

CANDIDATE BRIEFING DOCUMENT

HEAD OF STUDENT OUTCOMES

April 2022



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Our Story

SASY was founded in 2016 by Maria La Pietra, Nic Pellegrini and Rosie Stavrou. All three founders still work at SASY today and we have them to thank for this amazing space. We also acknowledge everyone who has joined them at the school since then to help build it into what it is today - it takes a village!

The school was established at 30 Chesser Street across three storeys and was officially opened by Hon. Martin Haese on 6 May 2016. We had 16 students enrolled in our first year and 16 staff were employed.

The school has now grown to 200 students in 2022, with 50 staff employed, four fully functioning sites on Chesser Street and has seen the Introduction of four student Hubs: Connect, Ignite, Inspire & Empower. The SASY Way holistic pedagogical framework has been introduced and is being embedded across the school.

A Holistic Approach

At SASY, we acknowledge that academic and personal growth best occurs in a safe and supportive environment where physical, emotional, cognitive and behavioural issues are addressed as part of a holistic learning approach.

We understand for most children, moving from pre-school through to the senior years is a normal rite of passage. However, for the students who arrive at SASY, school has typically been a negative experience along a road marked by mental health, trauma and disruption.

The Australian education system provides an excellent option for most students; however, young people who have experienced trauma through neglect, abuse and family violence can encounter a real struggle to fit within the mainstream school system.

Traumatic experiences can lead to disengagement in school and learning. Research shows that trauma can adversely affect how the brain develops and can impede on a child's capacity to concentrate and learn, affecting the rest of their lives. That's where we come in.

SASY students need opportunities in preparing to re-engage in learning and to feel safe and secure. Wellbeing and learning are holistically intertwined throughout all aspects of the school, which are personalised, individualised and differentiated to encourage, support and maximise student development in emotional regulation, self-awareness and readiness to learn.

Some examples of wellbeing needs that can be supported at SASY include homelessness and connecting students with housing services, AOD programs, case management, home visits and Outreach Services, mental health referrals and psychologist appointments, case management, assisting with Centrelink and NDIS claims, work experience connections and transport.

At SASY we believe that learning extends beyond the classroom and we encourage our students to adopt an explorative approach to their education, and experience and try as many things as possible.

For more information visit www.sasy.sa.edu.au

Message from our CEO



“SASY is a great school, having real impact for those who need it. We are entering an exciting period that will determine the school’s future for the medium to long term. We now have 200 students enrolled, 50 staff, 4 buildings, and had a fantastic 92% success rate engaging young people into work/study in 2021. SASY’s recent growth coupled with our clear five year strategic plan, has led us to a time where we are expanding our senior management team. Having created the new role of Head of Professional Practice, this now leaves the role of Head of Student

Outcomes vacant.

In that context I am genuinely excited to be searching for an outstanding, values driven, person centred, candidate to fill the position of Head of Student Outcomes. The Head of Student Outcomes will continue on with the leadership of our four hub teams, supporting the Team Leaders to plan, deliver, and review their learning, wellbeing, and program initiatives. The Head of Student Outcomes will also play a significant role in the senior management team collaborating on matters of daily operations and working towards our strategic plan.

I find SASY to be an organisation that is welcoming, caring, inclusive and strongly committed to its values. Critically, we are dedicated to our core vision to engage with vulnerable and disengaged students who have complex needs, to reignite their interest in education, through holistic learning practices that focus on wellbeing. The role of Head of Student Outcomes is critical to achieving our vision, enacting our values, and building towards the future, therefore I sincerely thank you for your interest in the role.”

Kind regards

David Wild
Chief Executive

The Advertised Role

HEAD OF STUDENT OUTCOMES

- Key Senior Leadership role
- Education Sector

Established in 2016, the Specialised Assistance School for Youth (SASY) is the first school of its type in South Australia registered as a Special Assistance School as articulated in the Australia Education Act that provides an alternative educational setting for students.

SASY caters for students in Years 8-12 whose needs are better met by learning structures that may not be available in all mainstream schools. As a non-government school, SASY follows the national curriculum and SACE, operating within the regulatory framework of the state and Australian Government legislation and is registered by the Education Standards Board (SA).

Board and staff at SASY are committed to engaging with disengaged youth through a tailored and person centric focus on their education and wellbeing. SASY now seeks to appoint a highly credible Head of Student Outcomes whose role will be to ensure the management and strategic direction of SASY's hub teams as they support improved levels of wellbeing and learning for students at SASY.

Reporting to the Chief Executive, this role will provide leadership and support across all areas of teaching, wellbeing, programming, and compliance, and will contribute to SASY's cyclical school improvement plan, supporting the environment to enable innovative and sustainable ways of engaging with vulnerable students with mental health challenges, learning difficulties, and levels of engagement that result in improved learning and wellbeing outcomes.

You will have a passion and respect for the values of SASY and serving the community, bring highly developed team building, management and mentoring skills, demonstrated senior leadership experience in services and /or schools operating for vulnerable people as well as a thorough knowledge of the theories relating to the impact of adverse childhood experiences and the ways youth services such as health and education can support a young person to thrive. The successful candidate will have Tertiary qualifications in Social Science, Psychology or Education (or equivalent) as will require Responding to Abuse and Neglect (RAN-EC) certification and a WWCC Clearance (working with vulnerable children).

The Position Description and Candidate Briefing Document is available on the VUCA website, www.vuca.com.au/sasyhso. For any further enquiries you can telephone Paul Bell, VUCA Senior Associate during business hours on 0412 552 302. **Please forward a letter of application, outlining your motivation for this role and suitable experience together with a current CV in MS Word format to sasyhso@vuca.com.au by Friday 13 May 2022.**

Position Description

Role Details

Job title:	Head of Student Outcomes	Department:	Student Outcomes
Reports to:	Chief Executive	Branch:	Student Outcomes

Role Purpose

The Head of Student Outcomes is accountable to the Chief Executive for the management and strategic direction of SASY's hub teams as they support improved levels of wellbeing and learning for students at SASY.

The role is responsible for leading the hub Team Leaders to create an environment that will improve outcomes for students, their families and the wider community. Providing this effective leadership to hub Team Leaders includes; supporting their leadership of their hub team's performance across all areas of teaching, wellbeing, programming, compliance, and administration.

The Head of Student Outcomes contributes to the cyclical school improvement plan, supporting the environment to enable innovative and sustainable ways of engaging with vulnerable students with mental health challenges, learning difficulties, and levels of disengagement that result in improved learning and wellbeing outcomes.

The Head of Student Outcomes represents SASY externally with relevant senior stakeholders, building these partnerships in a manner that encourages referrals, builds strategic partnerships, and enables SASY's contribution to the sector at large for the best interests of vulnerable young people.

Additionally, the Head of Student Outcomes acts as a key contributor to SASY's strategic planning and implementation for the school.

Key Objectives

- Provide effective leadership to Hub Team Leaders, as they lead their team's performance across all areas of; teaching, wellbeing, compliance, and administration
- Develop and support a culture of improvement in teaching, learning, and wellbeing that considers the diversity and inclusion of all SASY staff and students
- Audit and review the practices, procedures and reporting of hubs and make recommendations for continuous improvement
- Work in close collaboration with the Head of Professional Practice to ensure that SASY's processes, policies and practices enable evidence-based, highly effective, and innovative teaching, learning and wellbeing supports, and are implemented effectively leading to improved learning and wellbeing outcomes for all
- Collaborate with the Senior Leadership team on improvements that enhance SASY's offering
- Oversee hub operations governance, child protection compliance, reporting and auditing, and the preparation of regular reports for the Senior Leadership Team and Board review
- Oversee the development and delivery of programs aligned to the SASY Learning framework for students and the community
- Act as the escalation point to assist in the response to students with complex needs and in incident management
- Participate in the enrolment assessment process, ensuring the needs of the student can be met by SASY

- Oversee outreach programs and alumni programs to support students to remain engaged with SASY
- Collaborate in the planning, development and delivery of staff assessment and professional development
- Collaborate with Work Health and Safety representatives, Senior Management and other relevant staff to oversee risk reduction and the responses to incidents.
- Demonstrate, promote and lead actions that enact the SASY values and vision, including but not limited to activities that promote wellbeing of staff and students alike.

Key Relationships and Areas of Influence

- Hub team leaders; in relation team performance management, leadership and coaching, that enables consistency and the provision of programs that meet governance, compliance, student requirements
- Senior Management Team; in relation to overall leadership and strategic direction of SASY
- Middle Leadership Team; to assist in the development and implementation of shared practices
- Education Leader; in relation to best practice, consistency, policy, documentation and the provision of programs that meet governance, compliance and student requirements
- External stakeholders; strategic partnerships to assist SASY's impact to grow
- External psychologists and health staff; to determine interventions, enrolment, and collaborations
- School community; communicate with parents and caregivers, contribute to sessions and workshops
- Students; build positive relationships with boundaries, that build trust, and engages young people in learning and counselling

Role Specific Competencies

Please also specify required level:

*Skills – Basic, Routine, Competent, Advanced, Highly Developed
Knowledge – Elementary, General, Working, Specific, Specialised)*

• Knowledge of Middle School Australian Curriculum and SACE curriculum development and delivery	Specialised
• Senior leadership of multiple teams in a complex environment	Highly developed
• Leadership mentoring and coaching skills	Highly Developed
• Problem solving and conflict resolution skills	Highly Developed
• Communication and influencing skills	Advanced
• PC skills including Microsoft Office suite of products, PC schools	Competent
• Knowledge of cross-cultural diversity, mental health & disability	Specific
• Planning, scheduling and organisational skills	Advanced
• Stakeholder engagement skills	Advanced

Essential Role Requirements

- Minimum of Bachelor's Degree in Social Science, Psychology or Education (or equivalent) coupled with previous experience working with marginalised youth
- Extensive leadership experience in services and/or schools operating for vulnerable young people
- Thorough knowledge of the theories relating to the impact of adverse childhood experiences and the ways youth services (health and education) can support a young person to thrive
- Current drivers' licence
- Responding to Abuse and Neglect (RAN-EC)
- WWCC clearance (working with vulnerable children)

- First Aid certificate (this can be completed during the first few weeks at SASY)

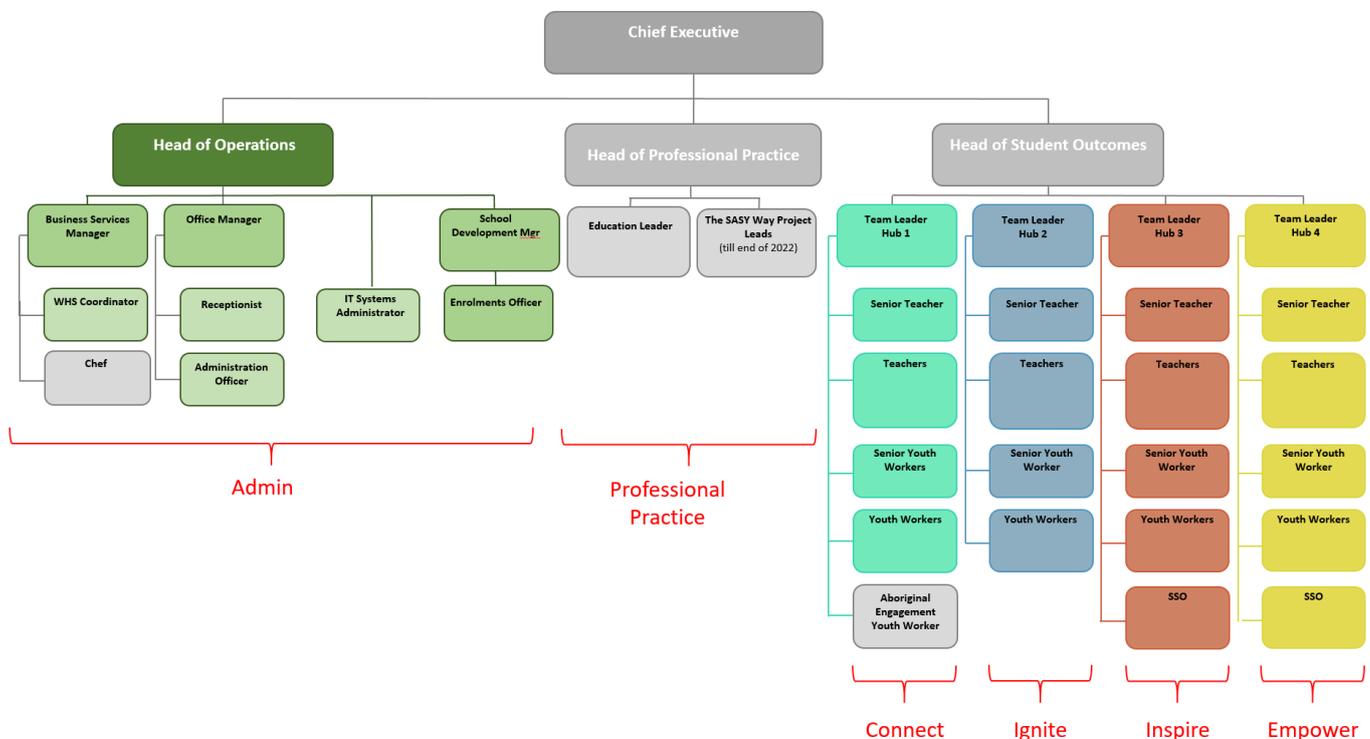
Desirable role requirements:

- Understanding of VET
- Understanding principles of Project Based Learning or Project Design

Other Conditions

- The preferred candidate will be required to undergo satisfactory pre-employment checks, including; two professional referees, pre-existing medical (including alcohol and drug testing) and psychological testing, and provide proof of identify, a valid Working with Children Check, and proof of qualifications.
- All Terms and Conditions of employment are in accordance with your employment agreement and SASY policy and procedures.
- Superannuation will be paid according to Superannuation Guarantee into a compliant fund of your choice or into NGS Superannuation Fund.
- SASY staff are offered the opportunity to participate in Salary Sacrifice.
- SASY staff have access to the Employment Assistance Program.
- SASY staff are required to prove compliance with any State and/or school COVID vaccination policies.
- Some out of hours work may be required for school based activities or professional development.

Reporting Relationships



About us

Specialised Assistance School for Youth (SASY) is a registered non-government “Special Assistance School” as articulated in the Education Act that provides an alternative educational setting for students in Years 8 to 12 with high-level needs. Inclusive, restorative, trauma informed practices are at the core of all our work.

As a Registered Special Assistance School, SASY makes a significant contribution in working with young people to address the impact of trauma on their learning, relationships, self-development and future success.

SASY provides a personalised, individualised and differentiated educational pathway for students. Our modified curriculum and wellbeing intervention programs are designed to support student growth towards all aspects of their human potential.

Our vision, values, and Culture

Our Vision: To engage with vulnerable and disengaged students who have complex needs, to reignite their interest in education, through holistic learning practices that focus on wellbeing

Our Values underpin our every decision:

- Respect: For self and others
- Trust: Be honest, sincere and seek the truth
- Acceptance: Be aware of others and their cultures, accept diversity within a democratic society, being included and including others
- Resilience: Care for self and others
- Achievement: Seek to accomplish something worthy and admirable, try hard, and pursue excellence
- Courage: Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds.

Our Culture: We are very proud of the culture we have nurtured from SASY’s beginnings. At its core is; collaboration, inclusion, an enduring commitment to the wellbeing of young people and a shared passion for learning and teaching.

We focus on a purposeful culture that extends collaboration, builds leadership, has honest conversations, is agile, where everyone feels accountable and empowered to be creative in their work.

As we continue to grow, we will keep on building a place of belonging that encourages, supports and celebrates diversity.

Our Belief: We believe all young people are capable of making positive changes in their lives. We provide learning opportunities for our young people, under-pinned by a caring and safe environment to help them reach their potential.

Ethics and Safety Commitments

All employees are expected to become acquainted with, and work in accordance with all SASY and statutory policies, standards and procedures. This includes any changes or amendments SASY may make to the policies from time to time. This includes, but is not limited to:

- WHS Act and policies
- Financial authorities and procedures.
- Appropriate use of information and systems.
- Department of Human Services 'Working with children' obligations.
- 'Responding to abuse and neglect' obligations.

Living & Working in Adelaide, South Australia

Adelaide is one of the most liveable cities on the planet. It is well known for its arts festivals, fine foods and wine, retail and dining experience and spirit of entrepreneurship and innovation. It has an advanced economy, world class universities and a flourishing multicultural heritage. Adelaide is the traditional home of the Kurna people and has a strong indigenous culture today.

LIFESTYLE

Adelaide is known for its **Mediterranean style climate**, where the weather is pleasant and moderate most of the year. Year-round big blue skies mean average winter temperatures of 16 degrees Celsius (°C) and 28°C in summer. Hot days can be real sizzlers and easily reach 40°C though!

Adelaide is a city that offers the physical and emotional space to breathe. There is a sense of freedom here – of expression, of movement, of thought. With a **diverse and eclectic array of accessible experiences**, it's a city that allows time for immersion, paired with a sense of space and freedom that actively encourages true indulgence.

The Adelaide Hills which are home to many villages, towns, wildlife parks and natural resources to explore, are less than half an hour drive from the City Centre. You'll never be far away from some of the most **pristine beaches** and water sanctuaries in the world, with almost 30km of beaches bordering Adelaide. Our beaches are famous for the beautiful waters and wide sandy foreshores. Beachside areas like Glenelg, Brighton and Henley Beach are only 15 minute drives from the City and offer **cosmopolitan hearts with retail and dining opportunities**. Within short drives from the city centre are Port Willunga where you can scuba dive in natural and man-made reefs, Port Adelaide where you can frolic with dolphins and St Kilda where you can wander the mangroves and natural reserves, also home to Dolphins and other Australian fauna.

A number of international measures rate metropolitan Adelaide highly for liveability, quality of life and cost of living. The Economic Intelligence Unit undertakes an annual Liveability Ranking and Overview of 140 cities around the world and Adelaide has in recent years consistently ranked 5th in the world. The Property Council of Australia undertakes its own annual survey on liveability of Australia's top 10 biggest cities. In this

survey Adelaide is ranked second only to Canberra, our nation's capital, and above all other capital cities. The Mercer Quality of Living Survey compares global cities and is primarily used to inform multi-national companies regarding optimal office locations and employee conditions. Adelaide was most recently listed as 29th in the World and has consistently ranked highly in this survey. Mercer's Cost of Living Report measures the comparative cost of over 100 items and Adelaide continues to outperform other Australian Capital Cities in this report

REGIONAL EXPERIENCE:

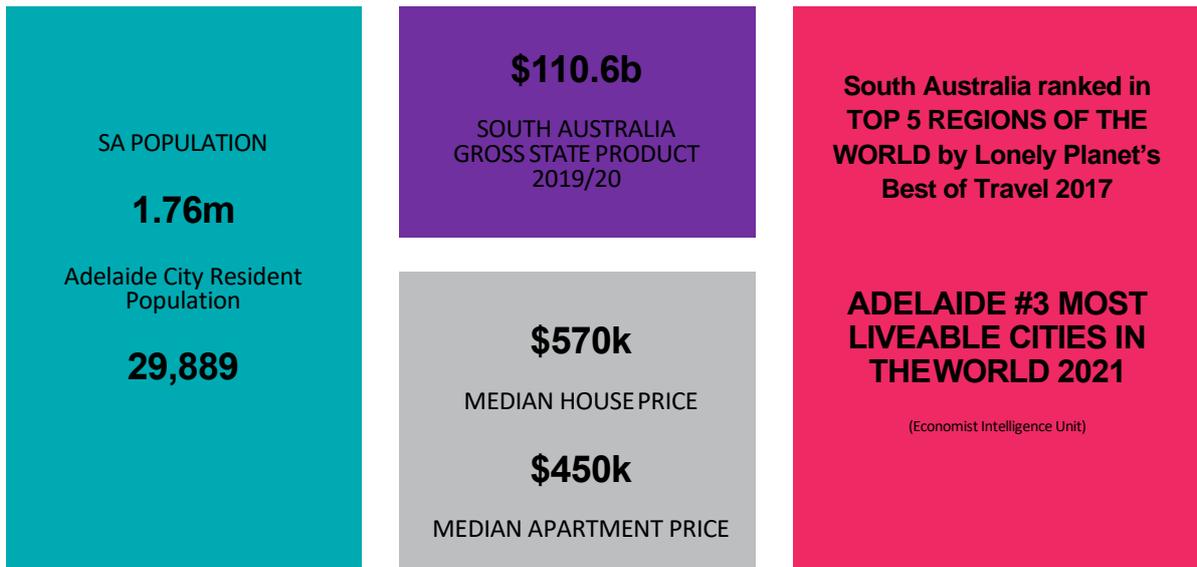
The regions surrounding Adelaide offer a unique experience with gourmet food offerings, internationally renowned wine, villages to explore and wildlife and natural attractions.

Adelaide is a city that lives well beyond its conveniently designed square mile epicentre, flowing seamlessly into world-famous wine and food regions such as Barossa, just an hour's drive north, or coastal escapes in the Fleurieu or Yorke Peninsula. You'll be spoilt for choice.

Travel another hour north and you'll reach the Clare Valley, which is famous for its Rieslings. The Adelaide Hills has some stunning whites and there's McLaren Vale and Langhorne Creek on the Fleurieu Peninsula – about an hour's drive south of the city. Drive yourself or join a guided tour of Adelaide and its surrounds - the choice is yours. Take a road trip and discover the reds from the Coonawarra on the Limestone Coast.

Kangaroo Island is an iconic destination, just two hours' drive and a short ferry ride south of Adelaide. It has pristine beaches, unique wildlife, awesome sunsets and fantastic food and wine.

South Australia & Adelaide, Fast Facts



One of the world's most liveable cities

Adelaide offers a relaxed, easy-going lifestyle, and is rated as one of the top 3 liveable cities in the world (Economist Intelligence Unit). It is located in a beautiful region of South Australia, which is also ranked in the top 5 of the world's regions.

Australia's most affordable mainland capital

Your money will go much further in Adelaide. Studies show it costs 21% more to live in Melbourne and 23% more to live in Sydney than Adelaide. Adelaide is around 4% cheaper than Brisbane and Perth (2016 Economist Intelligence Unit), meaning you will have more money to discover Australia during your weekends and holidays.



Contact Information

For a confidential discussion regarding the Head of Student Outcomes position, please contact VUCA Senior Associate, Mr Paul Bell on 0412 552 302.

Applications, including your current CV and a letter of introduction are to be forwarded in Word format to sasyhso@vuca.com.au

Applications close 5pm Friday 13 May 2022.

Important Information

Please note that VUCA Trusted Advisors believes that while the information contained in this document is true to the best of the Company's knowledge at the time of writing, such information may change without notice. Further, the information herein is the property of the Company and must not be published or attributed unless explicitly agreed.