

## Youth Worker (Insert Region)

### Position Details

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| <b>Position title:</b>  | Youth Worker            |
| <b>Reports to (position title):</b>   | Team Leader             |
| <b>Direct reports:</b>  | No                      |
| <b>Organisation:</b>  | Saints College, BlendED |
| <b>Contract tenure:</b>   | Ongoing                 |
| <b>FTE:</b>   | Full time (1.0 FTE)     |
| <b>Expected level of contact with Children:</b><br><i>(In accordance with Child Safeguarding Standards Framework)</i> | Direct Contact          |
| <b>Location:</b>  | Melbourne VIC           |
| <b>Approved:</b>  | March 2025              |

**Aboriginal and Torres Strait Islander people, people from culturally and linguistically diverse (CALD) backgrounds and people with disabilities are encouraged to apply**

### About Us

#### Our Organisation

Saints College provides a safe, inclusive, and flexible learning environment for young people who have become disengaged from mainstream education. Our team is committed to supporting young people in re-engaging with learning through a personalised and trauma-informed approach that meets their individual needs.

We prioritise building honest and authentic relationships with young people, their families, and communities, fostering a culture that values, supports, and celebrates the dignity and uniqueness of each person.

Guided by the vision of Edmund Rice and the transformative power of education, we empower young people to achieve personal growth, academic success, and social connection, enabling them to build positive futures.

#### Our Structure

Saints Education is an initiative of Edmund Rice Education Australia (EREA), and operates as part of EREA Victorian Schools Ltd. It oversees a diverse range of educational services, including Saints College, Saints Knowledge Institute and Saints Early Years. Saints College operates across multiple campuses in metropolitan Melbourne and regional Victoria, including BlendED and Fitzroy North College, providing flexible, inclusive, and trauma-informed education.

As part of the EREA network, Saints Education is committed to fostering a supportive and empowering learning environment that reflects the values and vision of Edmund Rice. We offer a full-time, multi-year secondary education program tailored to meet the needs of young people who have disengaged from mainstream education, ensuring every individual is supported on their path to personal growth and success. We work closely with families, community organisations, and support services to provide wraparound care that addresses both educational and personal development needs.

### **Our Young People**

The young people we work with come from diverse backgrounds and may face a range of barriers to education, including:

- Experiences of trauma or adversity
- Mental health challenges, disability and/or neurodivergence
- Significant gaps in learning
- Experiences of exclusion or suspension from mainstream education
- Experiences of school can't/ school refusal
- Involvement in out-of-home care or the child protection system
- Experiences of homelessness or housing instability
- Responsibilities as young parents
- Generational cycles of poverty, early school leaving or unemployment
- Interaction with the youth justice system

We recognise that each young person's journey is unique. Our staff are committed to providing a safe, respectful, and empowering learning environment where young people can develop confidence, reconnect with education, and work towards their goals.

### **Our Values**

Saints College operates under four key principles that guide our daily interactions and community culture:

- **Respect** – Valuing each person's dignity, voice, and lived experience
- **Honesty** – Fostering trust and truthfulness through open and authentic communication
- **Participation** – Encouraging young people to actively engage in their learning and personal growth
- **Safe and Legal** – Creating a secure and structured environment where all community members can thrive

This framework, known as Operation by Principles, is a defining feature of our approach. It establishes a common ground foundation for all members of our community—young people, staff, and families—ensuring that relationships, learning experiences, and conflict resolution are built on mutual understanding and shared responsibility. Through the use of Unconditional Positive Regard, strength based neuroaffirming practice with a trauma informed lens, we create an inclusive, safe, and empowering learning environment where young people can thrive academically, socially, and emotionally.

### **Our Commitment to the EREA Charter and Touchstones**

As part of the Edmund Rice network, Saints Education is committed to the principles of the **EREA Charter** and its four Touchstones:

- **Liberating Education** – Providing innovative and inclusive learning opportunities
- **Gospel Spirituality** – Fostering a culture of compassion, hope, and social justice
- **Inclusive Community** – Welcoming and valuing diversity, ensuring all young people feel a sense of belonging
- **Justice and Solidarity** – Advocating for fairness, equity, and the dignity of all

The EREA Charter and Touchstones guide our mission and reflect our commitment to providing a high-quality

education that is responsive to the needs of young people. More information can be found on the [EREA website](#).

## About the Role

The Youth Worker is responsible for assisting and supporting a young person's engagement in **online** learning. This position works collaboratively with Teachers, other Youth Workers, wellbeing staff and the school leadership. The employee in this position is required have a thorough knowledge of youth work and/or social work theories and practices and experience in applying this knowledge.

## Duties and Responsibilities

Typical duties and responsibilities include, but are not limited to:

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| <p><b>Operation by Principles</b></p> | <ul style="list-style-type: none"> <li>Model best practice in Operation by Principles and other key practices as articulated in the practice Framework.</li> </ul>  |
| <p><b>Compliance</b></p>              | <ul style="list-style-type: none"> <li>This position is subject to compliance with all relevant laws, regulations, and policies governing education in Victoria, including but not limited to the Education and Training Reform Act 2006, and the Child Safe Standards</li> <li>All employees must adhere to Saints College and EREA Victorian Schools Limited policies and procedures and where applicable EREA frameworks and policies.</li> </ul> <p><b>Child Safety Obligations</b><br/>All employees must adhere to the following:</p> <ul style="list-style-type: none"> <li>Saints College's Policies and Procedures implemented as part of compliance with <a href="#">Ministerial Order 1359: Implementing the Child Safe Standards – Managing the risk of child abuse in schools</a></li> <li>EREA's Code of Conduct</li> <li>Ensure legal and mandatory reporting obligations are met, consistent with Saints College's 'Procedure for Responding to and Reporting Allegations of Child Abuse' within the schools 'Child Protection Program'.</li> </ul>           |
| <p><b>General</b></p>                 | <p><b>Participate in program provision to ensure wellbeing in an inclusive learning environment</b></p> <ul style="list-style-type: none"> <li>Collaborate with the team and conduct a range of assessments with young people to support a socially inclusive program that responds to the physical, intellectual, social, spiritual cultural needs of young people.</li> <li>Participate in the daily routines activities of the school e.g. morning meetings, lunch, electives, outings, camps.</li> <li>Participate in a range of programs/activities during the school holidays to maintain connections for vulnerable young people.</li> <li>Provide in home support for Young People through an outreach model.</li> <li>Facilitate small group work within the community.</li> <li>Support teachers with program provision with a focus on wellbeing and engagement within the school.</li> <li>Work collaboratively with the team to ensure program provision is culturally appropriate.</li> </ul> <p><b>Team participation &amp; multidisciplinary practice</b></p> |

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|              | <ul style="list-style-type: none"> <li>• Within the partnership model facilitate young people’s engagement in learning.</li> <li>• Participate in professional supervision.</li> <li>• Participate in daily and weekly staff meetings and whole team reflective practice sessions.</li> </ul> <p><b>Develop and liaise with external support networks</b></p> <ul style="list-style-type: none"> <li>• Support young people to access services e.g. counselling, health support, community activities.</li> <li>• Work collaboratively with the team to support and develop cultural links and community and family connections, which encourage engagement and connection of young people to learning and the wider community.</li> <li>• Organise and lead regular Student Support Group meetings.</li> </ul> <p><b>Administrative Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Maintain appropriate records and prepare reports as required including court support letters, and comments for end of Semester School Reports.</li> <li>• Maintain up to date file notes on School database – TASS.</li> <li>• Support the development of personal learning plans, safety and support plans and engagement plans.</li> <li>• Participate in care team meetings where required.</li> <li>• Complete other administrative tasks which support class functions such as Daily Activity Intention forms and Venue Proformas.</li> </ul> |
| <b>Other</b> | <ul style="list-style-type: none"> <li>• Carry out duties and tasks that may be reasonably assigned by the Campus Principal or school leadership from time to time.</li> <li>• All staff are expected to implement self-care strategies, and access organisational staff supports wherever needed.</li> <li>• Transport young people to and from school and activities.</li> </ul>  |

## Key Selection Criteria and Requirements

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| <b>Qualifications</b>           | <ul style="list-style-type: none"> <li>• Tertiary Qualification in Youth Work, Social Work, Psychology and Behavioural Science or equivalent education and experience</li> </ul>   |
| <b>Knowledge and Experience</b> | <ul style="list-style-type: none"> <li>• Previous experience and/or qualifications relevant to supporting and/or leading an organisation’s commitment to being a child safe organisation</li> </ul>  |
| <b>Capabilities</b>             | <ul style="list-style-type: none"> <li>• Be able and willing to uphold and role model the schools’ principles of operation of Respect, Participation, Safe and Legal, and Honesty.</li> <li>• Demonstrated capacity to utilise relevant community sector qualifications and experience to enhance engagement and support of young people with complex needs, their families and community, in order to support young people’s engagement in learning.</li> <li>• Ability to provide a range of flexible programs and activities which successfully engage and support young people.</li> <li>• Ability to work effectively as a member of a multi-disciplinary team and build quality working relationships.</li> <li>• One or more specialist engagement skills such as:</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>• Adventure based learning skills;</li> <li>• Sport;</li> <li>• Creative arts;</li> <li>• Music;</li> <li>• Cultural knowledge; and</li> <li>• Therapeutic practices such as art or play therapy, mindfulness.</li> <li>• A commitment to ongoing professional learning for self to enable further development of skills, expertise and teaching capacity.</li> <li>• Resilient with a high level of emotional intelligence.</li> <li>• Ability and willingness to travel to school sites and attend professional development as required.</li> </ul> |
| <b>Probity checks and Certification</b> | <ul style="list-style-type: none"> <li>• Hold a valid Working with Children Check or have the ability to obtain, and a National Police Check certificate (issued within the last six months), or hold a current Victorian Institute of Teaching (VIT) registration.</li> <li>• Hold appropriate Australian Work Rights.</li> <li>• Valid First Aid Certificate or willingness to obtain.</li> <li>• Valid Australian Driver's Licence and willingness to drive school vehicles when required.</li> </ul>   |
| <b>Physical Requirements</b>            | <ul style="list-style-type: none"> <li>• This role will involve frequent sitting and standing, walking or moving within a school and office environment across multiple levels, complete fine motor skills such as typing or writing, and requires auditory and visual ability.</li> <li>• Some lifting of supplies and materials may be required from time to time, practicing safe manual handling.</li> </ul>   |