

Principal

Position Details

Position title:	Principal
Reports to:	Director – New Initiatives
Direct reports:	Yes
Organisation:	BlendED National - Queensland
Contract tenure:	Fixed Term for 5 years
FTE:	Full time (1.0 FTE)
Expected level of contact with Children: <i>(In accordance with Child Safeguarding Standards Framework)</i>	Direct Contact
Location:	Brisbane, QUEENSLAND
Approved:	March 2026

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

BlendED National is an initiative of Edmund Rice Education Australia (EREA), providing flexible, inclusive education for young people across the country who are unable to access traditional schooling.

Delivered online by a multidisciplinary team, BlendED National supports young people through trauma-informed, relationship-based learning that prioritises safety, connection, and individualised support. The program is designed to meet the needs of young people experiencing complex barriers to education, and is grounded in EREA's commitment to educational equity and radical inclusion.

Our Structure

As part of the EREA network, BlendED National 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

BlendED National 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, BlendED National 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 Principal supports and is responsible for the overall leadership of the School, guiding staff and young people in a complex and evolving environment. The role requires flexibility, relational practice and collaborative decision making.

Working closely with the BlendED National Team, the Principal provides supportive leadership and supervision that fosters a respectful, professional and student-centred culture.-centred culture.

A strong commitment to child safeguarding is essential. The Principal ensures the School remains safe and inclusive by identifying and addressing any concerns or noncompliance with legal, regulatory or organisational safeguarding requirements, and by supporting staff to implement EREA safeguarding policies and risk management strategies.-compliance with legal, regulatory or organisational safeguarding requirements, and by supporting staff to implement EREA safeguarding policies and risk-management strategies.

The Principal also ensures the School remains a place of radical inclusion for young people who have been disenfranchised from mainstream education. This includes developing a sound understanding of Operation by Principles (OBP) and guiding staff to embed these practices throughout the BlendED National – Queensland environment.

Duties and Responsibilities

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

Operation by Principles	<ul style="list-style-type: none"> Model best practice in Operation by Principles and other key practices as articulated in the practice Framework.
Compliance	<ul style="list-style-type: none"> The role requires knowledge of and compliance with the Australian Education Act 2013, the National Principles for Child Safe Organisations, and the relevant education and child safety legislation in each state and territory where the program operates. The position must also align with the governance and compliance frameworks of the relevant Catholic Education authorities and EREA's Code of Conduct. A thorough knowledge of the accreditation process and eligibility for government funding for Queensland non state schools (NSSAB).
Identity Leadership	<ul style="list-style-type: none"> Witnessing to and nurturing the faith life of the Catholic Church within the School community; Supporting the spiritual, religious and theological life of the School in a way that is invitational, grounded and -community centred; Communicating and embodying the values, vision and mission of the organisation in everyday practice; Ensuring the safety and wellbeing of children by guiding the development and implementation of child safeguarding procedures that are locally informed, reviewed annually, contextually appropriate, and aligned with organisational policies, relevant state/territory legislation, and the Child Safeguarding Standards; Creating meaningful opportunities for ongoing formation, reflection and professional learning for all staff;

	<ul style="list-style-type: none"> • Embedding the Charter for Catholic Schools in the Edmund Rice Tradition and its Touchstones throughout school life in ways that are authentic and responsive to the community; • Fostering a culture of rituals, practices and shared experiences that reflect the identity of a Catholic School in the Edmund Rice Tradition.
<p>Educational Leadership</p>	<ul style="list-style-type: none"> • Supporting the development of a curriculum that nurtures the holistic growth of young people; • Enabling effective, engaging and culturally responsive teaching that promotes learning, wellbeing, wellbeing and connection; • Ensuring a safe, inclusive and supportive learning environment through the implementation of high-quality Individual Education Plans; • Fostering a school culture grounded in Operation by Principles (OBP), promoting student agency and voice in meaningful ways; • Working collaboratively with any advisory council or committee established — and with the School community — to share evidence-informed updates on learning, engagement and wellbeing outcomes aligned to a clear improvement agenda; • Cultivating a culture of learning and continuous growth among staff through relevant and supportive professional development; • Setting and upholding clear and consistent expectations for staff regarding child safety, the EREA Code of Conduct, pedagogy, assessment and reporting; • Embedding a curriculum that reflects the Charter for Catholic Schools in the Edmund Rice Tradition and its Touchstones across all aspects of school life; • Ensuring that the School meets all statutory and legislative requirements relating to curriculum delivery at Federal and State levels; • Participating actively in the provision of inclusive educational programs within a diverse learning environment; • Engaging with professional associations and external networks to strengthen practice and stay connected with sector developments; • Working in partnership with parents and carers to support the educational and wellbeing needs of young people; • Creating opportunities for students to participate in shaping their own learning journeys.
<p>Community Leadership</p>	<ul style="list-style-type: none"> • Demonstrating and modelling radical inclusion by welcoming and supporting young people who have been disenfranchised from mainstream education; • Safeguarding exemplary child safe standards and practices in full accordance with relevant legislation and regulatory requirements; • Ensuring enrolment practices reflect BlendED National’s commitment to radical inclusion and unconditional positive regard, consistent with its Strategic Directions; • Strengthening partnerships with the State based Catholic Education Commission and relevant Dioceses through active participation in networks and support services;-based Catholic Education Commission and relevant Dioceses through active participation in networks and support • Enhancing collaborative working relationships with the Department of Education;

	<ul style="list-style-type: none"> • Ensuring parents, carers, Elders and relevant agencies are meaningfully engaged in decision-making processes that impact the safety and wellbeing of young people; • Upholding the School’s duty of care for all young people; • Maintaining the highest standards of a child safe institution; • Liaising with government and non-government agencies to coordinate referrals that support the physical, mental health and wellbeing needs of young people; • Developing strong partnerships with external agencies to enable the delivery of onsite support services where appropriate; • Ensuring young people are supported to access essential services including counselling, health care and community programs; • Overseeing and supporting access to holiday programs and activities that maintain connections for vulnerable young people; • Nurturing a culture of collaboration and teamwork amongst staff, young people and families/carers; • Ensuring the cultural, psychological and physical safety of staff and young people; • Establishing and leading a culture of professional supervision; • Leading regular whole team reflective practice, including daily debriefings and scheduled staff meetings;-team reflective practice, including daily debriefings and scheduled staff • Supporting staff through professional development, personal formation and the development of individualised wellbeing plans; • Promoting and sustaining a high-quality learning and teaching environment grounded in shared Working Agreements and Operation by Principles (OBP); • Collaborating with the BlendED National Office induct staff and provide ongoing training in: <ul style="list-style-type: none"> • The EREA Code of Conduct, • Child safe practices in accordance with relevant state/territory legislation, • Trauma Informed Practice - Operation by Principles on Common Ground, • Learning, wellbeing and cultural practices, • Spiritual and faith formation, • Capability building and mentoring, • Workplace health and safety, • Relevant compliance training; • Engaging local Elders, parents and carers as active and valued members of the School community; • Participating in professional supervision and maintaining a personal wellbeing plan.
Administrative Leadership	<ul style="list-style-type: none"> • Ensuring annual attestation and compliance with State/Territory and Commonwealth regulatory requirements; • Ensuring that all child safety matters are addressed in compliance with the Child Safeguarding Standards, and when required, supporting the Director – New



	<p>Initiatives in submitting a report to EREA as per the EREA Incident Notification and Management Framework;</p> <ul style="list-style-type: none">• Manage school finances with the Director – New Initiatives and the Chief Financial Officer in line with BlendED National Budgets and frameworks;• Oversee enrolment and attendance processes; ensure alignment with radical inclusion principles;• Completing all required statistical, state and Commonwealth census, NCCD and other returns for relevant authorities, and working with the Director – New Initiatives to develop, implement and review School Strategies and Plans;• In collaboration with the Director – New Initiatives and the Chief Operating Officer; supporting appointment and termination of staff in accord with applicable industrial instruments and policy;• Ensuring all staff, volunteers, and contractors complete all required induction, ongoing and refresher training in child safety and wellbeing in accordance with applicable state/territory legislation;• In partnership with the Director – New Initiatives and any advisory council or committee endorsed by BlendED National, ensuring the planning and provision of facilities that appropriately address the pastoral and educational needs of young people;• Ensuring full compliance with the EREA Child Safeguarding Standards, which align with the recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse and the National Catholic Safeguarding Standards;• Ensuring strict adherence to all relevant state and territory legislative requirements relating to reportable conduct and mandatory reporting;• Plan for facilities and resources that meet pastoral and learning needs; oversee services, facilities and security;• Ensuring compliance with Risk Management frameworks, WHS and relevant BlendED National policies;• In enrolling young people, ensuring commitment to radical inclusion of those disenfranchised from mainstream education and BlendED National policies and procedures;• Maintain regular communication with parents and carer’s about learning, wellbeing and cultural growth;• Seeking opportunities to actively engage local Elders and wider community in the life of the School, including celebrations and community events;• Working collaboratively with advisory groups, BlendED National Office, local parishes and Catholic Education bodies;• Carrying out reasonable duties assigned by the Director – New Initiatives from time to time.
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Key Selection Criteria and Requirements

Qualifications	<ul style="list-style-type: none"> • Degree in Education (Postgraduate Qualifications in Education, Leadership, Religious Education, Theology or related discipline would be advantageous)
Knowledge and Experience	<ul style="list-style-type: none"> • 5 years of teaching experience in a Catholic school and/or Special Assistance School • Proven experience in in a leadership position at a senior level (e.g. Principal, Deputy Principal, Head of Campus, or CEO Senior Officer) in more than one educational setting
Capabilities	<ul style="list-style-type: none"> • Be able to demonstrate an understanding of the charism of Blessed Edmund Rice as articulated in the Charter for Catholic Schools in the Edmund Rice Tradition • Be able to demonstrate a high level of competency in the domains of leadership (as outlined in the Duties and Responsibilities/Role Description) • Capability to lead the School culture in working under the four Principles of operation (Respect, Safe and Legal, Honesty and Participation) in a common ground framework • Be able to demonstrate a public faith witness and a commitment to promoting the teachings of the Catholic Church • Capability for multidisciplinary leadership to manage human, financial and physical resources to deliver high quality outcomes • Have a proven ability to work in a collaborative environment as the leader of a senior team • Have experience in working with School Boards/Advisory Councils • Demonstrated capability to provide leadership in trauma informed practice and wellbeing support that ensures that young people can achieve positive social outcomes and re-engagement in learning.
Probity checks and Certification	<ul style="list-style-type: none"> • Hold a current Teacher Registration in Queensland • Hold a current police check less than 6 months old, or ability to obtain one. • Hold appropriate Australian Work Rights • Valid First Aid Certificate or willingness to obtain • Valid Australian Driver's Licence and willingness to drive school vehicles when required
Physical Requirements	<ul style="list-style-type: none"> • 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. • Some lifting of supplies and materials may be required from time to time, practicing safe manual handling.