



FLINDERS

CHRISTIAN COMMUNITY COLLEGE

Hope & Purpose through Christian Education

Joshua Centre Director

1. POSITION IDENTIFICATION

Title	Joshua Centre Director	Level	Senior level - tbc
Campus	Tyabb	Effective	January 2027
Reporting To	Campus Principal	Position No.	

2. INHERENT REQUIREMENTS

Purpose

We bring hope and purpose to our community through Christian education.

Vision

To be a Transformative Christian Learning Community.

Values

We value:

- Love, Faith, Integrity, Humility, Grace, Excellence, Perseverance.

All employees at Flinders Christian Community College model and demonstrate the reality of the Gospel by the way they undertake their employment responsibilities and by the way they live. Every activity undertaken by the College must be characterised by love, mercy, forgiveness, reconciliation, humility and justice, all elements demonstrated by Christ's life, death and resurrection, which is the core of the Gospel.

Employees agree with the College's:

- Purpose, Vision, Values, Philosophy of Christian Education;
- Statement of Identity;
- Statement of Faith;
- Nicene Creed and Apostles Creed.

Employees shall have an in-depth knowledge of the ethos of the College (below) and the principles by which it operates, and must be willing to support these unreservedly.

3. CULTURE AND VALUES

Ethos

All employees are expected to:

- Uphold the practical demonstration of Faith in Christ and the College's underlying Christian beliefs and ethos in dealing with others
- Comply with Biblical standards of equity, justice, fairness and compassion in dealing with others within and beyond the College
- Act responsibly to protect the safety and security of our students and other staff at all times
- Encourage positive behaviours and attitudes in students and others that demonstrate respect for all
- Perform duties in a responsible and professional manner, with due regard for the College's policies and other legal requirements and obligations
- Exert responsible stewardship of College resources
- Promote and protect the College's reputation in the wider community

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- Act appropriately when a conflict arises between the individual's personal interest and their duty to the College.

Employees must support the College values and policies, and conduct themselves in a way which is consistent with this ethos. Specific expectations of employees are detailed in the College's Policy Handbook which is located on the Colleges' intranet.

4. RISK AND COMPLIANCE

It is the responsibility of every staff member to actively participate in the management of risk and to ensure a safe work environment for themselves, their co-workers, students and the college. This position description is subject to the Risk Management Strategy/Policy and OHS Policy. The employee must ensure that prescribed tasks are performed subject to established risk assessments and safe work practices. To that end, the following are also requirements of this role:

- Report all hazards observed including any potentially unsafe work practices;
- Report all incidents of injury or near miss;
- Actively Participate in all professional development and training regarding Risk management and OHS;
- Cooperate with any reasonable request for action to ensure the safety of self and others and the mitigation of risk to the College.

5. CHILD SAFETY

Our College is committed to child safety. We have zero tolerance of child abuse. Our robust HR practices are strictly adhered to ensure that all employees understand their obligations with respect to Child Protection and the College's commitment to keeping our children safe.

6. PURPOSE OF THE POSITION

Joshua Centre Vision:

To see students with Autism not just *survive*, but instead *thrive* in their learning, social connection and wellbeing in order to live a life of purpose.

The Joshua Centre Director will lead the organisational oversight and operation of the Joshua Centre to provide students with a learning environment and program that is aligned with the College vision, mission, values and reflects the Flinders philosophy of inclusive learning.

7. WORKING RELATIONSHIPS

Reports to: Campus Principal.

Responsible for: Joshua Centre teaching staff, aides, and administration staff.

8. ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITIES AND RESPONSIBILITIES	KEY PERFORMANCE INDICATORS
Leadership - Oversee the day-to-day operation of the Joshua Centre, attending meetings with internal and external stakeholders when and where necessary - Responsible for the management of the operational budget for the Joshua Centre - includes the purchase of relevant materials, resources and excursions	- A community of consultation and collaboration is evident - Budgets are managed and maintained according to the Stewardship Framework principles - Classroom teachers, aides and administration staff and equipped and supported.

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| <ul style="list-style-type: none"> • Lead a team consisting of the Dean of Teaching & Learning, Student Welfare Officer, Administrative Officer, classroom teachers and classroom aides. • Oversee the consultation, development and monitoring of Individual Learning Plans for students. • Lead, or organise, professional development for staff in matters pertaining to students with disabilities and strategies to support students with additional needs. • Act as the Joshua Centre representative of the WHS committee and be aware and supportive of College Work Health and Safety requirements • Networking and involvement in relevant network groups for the purpose of information sharing and improvements/enhancements to the Joshua Centre • Where appropriate, looks for opportunities to integrate Joshua Centre students with Flinders mainstream learning opportunities and programs • Where appropriate, look for opportunities for Flinders teachers and students to integrate with the Joshua Centre • Develop, encourage, and engage with contacts in the broader community who will support the Joshua Centre • Provide strategic leadership for the ongoing development, growth and sustainability of the Joshua Centre, including future planning for enrolments, staffing, facilities and program delivery • Oversee student enrolment assessment, transition and review processes, ensuring the Centre can appropriately meet each student's educational, wellbeing and support needs • Lead the development and implementation of behaviour support, regulation and safety practices, including oversight of complex student matters and risk minimisation strategies • Lead responses to significant student incidents, including communication with families, staff support, documentation, risk management and follow-up planning • Ensure Joshua Centre policies, procedures and practices remain aligned with relevant disability, education, child safety, NCCD, workplace safety and College requirements | <ul style="list-style-type: none"> • ILPs are written and clearly communicated in consultation with key stakeholders in alignment with the Learning Support Handbook. • Professional Development is programmed according to the strategic needs of the Joshua Centre and FCCC. • The Joshua Centre is a safe place for staff, students and families to be in. • The Joshua Centre is connected in with relevant agencies, like-schools and service providers. • There are documented opportunities for students, staff and faculty areas to cross-filtrate with the Joshua Centre where appropriate. • SSGs and record keeping is aligned with the Learning Support Handbook. • NCCD evidence is cyclical and aligns with the Learning Support Handbook. • ISV/SWD applications are cyclical, require specific evidence and aligns with the Learning Support Handbook. • Students feel safe and supported and want to come to school. • Students social skills are developed as part of a holistic and inclusive education. • Pastoral care programs are both proactive and scoped/sequenced as well as responsive to the individual needs of individuals and classes. • Service providers are able to access the Joshua Centre to support student development. • Parents/carers feel supported and informed regarding knowledge of funding, opportunities to access funding and referrals to respected external agencies. • Joshua Centre families feel welcome, connected and a strong sense of belonging in the community. |
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- Oversee the process of SSG's and other opportunities for feedback and adjustment
- Ensure sufficient documentation/evidence to satisfy NCCD and other funding requirements

ISV

- Oversee the SWD application process in line with ISV eligibility criteria for eligible students.

Pastoral

- Take responsibility for the care of children as and when needed.
- Ensure adequate support for staff in matters pertaining to student learning, social skills and pastoral needs.
- Oversee pastoral care and social skills programs where necessary.

External liaison

- Liaise with outside agencies on matters relating to student welfare and safety and refer appropriately.
- In line with service provider agreement, facilitate access to Allied Health services such as speech therapy, physiotherapy and occupational therapy etc where required.
- Capacity to support families by providing them with recommended allied health professionals in line with a student's NDIS funding
- Ensure effective communication between parents, students, teachers and allied health professionals.

9. WORK RELATED REQUIREMENTS / SELECTION CRITERIA

Essential skills:

1. Mature Christian demonstrating Godly wisdom and Christ-like qualities
2. A well-developed understanding of and commitment to the principles of Christian education
3. Demonstrated successful teaching experience
4. Experience in and awareness of current teaching and learning issues, research and practice
5. Demonstrated ability to guide and support staff in the delivery of the curriculum
6. Interest and experience in the integration of technology into teaching and learning in the classroom and also in relation to data analysis
7. Demonstrated ability to organise, lead and deliver professional learning programs
8. Demonstrated ability to initiate, organise and lead projects through a collaborative approach with other team members
9. Highly developed skills in leading and managing change in an educational setting, including the leadership of others in the process of change
10. A highly developed capacity to motivate staff, develop their talents and build an effective team

11. Well-developed interpersonal skills

12. Administrative ability

13. Effective problem solving skills

14. Flexibility, workload prioritisation, manage multiple tasks effectively and proactivity.

- Relevant and appropriate background and experience in working with students with additional needs.
- Have a strong understanding of and experience in working with students on the Autism Spectrum in a school setting
- An existing network of contacts, allied health professionals is desirable
- Be familiar with the principles of Applied Behavioural Analysis (ABA) therapy and the relevant strategies of behavioural therapy with school aged children in an educational setting
- Adhere to and ensure the implementation of Flinders Child Safety Standards, Code of Conduct and Mandatory Reporting
- Have strong interpersonal, communication and administrative skills
- Be committed to ongoing professional learning This is important enough to be separate
- Be able to regularly maintain and update appropriate documentation through Flinders systems ?
- Have the ability to source and apply for appropriate grants

Attributes

Living the vision and values:

Keeping the vision and values of Flinders Christian Community College at the forefront of decision-making and action.

Initiating Action

Taking prompt action to accomplish objectives; taking action to achieve goals beyond what is required; being proactive.

Communication and Trust

Clearly conveying information and ideas through a variety of media in a manner that engages the audience and helps them understand the message. Interacting with others in a way that gives them confidence in one's intentions and those of the organisation.

10. POSITION DIMENSIONS

EXTENT OF DELEGATED AUTHORITY	Operates with a high level of autonomy under broad direction
ALLOWANCES/SPECIAL CONDITIONS	
SPECIALISED EQUIPMENT/SPECIAL LICENCE REQUIREMENTS	N/A
OTHER IMPORTANT DIMENSIONS	N/A