
	<b>Position Title:</b> CIRC Education Specialist	<b>Team:</b> CIRC	
	<b>Band:</b> A	<b>Salary:</b> Steam 4, Level 4	<b>Date:</b> May 2026

OUR VISION AND PURPOSE	ROLE CONTEXT
<p><b>We believe children, young people and families should be safe, thriving and hopeful.</b></p> <p><b>Our Vision for 2026: Together we will courageously change lives and reimagine service systems.</b></p> <p>For over 140 years, Berry Street has adapted to a changing world, and we will continue to adapt to achieve our purpose.</p> <p>Berry Street will continue to be a strong and independent voice for the children, young people, and families with whom we work. In collaboration with others, we will advocate for investment in early intervention and prevention services that enable families to be safe and stay together. We will use approaches that are culturally safe and informed by the best evidence available. We will measure and learn from the impact of our work, and we will continually contemporise our models of practice.</p> <p><b>We look forward to working with our staff, carers, partners, supporters, and government, to ensure children, young people and their families can create the future they imagine for themselves.</b></p>	<p>Berry Street Education Services provide a range of rewarding educational programs across Victoria including a multi-campus school, and other specialist education and outreach programs which support disengaged students.</p> <p>Aligned to the regular school year and breaks, this role is focused on Education Support Services for Children in Residential Care (CIRC), helping young people link back into education. Most travel and support will be required within the designated Region.</p> <p>Most young people live in residential care and have complex needs leading to some difficulties in the education setting; therefore, the young people require assistance to re-engage with education, along with providing trauma informed strategies and support. Assistance may include building rapport, initiating meetings, attending care team meetings, collating and initiating the signing of enrolment paperwork, building relationships with stakeholders, filing and reporting and data collection.</p> <p>The Education Case Manager (as an Education Specialist) will liaise closely with Students, Teachers, Principals, Child Protection, Department of Families, Fairness and Housing, Youth Justice, DET, alternative education settings and other Community Service Organisations.</p> <p><b>PRIMARY OBJECTIVES OF THE ROLE</b></p> <p>Education Specialists provide advocacy for their students, through a case load, to return to learning. This is achieved through initial outreach, care team interactions, assessments, educational planning, enrolment support, and liaising with education bodies.</p> <p>Education Specialists will be required to <b>Engage</b> face-to-face well with the young person, <b>Support</b> their educational needs, and <b>Transfer</b> them back to learning.</p> <p>This position mainly includes Education Specialisation as a Trauma Informed Case Manager, offering supports and guidance for young people or their potential learning facility.</p> <p>Interactions with a young person and a Care Team will require a flexible, diverse and creative approach to meet the needs of each student.</p> <p>As a highly self-motivated and independent professional, you will be required to work within an office, remotely, on the road, within residential homes and schools. This role requires consistent collaboration with other professionals in a wide variety of settings to obtain re-connections and outcomes for students.</p>

	<p><b>REPORTING RELATIONSHIPS</b></p> <p>This role is based at Berry Street’s Northern office which is located in Preston on Wurundjeri Country. This role reports to the Team Leader of Education Support Services who will provide supervision, support and essential check-ins when working remote</p>
<p><b>OUR VALUES</b></p> <p><b>We expect all staff to apply these Values in all aspects of their work.</b></p> <p><b>Courage:</b> to never give up, maintain hope and advocate for a ‘fair go’.</p> <p><b>Integrity:</b> to be true to our word.</p> <p><b>Respect:</b> to acknowledge each person’s culture, traditions, identity, rights, needs and aspirations.</p> <p><b>Accountability:</b> to constantly look at how we can improve, using knowledge and experience of what works, and ensure that all our resources and assets are used in the best possible way.</p> <p><b>Working Together:</b> to work with our clients, each other and our colleagues to share knowledge, ideas, resources and skills. Berry Street is committed to being a child safe, child friendly and child empowering organisation. <b>In everything we do we seek to protect children.</b></p>	

<p><b>EXPECTATIONS</b></p> <ul style="list-style-type: none"> <li>• Conduct oneself in accordance with the Berry Street Code of Conduct, which is underpinned by the values of accountability, courage, integrity, respect and working together within the principles of continuous improvement.</li> <li>• Raise all health, safety, and wellbeing issues or concerns with managers, observe all safe work procedures and instructions, and take reasonable care for their own safety and for the safety of work colleagues by always operating in a safe and appropriate manner.</li> <li>• Participate in regular supervision, performance planning and review processes and probationary reviews.</li> <li>• Complete mandatory training within designated timeframes.</li> <li>• Berry Street is committed to service delivery that prioritises and celebrates diversity and inclusion in our staff and the children, young people and families we support. Every individual is treated with dignity and respect regardless of their cultural background, ability, ethnicity, gender identity, sexual orientation, spirituality, or religion.</li> </ul>
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- Berry Street is committed to the cultural safety of Aboriginal and Torres Strait Islander children; children from culturally and/or linguistically diverse backgrounds; children with a disability; children who identify as LGBTIQ+.

#### KEY SELECTION CRITERIA: KNOWLEDGE, SKILLS AND ABILITIES REQUIRED TO FULFIL THE ROLE

- Excellent written and oral communication skills (including public speaking, presentations and facilitation skills).
- Demonstrated ability to flexibly manage competing priorities and stressful situations, monitoring own stress levels and practising and promoting self-care strategies.
- Substantial experience working with high-risk young people of school age, or a marginalised community.
- Ability to effectively engage with and teach a diverse range of students who have multiple and complex needs and behaviours.
- Demonstrated ability to work, learn and grow as an individual, plus collaborate within a team.
- Comprehensive knowledge of current education, school practice and resources and the ability to adapt these to meet the individual needs of students.
- Required to be self-driven with time management, organisation, accountability and record-keeping skills.
- Demonstrated understanding and knowledge of policy and practice in the education and welfare sectors.
- Demonstrated ability to work with other Berry Street staff and key stakeholders particularly within school and residential care communities.

#### QUALIFICATIONS AND OTHER REQUIREMENTS

- A Bachelor's degree qualification in Education, or Higher Education within Youth Work or Social Science is required.
- A VIT Full Registered Teacher (1-4 years teaching experience)
- Staff must hold a current driver license at all times and undergo a Criminal Records Check prior to employment. Subsequently, staff must report any criminal charges or court appearances.

#### DESIRABLE

- Extensive experience teaching in alternative settings or remote locations.
- Experience working with youth justice, child protection or out of home care.
- Additional qualifications in Special Education, Psychology or Welfare.

## KEY ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITY	SPECIFIC RESPONSIBILITIES
<b>Direct Service Delivery</b>	<ul style="list-style-type: none"> <li>• Know your students and be an advocate for them to reconnect to schooling, and learning.</li> <li>• Build rapport and collaborate within Care Team Meetings often (with Teachers, Principals, Child Protection, DFFH and Residential Workers and other organisations), reporting on student enrolments, progressions and education plan.</li> <li>• Support enrolment processes including tours, meetings, paperwork and administration.</li> <li>• Work with students of school age who have experienced trauma and have high needs and challenging behaviours, listening to their needs.</li> <li>• Support educational evaluation of children and young people with complex educational needs.</li> <li>• Develop and oversee the implementation of Individual Education Programs and provide review and evaluation of these.</li> <li>• Support tailored interventions for homes and students, or provide supports to help connect a student back to a learning facility.</li> <li>• Develop safe learning spaces while working in diverse environments (including schools and residential care units).</li> <li>• Provide expert and up-to-date advice to schools, residential homes and organisations relating to Therapeutic and Trauma-Aware Teaching (such as the Berry Street Education Model or prior experience).</li> <li>• Ensure that all practices within the team are in accordance with the relevant policies of Berry Street.</li> <li>• Participate in regular Care Team Meetings via video conferencing, phone calls or face to face if required.</li> </ul>
<b>Administration</b>	<ul style="list-style-type: none"> <li>• Ensure that all relevant Berry Street administrative and policy procedures are followed.</li> <li>• Maintain adequate records and filing by consistently keeping progress reports, client reports, planning documents and meeting information.</li> <li>• Report on all student engagement and progress as necessary into case notes history.</li> <li>• Ensure that statistical data is collected and forwarded as requested.</li> <li>• Be flexible with daily self-management as care teams, self-preparation and students visits change.</li> </ul>
<b>Program Development</b>	<ul style="list-style-type: none"> <li>• Positively promote the program, at all times.</li> <li>• Liaise with other stakeholders including DHHS, DET and other CSOs in the South Eastern region including case managers, care providers, teachers and other professionals involved with students regarding Individual Education Plans, attendance, behavioural issues and student wellbeing.</li> <li>• Work collaboratively with all service providers involved with each client.</li> <li>• Be an innovative self-starter who continues to develop both personally and professionally to meet the changing needs of your position, career and industry.</li> <li>• Attend all required training sessions provided by the organisation and be actively involved in any other training session as directed.</li> <li>• Demonstrate a commitment to the values of Berry Street.</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• Use a work-based vehicle to drive to meet with students , schools, care teams and care providers.</li> <li>• Aligns to school year with work and education support school holidays.</li> <li>• Other duties as required.</li> </ul>

## INHERENT REQUIREMENTS OF WORK ACTIVITIES / ENVIRONMENT

Following is a table that outlines the main physical and psychological requirements of the position.

Element	Key Activity	Frequency
<b>Client Facing and Service Delivery</b>	Work with clients who may have a physical, psychiatric, or sensory disability.	Regular
	Interact with clients and members of the public who may display the full range of emotional expressions, including parents, partners, significant others, family members, advocates, doctors, police.	Regular
	Work with complex clients which may expose you either directly or vicariously to emotionally challenging concepts such as self-harm, trauma, illegal activity and/or violence.	Regular
	Drive vehicles with possible distractions from client behaviour, verbal or physical.	Occasional
	Work in a client's home or their family home alone and/or with others.	Not Applicable
	Represent, advocate, and cooperate with legal processes which may include attendance to court.	Occasional
<b>Work Environment</b>	Manage demanding and changing workloads and competing priorities.	Daily
	Work in different geographic locations.	Daily
	Be exposed to all outdoor weather conditions.	Daily
	Work via computer from home as required.	Regular
	Work office hours with the possibility of extended hours. Flexible arrangements by agreement.	Occasional
	Work rostered hours with the possibility of overtime.	Occasional
	Work on-call after hours.	Not Applicable
	Work in an open plan office with no assigned desk.	Regular
	Work in buildings which may require the use of stairs or elevators.	Regular
	Sit at a computer or in meetings/meeting rooms via video conference facilities or in person for extended periods.	Regular
	Work in a client's home or their family home alone and/or with others.	Not Applicable
	Work in educational or community facilities.	Daily
	Drive vehicles possibly over long distances and in all traffic and weather conditions.	Daily

	Undertake training and professional development activities both internal and external to the organisation.	Regular
<b>Administrative Tasks</b>	Undertake administrative tasks which may include the following: computer work, filing, data entry, writing reports, case notes/plans and client records. Manage resources and budgets. Research and analyse information and data.	Daily
	Use technology including computers, photocopiers, telephones including mobiles, projectors, televisions, video conference facilities and electronic whiteboards.	Daily