

POSITION DESCRIPTION

Senior Education Officer | Queensland Schools for Edmund Rice Education Australia Colleges Ltd.

| POSITION DETAILS | |
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| Position title: | Senior Education Officer (Skills & Training; School Performance & Data Analysis) |
| Reports to (position title): | CEO through the Regional Director of Education (QLD/ ACT/TAS) |
| Organisation: | EREA Colleges Ltd |
| Contract tenure: | Full-Time Secondment for 1-2 years to be negotiated (school holidays apply) |
| Commencement Date: | Term 2, 2025 - To be negotiated with EREAC Principal. |
| FTE: | 1 |
| Expected level of contact with Children: <i>(In accordance with Child Safeguarding Standards Framework)</i> | Casual Contact |
| Location: | Brisbane |
| Direct reports: | NA |
| Budget responsibilities: | NA |
| Approved: | 19 November 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 Colleges Ltd (EREA Colleges) is a company limited by guarantee established by the Member (EREA Ltd) to lead 18 Colleges and two stand-alone Early Learning Centres (ELC) across five states of Australia. EREA Colleges is responsible for the strategic direction, financial management and legal obligations of its schools. Strict line-of-sight governance arrangements must be in place.

In all we do, we operate with Clarity, Accountability and Transparency.

3.0 Position Purpose

The Senior Education Officer is responsible for supporting school improvement initiatives and driving educational excellence across EREA Colleges Ltd schools in Queensland. The role involves oversight of Skills & Training, National Consistent Collection of Data (NCCD), school performance data (including NAPLAN, Yr 12 exit results & certification), and the analysis of other relevant educational data to inform strategic planning.

4.0 Key Responsibilities and Accountabilities

1. Skills & Training Programs; Industry Programs; Careers & Pathways:

- Work collaboratively with all Queensland EREAC Principals/ School leaders of Learning & Teaching or their delegate to ensure quality delivery of Skills & Training in all schools.
- Conduct systematic monitoring and work with all schools to support ongoing compliance and continuous improvement to meet the RTO Standards as regulated by ASQA and its delegate QCAA.
- Develop and promote the profile of Skills & Training in EREAC Queensland schools and the wider community.
- Represent EREAC on relevant committees, where approved by the RDoE, including QCEC VET Schooling Sector meetings and relevant Government agencies.
- Participate in relevant meetings and workshops organised at State and federal level and share findings with schools.
- Keep up to date with initiatives, funding and legislative changes in skills and training at both state and federal levels and keep Queensland schools informed, including VET training products, skills reform, work landscape and career, work experience/ placement and School Based Apprenticeships and Traineeships.
- Participate and work with the QCEC Executive Officer Education on research impacting Skills & Training and assist to collect information for feedback to relevant research groups.
- Organise and facilitate Queensland EREAC Skills & Training leaders' meetings once a term and community of practice days for monitoring and validation of common training products on EREAC's RTO scope.
- Develop and sustain working relationship with employers and industry groups as an EREAC Queensland representative and provide industry connections and partnerships for EREAC.
- Network with other Skills & Training role holders in other Queensland education sectors and government agencies.
- In consultation with schools, provide professional development especially for new Queensland EREAC teachers and managers in Skills & Training/ Careers & Pathways.

- Ensure currency of practice by sharing the latest evidence and research for Skills & Training with EREAC Queensland schools.
 - Collect feedback to represent EREAC Queensland Schools to respond to relevant Skills & Training reviews and initiatives.
 - Provide data analysis to identify areas of improvement in Skills & Training delivery and career education.
2. Inclusive Education:
- Assist EREAC Queensland schools with the management, collection, analysis, and reporting of NCCD data.
 - Support Queensland school staff in NCCD data collection processes.
 - Liaise with QCEC, other relevant educational authorities and professional networks.
 - Apply NCCD data to inform leadership and practice across EREAC Queensland colleges.
 - Develop an EREAC Queensland network for school leaders in Inclusive Education.
3. Supporting School Performance and Improvement:
- Support the EREAC executive and EREAC Board to develop school performance reporting and improvement frameworks for Queensland schools to inform future strategic directions of EREAC Queensland Colleges. through:
 - Analysis and reporting of results (e.g. NAPLAN / Yr 12 Exit results & certification/ PAT results etc) across EREAC Queensland Colleges
 - Analysis and interpretation of the data to identify trends and common improvement opportunities
 - Liaison with QCEC, other relevant educational authorities and networks to identify trends and improvement opportunities.
 - Identification and implementation of approved plans to enhance student performance and academic outcomes.
4. Leadership and Staff Development:
- Support the EREAC Executive, particularly the RDoE, in co-ordinating professional development and leadership programs.
 - Work with the EREA executive to foster a culture of continuous improvement and professional growth across EREAC Queensland colleges.
5. EREAC Networks:
- Collaborate with EREAC colleges to co-ordinate network meetings of school staff and leaders in areas such as Teaching & Learning/ Leaders of Well-being and Inclusive Education/ Skills & Training and Careers & Pathways.
 - Liaise with TERE and school staff to further develop the working application of the EREA Learning

Statement.

5.0 Key Attributes and Experience

- Experience in educational leadership (Middle Leadership within a school, at a minimum).
- Experience in working within an educational system may be advantageous.
- Demonstrated expertise in one or more of the areas of responsibility and the capacity to develop a working knowledge and understanding of other areas.
- Proven ability to analyse data to inform school improvement and performance.
- Strong skills in project management, strategic planning, and staff development.
- Effective communication and interpersonal skills to engage various stakeholders.
- A capacity to flexibly manage multiple projects, to work autonomously and with initiative.
- The confidence to work collaboratively with a range of stakeholders including EREAC staff; Principals and school leaders; External Agencies and stakeholders.
- Understanding of, and commitment to the values of a Catholic educational network of schools in the Edmund Rice tradition.
- Awareness of, and support for, key EREA policies, procedures and practices.
- Commitment to goals and aims of Catholic education in the Edmund Rice tradition.

6.0 Mandatory Requirements

- Employment is subject to Commission for Children and Young People and Child Guardian legislation. It is a requirement to hold and maintain a valid Working with Children Blue Card.

7.0 Desirable Requirements

- A minimum of five years teaching experience
- Bachelor's degree in education or a related field (required).
- Postgraduate qualifications in Education Leadership, Curriculum, or similar (preferred).

8.0 Working Conditions:

- The Senior Education Officer will be required to travel between schools in Queensland and attend occasional meetings outside regular hours.
- This role is essential in supporting the strategic direction of EREA Colleges Ltd to ensure educational excellence and meet the evolving needs of students and staff.

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.

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 at EREA, to comply with our Safeguarding Program, including our Safeguarding policies and procedures, the EREA National and local Code of Conduct, 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.