



## POSITION DESCRIPTION

### Regional Director of Education – QLD/ACT/TAS

POSITION DETAILS	
<b>Position title:</b>	Regional Director of Education – QLD/ ACT/ TAS
<b>Reports to (position title):</b>	CEO of EREA Colleges Ltd
<b>Organisation:</b>	EREA Colleges Ltd
<b>Contract tenure:</b>	5 Year Contract + 5 years on review
<b>FTE:</b>	1.0 (Full Time)
<b>Expected level of contact with Children:</b> <i>(In accordance with Child Safeguarding Standards Framework)</i>	Casual Contact
<b>Location:</b>	Brisbane
<b>Direct reports:</b>	Yes
<b>Budget responsibilities:</b>	No
<b>Approved:</b>	July 2023

#### 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*.

EREA is a system of Catholic schools in the Edmund Rice tradition, operating 31 mainstream schools, 22 Flexible Learning centres available for students who benefit from an alternative method of learning and 2 special schools. We educate over 40,000 students and employ over 4,500 people across our network. We have schools in every Australian state and territory.

#### 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 one stand-alone ELC across Queensland, Western Australia, South Australia, Tasmania and Australian Capital Territory. 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**

Working very closely with the CEO, the Regional Director of Education – QLD/ACT/TAS has specific delegated responsibilities for the oversight of EREA Colleges and centres operating in Queensland, Australian Capital Territory and Tasmania by providing supervision and support to Principals, school leaders and school communities, in collaboration with other senior EREA Colleges staff.

The commitment of the Regional Director of Education – QLD/ACT/TAS to the safeguarding of children is paramount. The Regional Director of Education, in collaboration with other senior EREA Colleges staff, has a key role in ensuring that schools under their management are safe and inclusive.

The Regional Director of Education – QLD/ACT/TAS is a member of the EREA Colleges Leadership Team and works closely with the CEO, other EREA Colleges Directors, as well as EREA Ltd national staff in the areas of mission, identity and educational strategy.

Principals and Deputy Principals report to the CEO, through the Regional Director of Education – QLD/ACT/TAS, in each jurisdiction.

### **4.0 Travel Required**

Some interstate travel is expected in this role.

### **5.0 Key Responsibilities and Accountabilities**

#### **5.1 Principal/ School Supervision and Support**

- a) Providing supervision, mentoring, pastoral and professional support, advocacy and advice for Principals and Deputy Principals, including (but not limited to) the following areas:
  - Identity and Mission
  - School operations
  - Educational performance and strategy
  - School improvement – explicit improvement agenda, progress against SI goals
  - Support Principals, senior leaders and schools with workforce planning
  - Leadership development, Leadership capacity building and succession planning and leadership succession scenario planning (including addressing the need for inclusive and diverse workplaces within REA Colleges)
  - Sustainability
- b) Supervision of the work and leadership of Principals in the (state(s)/territory(ies)), in accord with the mission of EREA, regulatory requirements and public accountability
- c) In collaboration with other EREA Colleges Directors, supervision of the work of the Principal in providing assurance of compliance with EREA policy and reporting
- d) Coordinating and leading EREA's support during (and post) critical incidents.



- e) Facilitating forums of Principals and Deputy Principals
- f) Overseeing other educational role holders within EREA Colleges as determined by the CEO
- g) Working with the Principal to ensure the participation of school personnel in the EREA formation programs and attending formation programs as required.

## **5.2 Educational performance, strategy and reporting**

- a) Working with the CEO and Principals to ensure the Board is provided with periodic reporting on the educational performance of EREA Colleges Educational Bodies, including:
  - school characteristics, school profile and demographics
  - academic performance of students (particularly similar student comparisons for achievement and progress)
  - ATAR and VET achievement
  - attendance data average and chronic absences (comparison with national attendance benchmarks), progress against attendance goals
  - student, staff and parent opinions
  - workforce characteristics and workforce planning
  - student wellbeing measures including student voice strategies
  - school improvement (SI) activities including the explicit improvement agenda and progress against SI goals
  - educational strategy (progress, key achievements and emerging areas of focus)
- b) Working with the CEO and other senior EREA Colleges staff to develop strategies that address the sustainability of the educational models used within EREA Colleges schools and reporting and providing advice to the Board about such matters.

## **5.3 Appointments/ Performance Reflection and Review/Leave Approval**

- a) Leading the community consultation in the Principal appointment process
- b) Performance Management of Principal, Deputy Principal
- c) Chairing the Panel process for the recommendation of appointment of Principals and Deputy Principals by the CEO in State/Territory
- d) Chairing the Review Panel for the Summative appraisal of Principals and Deputy Principals, ideally in their fourth contract year, and making recommendations of re-appointment of Principals and Deputy Principals by the CEO in State/Territory
- e) Leading the process of annual professional conversations and goal-setting with Principals



- f) Providing support to the CEO to identify future leaders and to structure professional development as part of the approach to succession planning within EREA Colleges
- g) Making recommendations to the CEO about the authorisation of Principals' leave entitlements, including Professional Renewal Leave
- h) Assisting the CEO in disciplinary matters involving Principals, Deputy Principals or Business Managers.

#### **5.4 School Accreditation/Registration, Renewal, Sustainability and Development**

- a) Accreditation and Registration
  - Maintain up-to-date knowledge of the registration requirements for schools in each relevant jurisdiction
  - Work with the Director or Risk and Compliance (who has lead responsibility for compliance and accreditation) and other senior EREA Colleges staff to support schools to respond to changes to registration processes and requirements of schools
  - Following consultation with the CEO (and where applicable the Board) and relevant authorities, approving changes to the enrolment pattern of a school
- b) School Renewal
  - In consultation with the CEO and EREA Ltd national staff, contributing to the process of School Renewal
  - Providing support for schools in the development of an action plan and addressing follow-up issues emerging from School Renewal.
- c) Mission Sustainability Review (MSR)
  - Contributing to the Mission Sustainability Report, with specific reference to budgetary implications of strategy, enrolments, staffing, curriculum and co-curriculum delivery.
  - Monitoring the school's response to the recommendations through adjustments to its strategic, business and annual improvement plans.
- d) Strategic Development
  - Offering strategic guidance and advice on educational, operational, and identity matters to the CEO.
  - Promoting innovation, collaboration, and ideation within and between schools and Colleges to enhance performance, foster a positive culture, manage resources effectively, and cultivate excellence within EREA Colleges Ltd.
  - Actively seeking out and cultivating networks to showcase exemplary practices, engage in professional discussions, address challenging issues, share expertise, and build meaningful professional relationships.



- Recommending to the CEO and Board approval of School Strategic Plans
- Receives and reviews School Annual Improvement Plans and Reports
- After consultation with the EREA Colleges CFO, recommending to the CEO (and where relevant the Board) financial approvals for schools for any extraordinary non-budget items, including: recurrent expenditure, capital works, loans and/or property purchases.

### **5.5 School Advisory Councils**

- a) Being the first point of contact between School Advisory Councils (SACs) and EREA Colleges
- b) Following consultation with the Principal, making recommendations to the CEO about appointing SAC Members and SAC Chairs
- c) Assisting in the induction of new SAC members and Chairs
- d) Working with the Principal to ensure faithfulness to the SAC Design Document
- e) Providing opportunities for regular networking between State/Territory SAC Chairs and Principals
- f) Receive minutes of respective School Advisory Council Meetings and liaise with the Principal and/or Advisory Council Chair as required.

### **5.6 Relationships with partner organisations**

- a) Representing and/or coordinating representation on behalf of EREA on state and local Diocesan reference groups and committees
- b) Establishing and/or maintaining positive relationships with local Catholic Education Offices
- c) Where applicable, working within State Catholic Education Commission structures in the State/Territory
- d) Representing EREA at State/Territory, diocesan and civic events and celebrations
- e) Engaging as appropriate with the local Dioceses, Edmund Rice Networks, Associate and Affiliate schools and Oceania ministries
- f) Communicating with local Brothers' communities through the Oceania Province leaders.

### **5.7 Safeguarding and Professional Standards**

Working closely with the Director Safeguarding & Professional Standards, the Regional Director of Education (WA/SA) has a key role in ensuring that schools are safe and inclusive and that the highest levels of professional standards are promoted within schools. The importance of the safeguarding of young people is central to the purpose of each element of this role.



It is exercised through the identification and reporting of instances of non-compliance with child safeguarding legal and regulatory requirements and any breakdowns in child safeguarding risk controls. The Regional Director of Education supports the Director of Safeguarding & Professional Standards and Principals, in accordance with EREA child safeguarding policies, to ensure that schools' child safeguarding risk management strategies are effectively implemented.

### **6.0 Key Relationships**

- EREA Colleges CEO
- EREA Colleges Regional Director of Education – WA/SA
- Other EREA Colleges Directors and senior staff
- EREA Colleges Board
- EREA Ltd National Staff
- EREA Colleges Principals
- EREA Colleges Deputy Principals
- Other EREA Governing Bodies

### **7.0 Key Attributes and Experience**

- Post graduate qualifications in Education, Leadership, Religious Education, Theology or a related discipline
- Relevant experience in educational leadership roles, including significant experience in system or school leadership roles, preferably within the Catholic education system
- Proven track record of providing effective supervision, mentoring and professional support to school leaders, demonstrating the ability to facilitate growth and development in educational staff
- Experience in analysing and interpreting educational data, including academic performance, attendance, student wellbeing measures, and workforce characteristics, to develop evidence-based strategies for improvement
- Demonstrated experience in developing and implementing strategic plans to enhance educational performance, sustainability, and identity in educational institutions
- Excellent communication and interpersonal skills and a strong history of building positive and collaborative relationships with diverse stakeholders, including school communities, Catholic Education Offices, and other partner organisations
- A strong commitment to ensuring the safety and inclusivity of children within educational environments, with a thorough understanding of child safeguarding policies and best practices
- Comprehensive knowledge of education regulatory requirements, ensuring full compliance with relevant regulations and policies
- A deep commitment to and advocacy for the values of a Catholic educational system of schools in the Edmund Rice tradition.



#### **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 and has zero-tolerance of any abuse of children. It is our commitment to ensure that each and every child and young person under our care is kept safe and free from all forms of harm and abuse.

EREA is committed to ensuring the safety, wellbeing and dignity of all children and young people. Our physical and cultural environment promotes children and young people's feelings of inclusion, participation and empowerment.

You are required, as a condition of employment at EREA, to comply with our Child Safeguarding Program, including our Child Safeguarding policies and procedures, the EREA Child Safe 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 abuse and other harm, to be observant, and to raise any and all child safety incidents or concerns.