

POSITION: Youth Worker

REPORTS TO: Wellbeing and Learning Team Leader

LOCATED: Multi Campus locations

- Exhibition Street, Melbourne
- Harvester Road, Sunshine
- Roth Street, Werribee
- Brougham Street, Geelong
- New campus developments

CLASSIFICATION: Youth Worker Level 2.1-2.5 Hester Hornbrook Academy Enterprise Agreement 2024 - 2026

DATE UPDATED: August 2026

ORGANISATIONAL ENVIRONMENT

Established in 2017, we are a multi-campus Special Assistance School committed to providing wellbeing for learning and learning for wellbeing. Recognising that mainstream education is not suitable for all young people, our programs are driven by the personal pursuits of students. We provide flexible, inclusive education for young people aged 15-25, focusing on a healing-oriented environment in which our students are supported to re-engage with education and pursue meaningful pathways.

Our Healing Orientated Program of Education (HOPE), informs our work each day, ensuring the integration of academic intervention and growth with wellbeing and life skills. Applied learning, includes Victorian Pathways Certificate (VPC), VCE Vocational Major (VM) and Vocational Education and Training in Schools (VETiS).

All our students are supported by strong classroom teams, which include a teacher, education support and youth worker. The classroom team collaborates to provide a safe, respectful, and productive learning environment. The team works in partnership with the students to understand and address the barriers to learning, to implement educational intervention strategies, set and achieve positive pathways and other life goals. All staff bring different and overlapping skills and experience to the classroom to provide a holistic response to the students' educational needs.

Hester Hornbrook Academy brings together a diverse team of professionals working collaboratively within a school setting to improve education and wellbeing outcomes for students.

At Hester Hornbrook Academy, we strive for a culture that is values and purposed aligned. Our employees are central to the support we provide to our young people. Our employees' behaviours, values, skills and expertise are essential for the successful delivery of our programs.

DIVERSITY, EQUITY OF ACCESS, AND INCLUSION

Hester Hornbrook Academy is committed to inclusion, equity of access and diversity. We know that diversity helps us to innovate and make the biggest impact possible. The MCMG DEI Strategy On for Inclusion supports and drives an inclusive workplace culture. We recognise that many people continue to face systemic barriers within an employment context, particularly those from First Nations, culturally and linguistically diverse, disability and LGBTIQ+ communities. We are committed to inclusivity and want to continue to learn from and grow our diverse workplace culture. This includes supporting your individual employment needs wherever reasonably possible.

POSITION CONTEXT

At Hester Hornbrook Academy, we recognise that education is most effective when it addresses the broader wellbeing needs of young people. As part of our holistic approach, each Hub is supported by a Youth Worker who plays a key role in enhancing overall engagement, wellbeing, and participation in learning.

The Youth Worker is an integral member of a multidisciplinary team, working collectively across the Hub and campus. The Youth Worker will provide educational intervention that supports student wellbeing to enable academic success. To achieve this, the Youth Worker must maintain a visible and active presence throughout the Hub and campus, building positive relationships with students and staff, and providing responsive wellbeing support.

The Youth Worker is expected to provide wellbeing support focused on enhancing a student's capacity to engage in their learning by removing barriers, addressing individual wellbeing needs and enhancing students overall personal and social capabilities. To meet individual students needs, individualised student support will be provided both on campus and via outreach.

This role will also require strong collaboration across the wellbeing team within the Hub and Campus to ensure the collective needs of all students are understood and met. Further, the Youth Worker is responsible for engaging and referring to specialised wellbeing roles within Hester Hornbrook, initiating external referrals to specialised services, actively engaging with students care teams and actively engaging with families and/or carers.

All roles within Hester Hornbrook Academy will have a classroom, program or duty allotment, this may include classroom instruction, the delivery of learning activities, the supervision of students, assertive outreach, and involvement in our other programs which support students to attain educational success.

POSITION PURPOSE

The Youth Worker provides daily wellbeing support to students to enhance their capacity to engage in learning. This includes in-class support focused on strengthening engagement, wellbeing and safety to maximise learning outcomes; individual support outside of the classroom or outreach to support presenting wellbeing needs and increase readiness to learn; and case-coordination which involves collaborating with students existing care team, referring to appropriate services based on students identified needs and maintaining strong contact with students parents /carers.

POSITION DUTIES AND RESPONSIBILITIES

Duties of this role may include but are not limited to the following:

- **Deliver Student Wellbeing Support:** Provide proactive, responsive and evidence-informed wellbeing interventions that enhance students' capacity to engage in learning. Deliver individual support both on campus and through outreach, addressing barriers to engagement. Contribute to the development and implementation of Individual Wellbeing and Education Plans, risk assessments, safety plans and other targeted supports or documentation required (including relevant NCCD documentation).
- **Foster Student Engagement:** Maintain a visible and active presence across the Hub and campus, building positive and trusting relationships with students, families/carers and staff. Support the creation of safe, respectful and productive face-to-face and virtual learning environments that promote wellbeing for learning and learning for wellbeing. Support students' personal and social development, support participation in learning, and contribute to a safe, inclusive, and

supportive learning environment.

- Collaborate within a multidisciplinary team: Work as an integral member of the Hub's multidisciplinary team to support student engagement, attendance, wellbeing and learning outcomes. Work closely with leadership, teaching, education support, CAPE, Allied Health and inclusion roles to identify student needs, coordinate interventions, and ensure a holistic approach to student wellbeing and learning.
- Referrals and care team engagement: Facilitate access to specialised wellbeing supports by identifying needs, making referrals to internal and external services, and maintaining active engagement with student care teams. Work collaboratively with families, carers, and service providers to ensure coordinated and effective support for student wellbeing and educational outcomes.

Professional Knowledge

- Stakeholder engagement and management: Know students, colleagues, and all relevant stakeholders and demonstrates interest, and active positive engagement. Respect and employ strategies (where relevant) to support inclusion for diverse linguistic, cultural, religious and socioeconomic backgrounds and disabilities. Ensures that all professional endeavours to support a collaborative and cooperative approach with all stakeholders.
- Professional skills and expertise: Demonstrate core skills, knowledge and application of concepts, techniques, resources to perform the role and tasks competently. Demonstrate professional boundaries and practice integrity. Demonstrate an understanding of Hester Hornbrook Academy's mission, purpose, strategies, structure and process.

Professional Practice

- Organisation and Preparedness: Demonstrate care, thought and planning in the organisation and execution of tasks. Demonstrate a range of strategies, techniques and tactics to manage complex, challenging or competing agendas, priorities and/or tasks.
- Duty of Care: Demonstrates a respectful and engaging adherence to shared expectations of the wider organisation/school. Creates strategies or the environment to provide inclusiveness, and a safe space for all stakeholders. Demonstrates interest and/or knowledge in the application of trauma informed practice, occupational health and safety laws, safeguarding of children and HOPE. Demonstrates knowledge and action of Duty of Care obligations under law.
- Analysis, reporting and feedback: Demonstrate competence in ability to utilise technology, resources and tools to effectively perform role. Is able to assess, analyse data and interpret evidence and/or information to provide feedback to stakeholders clearly, competently, respectfully and with sensitivity. Can develop strategies to create greater depth and transparency in the reporting of information and data to appropriate stakeholders. Can receive feedback openly and demonstrate an interest in putting that feedback into practice. Demonstrate efforts for critical thinking and evaluates short and long-term consequences when decision making.

Professional Engagement

- Professional Learning: Demonstrate competence and skill in managing their portfolio of work. Demonstrate active engagement to achieve tasks and, where relevant, demonstrate application and understanding of the regulatory and legislative requirements. Demonstrate an interest in developing profession-specific competence, skill and knowledge, including adaptation to new tools, methods,

and practices. Remain abreast of information, knowledge and practices to meet obligation to stakeholders.

- Professional behaviour: Apply principles of codes of ethics and demonstrate understanding of relevant legislative, administrative, and/or organisational policies and processes required by the organisation and for their profession. Understand and demonstrate active strategies for working effectively, sensitively and confidentially with all stakeholders. Understand and respect the role of external professionals and community representatives. Act with transparency, honesty and integrity in decision making, adhering to the principles and practice responsibilities of their profession. Demonstrate compliance with attendance, availability, and punctuality.
- Professional disposition: Exhibit listening and comprehension skills. Effectively express in written and/or oral communication. Speak clearly and concisely. Welcome team contribution. Build and foster relationships that embrace collaboration, consultation and empowerment.

General expectations in a Senior Secondary School

- Work as a constructive team member, including building and maintaining positive interpersonal relationships with multidisciplinary teams to understand, support and drive impact for young people in an educational environment.
- Participate in regular supervision, performance reviews, meetings, and training.
- Apply the Organisational Commitments and Requirements (detailed below), including Child Safety and Safety of Vulnerable People, Workplace Health and Safety, Operational Accountability, Diversity, Equity of Access and Inclusion, and Position Description Maintenance.
- Apply an understanding of HOPE to support students in a way that allows them to Engage, Equip, Empower and Extend. While having a thorough understanding of a range of interventions that promote engagement and inclusivity, build rapport, and develop prosocial behaviours and relationships.
- Participate in the life of the school including, timetabled duties, camps and excursions, regular supervision, scheduled whole school and campus meetings, the performance review processes, professional learning and a culture of continuous review, improvement of student learning outcomes and achievement of the Hester Hornbrook Strategic Plan (SP) and Annual Implementation Plans (AIP).
- Ensure that all Child Safe, risk management and Hester Hornbrook documentation is adhered to and delivered within the framework of Hester Hornbrook policies and procedures, legislative requirements.

KEY SELECTION CRITERIA

Qualifications and registrations

- A qualification in Youth Work/Social Work/Community Development (or similar) or significant demonstrated experience in both classroom and outreach.

Skills and experience

- Proven experience working with young people with complex needs, or have experienced barriers to education such as trauma, mental health challenges, or out-of-home care.

- Proven ability to support unique needs of diverse groups including Aboriginal and / or Torres Strait Island peoples, those who identify as LGBTQIA+ and those from diverse cultural backgrounds.
- Understanding of day-to-day operations of a school or similar education setting.
- Understanding the effects of trauma and the impact on young people's capacity to engage with education and learning.
- Knowledge of the differing functions and priorities of the education and welfare sectors, and the ability to foster collaborative partnerships that provide coordinated support for students and families.
- Demonstrated understanding of, or strong willingness to develop knowledge of, the Nationally Consistent Collection of Data (NCCD), with the ability to contribute to the identification, implementation and documentation of educational and wellbeing adjustments that support student engagement, inclusion and successful learning outcomes. Demonstrated ability to use digital platforms such as Canvas, Sentral, Microsoft Suite (i.e. Word, PowerPoint and Teams) for feedback, and maintaining accurate records.
- Ability to engage students in digital learning environments and support consistent documentation and communication across teams.
- Sound knowledge of relevant legislation and compliance requirements, including the Victorian Child Safe Standards and the VCAA expectations for senior secondary settings.
- Understanding of risk and the need for risk mitigation strategies as related to an education setting.
- Ability to support with incident management, as directed by Campus Leadership.
- Ability to use technology and resources to effectively perform the role.
- Show a detailed understanding of the current NCCD guidelines to ensure that all staff practices are aligned to providing the required evidence to document the support that is provided to each individual student.

Personal attributes

- Demonstrated ability to work collaboratively within a multidisciplinary team to provide holistic, trauma-informed educational interventions that support student wellbeing and enable academic success.
- Strong organisational and time management skills, with the ability to work flexibly, manage competing demands and deliver support in varied formats including on campus, in class, outreach, excursions and virtual learning environments.
- Proven organisation and preparedness to execute tasks and manage complex, challenging or competing agendas, priorities and or tasks
- Ability to demonstrate adherence to the shared expectations of the organisation including child safety and duty of care obligations under law within a school setting.
- Demonstrated interest in developing competence, skill and knowledge of your profession and kept abreast of information, knowledge and practices to meet this role.
- Commitment to our values, including child safety, inclusion, OHS legislations, trauma-informed practices and HOPE.
- Ability to receive feedback openly, analyse data and apply critical thinking to evaluate short- and long-term consequences when decision making.

Is a team player, welcomes team contribution and builds and fosters relationships that embrace collaboration, consultation and empowerment.

Essential Safety Screening Requirements:

- Proof of Identity Check
- National Police check and/or International Police check
- Current Employee Victorian Working with Children Check
- Relevant Professional Registrations
- Current Victorian Drivers Licence
- Right to work in Australia

KEY RELATIONSHIPS

This position may have relationships with a diverse range of Hester Hornbrook and MCM Group employees, external service providers, organisations and stakeholders within the community, with the view to providing the most appropriate and effective services and supports to the young people we support. Examples of key relationships include:

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| Internal Relationships | <ul style="list-style-type: none"> • All employees across Hester Hornbrook Academy • Employees from across MCM Group |
| External Relationships | <ul style="list-style-type: none"> • Education and other partners • Relevant community services providers • Student's communities including families/carers |

OUR VALUES

Employees are expected to commit to and demonstrate the Hester Hornbrook Academy expected behaviours of:



ORGANISATIONAL REQUIREMENTS AND COMMITMENTS

Child Safety & Safety of Vulnerable People

Hester Hornbrook Academy is a Child Safe Organisation, committed to the safety and wellbeing of children, young people, people with disability, and other vulnerable people. We have zero tolerance of abuse and neglect of all vulnerable people. Hester Hornbrook Academy is committed to providing a safe environment in which children and vulnerable people are protected from violence, abuse and neglect. All employees must:

- Comply with the Child Safe Standards at all times.
- Maintain a safe environment in which children and vulnerable people are safe at all times.
- Actively prevent, and immediately report to Hester Hornbrook Academy, any violence, abuse or neglect of any child or vulnerable person.

Workplace Health & Safety

Hester Hornbrook Academy has zero tolerance for compromised worker safety. We endeavour to provide a working environment that is safe for all employees and people who use our services. As an employer, Hester Hornbrook Academy adheres to Occupational Health & Safety regulations. All employees must:

- Comply with all Hester Hornbrook and MCMG policies related to Occupational Health and Safety in the workplace.
- Take reasonable care of their own health and safety, and the health and safety of their colleagues, service users, and others who may be affected by the employee's acts or omissions in the workplace.
- Immediately report to Hester Hornbrook any hazards or incidents.

Code of Conduct and Operational Accountability

Hester Hornbrook Academy is committed to operating efficiently and ethically and remaining operationally and financially sustainable. All employees must:

- Operate within the requirements of the Hester Hornbrook Academy and MCMG accreditations, registrations, policies and procedures, Code of Conduct, and regulatory guidelines.

Position Description Maintenance

Position Descriptions change over time, due to a wide range of organisational, technological, financial, geographical, service, systemic, legal, and individual factors. All employees must:

- Maintain position description currency by communicating, discussing and documenting necessary changes, and considering consistencies and relativities with other like-positions.
- Ensure compliance with position description, management of change, and consultation requirements in the relevant Hester Hornbrook Academy Enterprise Agreement 2024 – 2026.
- Use correct processes to apply for changes related to individual circumstances, for example, reasonable adjustments for disability, flexible working arrangements for care responsibilities, rehabilitation to work following injury, ill health or medical procedure, or transition to retirement.