

Role Description

Youth Support Coordinator, Identified

Inclusion and Diversity

We all have a role in making our workplace one that embraces and values diverse backgrounds, perspectives and life experiences, creating a workplace where [we all belong](#).

Reasonable adjustments may be discussed with your manager, approved and documented to support and promote human rights and diversity across the workforce.



Job Evaluation No.	23451	Content Manager No.	23/609529
Work Unit	Nominated School Early Childhood and State Schools Division		
Location	Various locations throughout the State		
Classification	AO3 Qld Public Service Officers and Other Employees Award - State 2015 36 ¼ hour week		

Your employer

The Department of Education (DoE) is committed to delivering responsive services focused on equity and excellence to Queenslanders and their communities. We promote equity and excellence by our commitment to respect, protect and promote human rights. Our objectives are: a strong start for all children, every student realising their potential, fair and safe workplaces and communities, capable people delivering our vision. Our vision is one of equity and excellence in a progressive, high performing education system that realises the potential of every student.

For more information about the department, please visit our website at www.qed.qld.gov.au

Your opportunity

As the Youth Support Coordinator, Identified you will:

- Refer at risk students to appropriate agencies and support services that will assist students to overcome barriers to education and training.
- Provide individual support, case management and, where appropriate, group support to students to maximise their engagement with education and training.

The Youth Support Coordinator, Identified reports to the Principal or their nominated delegate on day to day matters and to the Regional Youth Support Coordinator on professional matters and for professional supervision.

Your role

Responsibilities include:

- Identify barriers to young people achieving outcomes and referral to appropriate support services.
- Maintain records of student contact on a daily basis.
- Support students to achieve satisfactory learning outcomes.
- Develop and monitor post program support as required to meet program performance criteria.
- Develop and foster relationships between the school and families of students to assist at risk students to remain engaged with education or training.
- Conduct home visits with students and their families, as appropriate, to advise and provide strategies for a more positive educational experience.
- Be part of the professional team working with the school and the community and liaise with students, teachers, parents, guidance officers, special needs teacher, administrative officers, officers of welfare agencies and other government departments.
- Monitor attendance patterns of students or groups of students and, in accordance with the school's attendance plan, implement early intervention strategies.



- Inform and educate parents, community members and students on relevant issues that may be impacting student engagement.
- Develop and implement programs to support social and emotional wellbeing as required e.g. addressing social skills, assertiveness or self esteem.
- Identify and provide appropriate assistance to students experiencing difficulties at school and at home which may put them at risk of leaving school prematurely.

Other responsibilities (as required)

- Other suitable duties, consistent with the duties and responsibilities of the position as directed by the supervisor or nominated delegate.

A mandatory requirement of this role is:

- For this position, it is a genuine occupational requirement that it be filled by an Aboriginal person or a Torres Strait Islander person as set out in Section 7 of the *Anti Discrimination Act 1991* for the purposes contained in Section 25 of that Act.

Verification of Aboriginality and/or Torres Strait Island heritage

- For administrative purposes, in relation to an Aboriginal and/or Torres Strait Islander identified role, an Aboriginal and/or Torres Strait Islander person is a person who identifies as an Aboriginal and/or Torres Strait Islander person and is either:
 - of Aboriginal and/or Torres Strait Islander descent; **or**
 - accepted as an Aboriginal and/or Torres Strait Islander person by the Aboriginal and/or Torres Strait Islander community in which he or she lives.
- By definition a person who is not an Aboriginal and/or Torres Strait Islander cannot be employed (on any basis) to perform the duties of an Aboriginal and/or Torres Strait Islander identified role.
- Applicants to this position **may have** to provide confirmation of their Aboriginal and/or Torres Strait Islander heritage.

Competencies – How you may be assessed

[Leadership Competencies for Queensland](#) describes what highly effective, everyday leadership looks like in the public sector. In simple, action-oriented language, it provides a common understanding of the foundations for success across all of our roles within the department.

Vision:

- Leads strategically – thinks critically and acts on the broader purpose of the system.
- Stimulates ideas and innovation – gathers insights and embraces new ideas and innovation to inform future practice.
- Leads change in complex environments – embraces change and leads with focus and optimism in an environment of complexity and ambiguity.
- Makes insightful decisions – makes considered, ethical and courageous decisions based on insight into the broader context.

Results:

- Develops and mobilises talent – strengthens and mobilises the unique talents and capabilities of the workforce
- Builds enduring relationships – builds and sustains relationships to enable the collaborative delivery of customer-focused outcomes.
- Inspires others – inspires others by driving clarity, engagement and a sense of purpose.
- Drives accountability and outcomes – demonstrates accountability for the execution and quality of results through professionalism persistence and transparency.

Accountability:

- Fosters healthy and inclusive workplaces – fosters an inclusive workplace where health, safety and wellbeing is promoted and prioritised.
- Pursues continuous growth – pursues opportunities for growth through agile learning and development of self-awareness.
- Demonstrates sound governance – maintains a high standard of practice through governance and risk management.

Additional information

- This role description works in conjunction with the Candidate Information Package.
- In accordance with the [Working with Children \(Risk Management and Screening\) Act 2000](#) a person is prohibited from working in regulated child-related employment unless the person holds a current Working with Children Check clearance (blue card) issued by Blue Card Services.