

Youth Worker

Position Details

Position title:	Youth Worker
Reports to (position title):	Program Director
Direct reports:	No
Organisation:	BlendED National
Contract tenure:	Ongoing
FTE:	Full time (1.0 FTE)
Expected level of contact with Children: <i>(In accordance with Child Safeguarding Standards Framework)</i>	Direct Contact
Location:	Northern Based, Tasmania
Approved:	January 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

This Youth Worker is responsible for assisting and supporting a young person's engagement in learning.

This position works collaboratively with Teachers, other Youth Workers, wellbeing staff and the school leadership. The employee in this position is required have a thorough knowledge of youth work and/or social work theories and practices and experience in applying this knowledge.

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.
Wellbeing Programs	<ul style="list-style-type: none"> Collaborate with the team and conduct a range of assessments with young people to support a socially inclusive program that responds to the physical, intellectual, social, spiritual cultural needs of young people. Participate in the daily routines' activities of the school e.g. morning meetings, lunch, electives, outings, camps. Participate in a range of programs/activities during the school holidays to maintain connections for vulnerable young people. Provide in home support for Young People through an outreach model Facilitate small group work within the community Support teachers with program provision with a focus on wellbeing and engagement within the school. Work collaboratively with the team to ensure program provision is culturally appropriate.
Multidisciplinary Practice	<ul style="list-style-type: none"> Within the partnership model facilitate young people's engagement in learning. Participate in professional supervision. Participate in daily and weekly staff meetings and whole team reflective practice sessions.
External Network Liaison	<ul style="list-style-type: none"> Support young people to access services e.g. counselling, health support, community activities. Work collaboratively with the team to support and develop cultural links and community and family connections, which encourage engagement and connection of young people to learning and the wider community. Organise and lead regular Student Support Group meetings.
Administration	<ul style="list-style-type: none"> Maintain appropriate records and prepare reports as required including court support letters, and comments for end of Semester School Reports.

	<ul style="list-style-type: none"> • Maintain up to date file notes on School database – TASS. • Support the development of personal learning plans, safety and support plans and engagement plans. • Participate in care team meetings where required. • Complete other administrative tasks which support class functions such as Daily Activity Intention forms and Venue Proformas.
Other	<ul style="list-style-type: none"> • All staff are expected to implement self-care strategies & access organisational staff support when needed. • Carry out other duties and tasks assigned by the Campus Principal or School Leader/s. • Transport young people to and from school and activities.

Key Selection Criteria and Requirements

Qualifications	<ul style="list-style-type: none"> • Tertiary qualification in Youth Work, Social Work, Psychology and Behavioural Science and/or equivalent experience
Knowledge and Experience	<ul style="list-style-type: none"> • Previous experience and/or qualifications relevant to supporting and/or leading an organisations commitment to being a child safe organisation. • Demonstrated capacity to utilise relevant community sector qualifications and experience to enhance engagement and support of young people with complex needs, their families and community, in order to support young people’s engagement in learning.
Capabilities	<ul style="list-style-type: none"> • Demonstrated willingness to reflect on and develop own practice, as well as contributing to ongoing school development. • Ability to provide a range of flexible programs and activities which successfully engage and support young people. • Ability to work effectively as a member of a multi-disciplinary team and build quality working relationships. • Desirable - One or more specialist engagement skills such as: <ul style="list-style-type: none"> • Adventure based learning skills; • Sport; • Creative arts; • Music; • Cultural knowledge; and • Therapeutic practices such as art or play therapy, mindfulness. • A commitment to ongoing professional learning for self and others to enable further development of skills, expertise and teaching capacity • Resilient and able to develop resilience in others with a high level of emotional intelligence. • Ability and willingness to travel to school sites and attend professional development as required.
Probity checks and Certification	<ul style="list-style-type: none"> • Hold a valid Working with Children Check or have the ability to obtain, and a National Police Check certificate (issued within the last six months), or hold current Teaching registration.



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	<ul style="list-style-type: none">• Hold a valid Working with Vulnerable People Check, or ability to obtain• 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	<p>Modify as required for the role:</p> <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.