-type: none"> <li>• Structured Work Placement</li> <li>• School based Apprenticeships and Traineeships</li> </ul>		
Community partnerships	<p>Establish and/or engage with local area network of support for YP engagement in work experiences.</p> <p>Establish and maintain local partnerships with business and employer groups.</p> <p>Liaise with ER Foundation 'Head of Pathways' and contribute to Sth E Qld strategy.</p>	<p>Contribute to local organisations eg Rotary, Chamber of Commerce, Business Councils, Local council, Local and State Govt.</p> <p>Create a communication strategy to keep stakeholders informed.</p>	<p>Attend and represent FLC at stakeholder meetings and forums.</p> <p>Establish and maintain close community and employment links with the local community.</p> <p>Host employer information sessions.</p>
Data collection and reporting	<p>Data gathering to track YP engagement in Transitions programs.</p> <p>Destination data about YP &gt; 5yrs of graduating.</p> <p>Sharing data and research with Head of Campus, Network Principal, Head of Pathways and Transitions teams</p>	<p>2 x yearly report to Principal on YP outcomes.</p> <p>Contributions to School Annual Report, NSSAB reviews etc.</p> <p>Participation in EREA Pathways strategy</p>	<p>Maintain all records of YP engagement in programs.</p> <p>Contribute to PLP, TASS notes.</p>
Pathways to future learning	<p>Assist YP to access VET options to further learning and in preparation for work.</p> <p>Liaise with local and Youth+ RTO</p> <p>Coordinate YP - TAFE / Uni visits.</p>	<p>Young people access VET options both internally and externally.</p> <p>VET courses contribute to QCE</p> <p>YP 'Learning Accounts' are accurately updated and identify all training a YP has completed</p>	<p>Number of YP successfully access VET options with VETiS funding.</p> <p>Number of YP successfully access other post-school VET funding options.</p>
Post-School and beyond	<p>Work with YP who need support to transition successfully from school to embrace the wider community options.</p> <p>Provide access to other programs eg 'Get set for work'</p> <p>Maintain contact with school leavers and their families to support access to training or work opportunities</p>	<p>Providing YP with ongoing support – creating networks of support to ensure YP have weekly/fortnightly catch up's, mentoring, buddies etc- for many YP they will be the only person in their family and friendship group to be employed, the pressure to stay the same as others is a massive hurdle</p>	<p>YP successfully transition from school in a supported way and are skilled for their future.</p>