

<b>Directorate</b>	<b>Education</b>
<b>Division</b>	<b>Service Delivery and Design</b>
<b>Branch</b>	<b>Student Engagement</b>
<b>Section/School</b>	<b>Flexible Education</b>
<b>Permanent/Temporary</b>	<b>Temporary Full-Time</b>
<b>Position Number</b>	<b>57266</b>
<b>Classification</b>	<b>ASO6</b>
<b>Position Title</b>	<b>Student and Family Engagement Officer</b>
<b>Immediate Supervisor</b>	<b>Executive Teacher of Muliyan</b>

### **Directorate Overview**

The Education Directorate leads and delivers high quality, inclusive and equitable education where all are safe and valued. We are guided by the principles of focus on learning, embedding cultural integrity, keeping everyone safe and well, aligning our work, using evidence and being accountable and leading together.

The Directorate supports workforce diversity and is committed to creating an inclusive workplace. As part of this commitment, Aboriginal and Torres Strait Islander peoples, people with disability, culturally diverse people and those who identify as LGBTIQ+ are strongly encouraged to apply.

### **Branch Overview**

The Engagement and Wellbeing Support Services Branch is responsible for the policy, strategic planning, and management of school support for student wellbeing, including the provision of allied health services. The Branch provides direct support for individual students, and support to classroom teachers and school leadership teams designed to build the capacity of schools and contribute to the achievement of improved student outcomes. The Branch leads key policy for student wellbeing and works closely with schools to ensure students access and participate in education. The Branch works closely with other government directorates, families and external agencies and providers.

The Engagement and Wellbeing Support Services Branch provides school psychology services, allied health service, and youth and social worker services to support schools in addressing barriers to student engagement and learning. The Branch is also responsible for delivery of key government commitments and provides policy and service design across a range of topics including the Safe and Inclusive Schools initiative, Health Promotion and Meals at School, Period Products Trial, immunisation program, dental clinics, vaping, Sun Safe, uniforms, headlice and suspensions. The Branch is also responsible for the Flexible Education offerings including Muliyan, Hospital School, Murrumbidgee, the Cottage and Distance Education.

### **Section Overview**

Flexible Education is a community of schools and programs that are co-located within several settings including Murrumbidgee School (located in Bimberi Youth Detention Centre), Muliyan, The Hospital School, the educational program at The Cottage, Waruga Yardhura and Distance Education. Flexible Education provides holistic educational and wellbeing services to students and families with complex and challenging needs. To ensure that the holistic needs of students and families are met Flexible Education has a strong commitment to working together with community agencies, lead workers, families and each student.

### **The Position**

The position is responsible for providing effective trauma informed interventions for students and families, across Flexible Education. As part of a multidisciplinary team, the SFEO will also identify, develop and implement community development and wellbeing initiatives that work to strengthen the educational outcomes for students. This position will work directly with students and families, which could involve completing outreach in settings such as homes, schools and community.

The following legislation is relevant to the work of the position (ACT unless otherwise stated):

- *Adoptions Act 1993*
- *Bail Act 1992*
- *Children and Young People Act 2008*
- *Crimes (Sentence Administration) Act 2005*
- *Crimes (Sentencing) Act 2005*
- *Discrimination Act 1991*
- *Fair Work Act 2009 (Cth)*
- *Freedom of Information Act 2016*
- *Human Rights Act 2004*
- *Information Privacy Act 2014*
- *Public Interest Disclosure Act 2012*
- *Public Sector Management Act 1994*
- *Territory Record Act 2002*
- *Work Health and Safety Act 2011 (Cth)*

### Duties and Responsibilities

Work collaboratively within a multidisciplinary team to ensure that educational, social and emotional needs of students and their families are met with appropriate invention, including trauma-informed and culturally appropriate practices. Including:

- In collaboration, support the development and implementation of relevant plans and documents with young people, families and relevant stakeholders.
- Work independently and as part of a multi-disciplinary team.
- Working collaboratively to support the students to successfully transition both into and out of the program.
- Establish and maintain effective partnerships with community, government and non-government agencies and the business sector, for the purpose of improving student engagement with learning.
- Identify, develop and implement community development and wellbeing initiatives to strengthen the educational outcomes for students and families.
- Assist and support key stakeholders to develop appropriate case coordination / management strategies for students and their families.
- In collaboration, maintain strong lines of communication with all relevant stakeholders to provide updates of student engagement.
- Maintain strong record keeping through appropriate case notes and contribute to student files including orientation paperwork and data records.
- Work in accordance with, and uphold the ACT Government Respect, Equity and Diversity Framework and the Directorate's Work Health and Safety system.
- Undertake other duties appropriate to this level of classification which contribute to the effective and efficient operation of the organisation.

### Personal Qualities

The position requires the following personal qualities:

- **Resilience:** Perseveres to achieve goals, even in the face of obstacles. Copes effectively with setbacks and disappointments. Remains calm and in control under pressure. Accepts constructive criticism in an objective manner, without becoming defensive. Manages and cares for self to maintain resilience and support when working in a challenging environment.
- **Integrity:** Committed to the public interest. Operates in a manner that is consistent with the ACT Government Code of Conduct. Inspires trust through treating all individuals fairly. Has a positive work ethic.
- **Flexibility:** Adaptable and open to new ideas and accepts changing priorities without undue discomfort. Recognises the merits of different opinions and acts accordingly. Displays enthusiasm and initiative.
- **Teamwork:** Cooperates and works well with others in pursuit of team goals. Collaborates and shares information. Shows consideration, concern and respect for other's feelings and ideas. Accommodates and works well with the different working styles of others. Encourages resolution of conflict within a group.
- **Relationship Building:** Establishes and maintains relationships with people. Promotes harmony and consensus through diplomatic handling of disagreements. Forges useful partnerships with people across business areas and organisations. Builds trust through consistent actions, values and communications.

- **Effective Leadership:** Models behaviours integral to Directorate values, inspires people, is optimistic, supports and facilitates colleagues, has excellent judgment, has confidence and high-level communication.

### **Selection Criteria**

***Note:** Please take into consideration the duties and personal qualities outlined above when addressing how you have demonstrated the selection criteria. The examples supporting the selection criteria are intended to assist you by providing context and as such you are not expected to specifically address the examples in your responses.*

- Demonstrated ability to provide a range of culturally appropriate and trauma informed interventions to improve the social and emotional wellbeing for students and their families.
- Ability to establish positive and productive relationships with students and families with complex and challenging needs to promote and enhance wellbeing outcomes.
- Ability to develop and maintain sustainable partnerships between key stakeholders to improve outcomes for young people and families.
- Well-developed interpersonal communication skills including the ability to liaise, consult and negotiate with multiple agencies. Possess a high-level written communication skills and experience in the preparation of reports, submissions and correspondence.
- Work collaboratively within a multidisciplinary team within the framework of directorate policies.
- Understanding and commitment to equity and diversity, participative management and occupational health and safety principles and practices in the workplace.

### **Qualifications, Suitability and Experience**

#### **Essential**

- Currents drivers' licence is essential.

#### **Highly Desirable experience for the ASO6 Level**

- Demonstrated knowledge and understanding of Trauma Informed Practice
- Demonstrated experience in case management and working with young people
- Access to personal vehicle is desirable.
- A sound knowledge and understanding of the social and economic issues affecting children, young people and their families within the ACT Government.
- Prior to commencing in this role, a current registration issued under the Working with Vulnerable People (Background Checking) ACT 2011 will be required

For further information on Working with Vulnerable people registrations refer to:

[www.legislation.act.gov.au/a/2011-44/default.asp](http://www.legislation.act.gov.au/a/2011-44/default.asp) and

[https://www.accesscanberra.act.gov.au/app/answers/detail/a\\_id/1804](https://www.accesscanberra.act.gov.au/app/answers/detail/a_id/1804)

#### **How to Apply**

Please submit response to the selection criteria (maximum 4 pages) resume/CV and details for two referees, including your current supervisor.