

POSITION DESCRIPTION

STUDENT ENGAGEMENT & SUPPORT COORDINATOR

DEPARTMENT	ECG Secondary College
REPORTS TO	Lead Teacher
DIRECT REPORTS	Nil
DATE	May 2024
POSITION OBJECTIVE	To assist students to re-engage in education through flexible, innovative, and hands-on delivery of secondary curriculum with a focus on senior pathways.
Achievement of the position objective will be reviewed against key performance indicators in the annual appraisal and review process and as required	

Our Values are reflected in our commitment to:

- * *Integrity*
- * *Inclusion*
- * *Quality*
- * *Collaboration*
- * *Safety*

Community College Gippsland (CCG) is a child safe organisation with zero tolerance for child abuse and is committed to the safety and wellbeing of all students. CCG supports and adheres to Child Safety Standards.

United we belong. Together we thrive.

The CCG community welcomes people from all backgrounds, abilities and identities. We are enhanced by our diversity and learn through inclusion, respect and understanding.

At CCG we:

- *Provide a safe and inclusive environment that is free from discrimination.*
- *Empower students and harness their uniqueness through voice and agency.*
- *Ensure equal employment opportunities for all and encourage the participation of underrepresented staff.*
- *Celebrate the differences of our people and recognise their unique contributions to our community*

SCOPE OF THE ROLE

Working across all campuses

Utilising a high level of organisation and emotional intelligence, the Student Engagement and Support Worker (SESC) will support all staff and students in the development of community across all campuses promoting a sense of belonging. Working closely with the Lead Teachers, the Projects Administrator (PRAD), and the Wellbeing Team (WT), the SESC will focus on student transitions, wellbeing and engagement throughout our student's journey with ECG.

RESPONSIBILITIES

- Work as an effective member of a team, as well as the ability to exercise autonomy where required.
- Co-ordinate, chair or delegate purposeful engagement meetings with relevant stakeholders.

Engagement Portfolio

Working with the Lead Teachers, the PRAD, Wellbeing team and relevant staff

- Identify common barriers to engagement and develop strategies to support students and families to navigate them.
- Further develop and ensure engagement processes and procedures are in place and being followed.
- Support staff, students, and families/carers in the development of quality Engagement Improvement Agreements (EIA's)
- Demonstrate best engagement practices with a focus on providing individualised, quality pathways.
- Attend Care Meetings such as PSG, OOHC, and ISP, (if required)
- Co-ordinate, attend or liaison with care teams / SSG meeting for students linked in with reengagement.
- Track and manage student absence data and modified timetables to proactively encourage strong attendance.
- Through the engagement process identify common barriers for students disengaged with school.
- Celebrate the achievement of attendance goals.
- Liaise with stakeholders and community services/agencies to develop and extend pathways for support.
- Identify students (families) requiring additional support or 'at risk' and refer to appropriate services/agencies.
- Facilitating and promoting community building and wellbeing education programs both internally, and externally.
- Complete case notes, recording of client data, writing client reports, maintaining a high level of discretion, confidentiality, and adhering to privacy requirements.
- Assist with the collection of relevant documentation to assist with collation of NCCD linking to re-engagement.
- Liaise with DET and other agencies as required regarding attendance and engagement.

Student Voice and Agency

Assist the Lead Teachers

- Develop, deliver and interpret student (and learning community) surveys and forums for input and empowerment.
- Create opportunities for students to have input into the student engagement process.

KEY PERFORMANCE INDICATORS

- Improved strategies and processes in place reflecting an increase in the student attendance/reduction in absences.
- Increased evidence of successful referral and linking to services/agencies.
- Improved tracking of student attendance, quality EIA and modified timetables Improvement Agreements across all campuses.
- Evidence of improved student voice and agency within the school — improved student satisfaction data.
- Agreed goals as per performance review and development plan (PRDP).

KEY SELECTION CRITERIA

- Demonstrated experience building community through engagement and supporting the wellbeing of young people and their families.
- A developed understanding of the role of voice and agency in empowering client/students and building resilience.
- Knowledge and experience liaising with community support services including referral, advocacy, and mandatory reporting as required. This includes assisting families in crisis.
- Demonstrated experience in facilitating care meetings, creating care plans, record keeping and maintaining confidentiality.
- Demonstrated skills in creating and tracking client/student data, then using this information to drive quality practice and procedures.
- Demonstrated knowledge of alternative educational pathways and transitions to employment (desired)

ORGANISATIONAL FUNCTIONS

- Actively participate in and comply with the Health and Safety systems, policies and emergency procedures in place throughout the organisation including;
- Promptly and accurately reporting all hazards, accidents, incidents and near misses;
- Ensuring safe use and maintenance of equipment including PPE for self and students;
- Maintaining a current knowledge of emergency evacuations procedures for all relevant campuses and participating positively in drills and training sessions.
- Make recommendations for improvements in health and safety.
- Be aware of and participate in strategic planning process including making suggestions for improvements.
- Actively work with colleagues to build positive relationships and teamwork across the whole organisation.
- Perform other duties as requested, in a timely, professional, empathetic, accurate manner and in accordance with Community College Gippsland Policies and Procedures

MANDATORY REQUIREMENTS

- Clear Police check
- Clear Working with Children check
- Current Victorian Drivers Licence

QUALIFICATIONS

- Certificate IV in Mental Health, OR
- Certificate IV in Youth Work OR
- Diploma in community services or other related courses.

FUNCTIONAL RELATIONSHIPS

Key Internal

Staff
Teachers
Principal
Wellbeing Staff
Administrative Staff
Compliance Team

Key External

Parents/Guardians
Government Departments
Secondary Schools
Community Agencies

DECLARATION:

I have read, understand, and accepted the above Position Description.
I understand that the Roles, Functions and Key Performance Indicators in this Position Description, form part of the Community College Gippsland Contract of Employment.

Signed: _____

Date:

Name: