# Education Support Lead

## Leadership Role
## School Management Team

Permanent Full-time | Start 2027



Candidate Application Pack

THE YOUNITY SCHOOL

A GREAT PLACE TO LEARN

## ABOUT THE YOUNITY SCHOOL

**We believe all young people deserve the best opportunity to realise their potential.**

It is the vision of The Younity School to be a centre of excellence in special assistance education, and give young people the best opportunity to belong, learn and thrive in middle school and create positive pathways for their future.

At The Younity School, we recognise the middle school years as one of the most important steps in a young person's journey to meaningful, lifelong engagement with learning.

It's a time when young people begin to experience agency, ownership and independence in their education, develop a sense of self and connection to the world, and begin to explore exciting possibilities for the future.

Yet many young people disengage from their education and learning journey during this step, especially those who have complex learning and social support needs, or who experience educational disadvantage.

At The Younity School, our mission is to support all young people and their families to engage or reengage with learning, successfully navigate the middle years, and face their future with a sense of confidence, resilience and pride.




## OUR VALUES

**We focus on what is strong** - Celebrating resilience in the face of challenges, developing our unique strengths and facing the future with confidence and positivity.

**We are lifelong learners** - Developing curiosity, creativity, wonder and a lifelong love of learning as fundamental tools to living a rich and thriving life.

**We learn and grow together** - Embracing parents and families as partners in learning who can grow and develop together with young people and who have the unique role of passing on values and culture.

**We celebrate diversity and difference** - Recognising the unique contribution of every individual and celebrating diversity and difference as part of the fabric that strengthens our communities.

**We care about ourselves and others** - Knowing that academic success starts outside the classroom, and we develop our emotional and physical well-being—and support others to do the same.

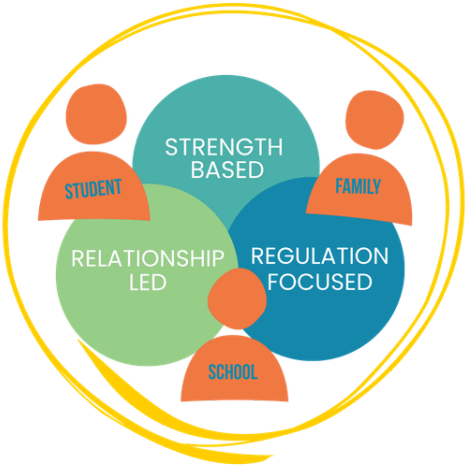
**We are a community** - Coming together as young people, families, staff and community members to co-create the best programs, networks, pathways and opportunities as a community.

## OUR LEARNING MODEL

### Creating trauma-informed, strength-based classrooms

Our approach to learning is based on three pillars: a student's capacity to regulate their body and emotions, their sense of belonging and connection at school and in their community, and the wellbeing and strengths they can carry into whatever comes next. These are held together by the relationship between the student, their family and the school.

We support young people to understand and manage their own stress responses, so that being ready to learn becomes something they are familiar with. We put relationships first, because a student who trusts the adults in the room is a student who will take a risk with their learning. And we start from what a student can already do, and build from there.




All of our staff receive ongoing training in the Berry Street Education Model, a trauma-informed approach to classroom practice used by schools across Australia.

## ENROLMENT PROFILE

The Younity School opened in July 2024 with 45 students. In 2026 we grew to 90 students across six classes, with two classes each in Years 7, 8 and 9. We cap our campus at approximately 90 students so every young person gets the intensive, trauma-informed support they need.
Key takeaways from our enrolment profile:

- Students are engaging or re-engaging after disrupted schooling experiences.
- The majority present with complex social, emotional and behavioural needs, requiring small class sizes, learning adjustments and high staff-to-student ratios.
- Students thrive in environments that are calm, structured and tailored, where they feel safe, supported and able to learn.
- Strong referral pathways exist with local schools, community services and youth support agencies.
- Demand continues to exceed our capacity, and we expect more applications than places for 2027.

## THE BURPENGARY CAMPUS

### Designing places and spaces that promote educational excellence and can flex for different styles of teaching and learning

Our campus at 45 Pitt Road, Burpengary, is being developed in three stages, with works to be completed by 2029.

- Stage 1 opened in July 2024 for 45 students across Years 7, 8 and 9.
- Stage 2 opened in 2026 with new classrooms and facilities, taking our enrolments to 90.
- Stage 3 is in planning and will add Years 5 and 6, taking our enrolments to 120 by 2029.

# POSITION DESCRIPTION

## EDUCATION SUPPORT LEAD

### Our Invitation

The Younity School is Moreton Bay's independent special assistance middle school. Since opening in July 2024 we have grown to 90 students, supported by a team of 12 Education Support Officers (ESOs, also known as teacher aides).
We are now creating a new senior position on our School Management Team to lead that team. If you have led support staff and want to shape how education support works in a growing special assistance school, we would love to hear from you.

### About the role

The Education Support Lead reports to the Head of School and sits alongside the Student Administration Manager on the School Management Team. You will lead the ESO function, making sure the ESO part of every classroom's teaching and learning team is clear, well supported and consistent.

This is a non-teaching role with no timetabled class load. It is a permanent, full-year position, with non-term weeks used to prepare the team and its systems for each term.

### You will:

- Line manage the ESO team, including rostering, timesheets, professional learning and performance.
- Set the ESO role definition and deployment model, agreed with the Head of School.
- Shape how ESOs and teachers work together in each class.
- Manage the systems for medication, break duties, transitions and adjustment evidence.
- Lead the rollout of a structured literacy intervention program delivered by ESOs.

### This role will suit someone who:

> Stays calm and organised when the day changes quickly
> Is fair and direct, and has honest conversations with care
> Builds trust easily with staff, students and families
> Leads by example and brings out the best in others
> Is practical and enjoys making things work better
> Brings warmth and a good sense of humour to their work

**We believe workplace diversity sparks creativity. The Younity School is a safe, accessible and inclusive workplace for people of all backgrounds.**

**We encourage people from Aboriginal and/or Torres Strait Islander backgrounds with relevant experience to apply.**

**The Younity School is a Child Safe environment in which there is zero tolerance for child abuse. It is a condition of employment that all employees comply with all relevant policies and procedures, including Child Safe policies.**

## KEY DUTIES AND RESPONSIBILITIES

### School leadership

- Be an active member of the School Management Team, contributing to whole-school planning, priorities and decisions.
- Represent the education support function in leadership discussions, and bring ESO and classroom insight to school-wide decisions.
- Work with the Head of School and Student Administration Manager on operational planning, staffing and school readiness each term.
- Model the school's values and trauma-informed practice as a senior leader for staff and students.

### Leading the ESO function

- Work with the Head of School to define the ESO role at TYS, and maintain an ESO practice framework and handbook that ESOs and teachers work from.
- Design the ESO deployment model, allocating ESOs by student need, ILP adjustments and the skills in the team.
- Set clear criteria for 1:1 support and review allocations regularly so students build independence.
- Review the ESO function each year and plan the ESO model for the Stage 3 expansion to Years 5 and 6.

### The classroom team model

- Set up a class team agreement with each teacher covering how the ESO works in lessons, daily communication and roles during escalations.
- Induct teachers into working with ESOs, with particular attention to graduate and early career teachers.
- Make sure ESOs know and apply each student's Regulation Support Plan and ILP adjustments in class.
- Observe ESO practice in classrooms, give feedback, and resolve issues between teachers and ESOs early.

### Systems and operations

- Develop and maintain the medication administration procedure and records, and audit them each term.
- Build the break duty roster, and the routines and handovers for moving students from break back into class.
- Set the standard for recording adjustments, observations and incidents in Compass, and make sure ESO evidence for ILPs and NCCD is complete and on time.
- Work with the wellbeing team on regulation support and check-ins through the day, and with the youth team on handovers around THRIVE and case management.
- Lead WHS for the ESO team, including safe work practices in classrooms and the yard, incident and hazard reporting, and making sure enough ESOs are trained for first aid and emergency warden roles.

### People leadership

- Line manage the ESO team, including the roster, daily absences and cover, timesheets and leave.
- Keep rostered hours within the approved staffing budget.
- Lead ESO recruitment, induction, professional learning and the performance and development cycle.
- Help ESOs plan their career pathways, including further qualifications.
- Make sure every ESO understands and follows the school's student protection and mandatory reporting processes, and completes required child protection training.

### Structured intervention

- Lead the rollout of an evidence-based literacy intervention program with the Head of School.
- Use each semester's diagnostic literacy results to form intervention groups.
- Train ESOs to deliver the program as designed, schedule groups within the roster and protect that time.
- Monitor delivery and report student progress for use in ILP reviews and reporting.

## KEY SELECTION CRITERIA

In your application, please demonstrate how you meet the essential experience and skills.

### Experience and Skills

Essential

- At least two years in a senior, lead or coordinator role in education support, learning support or inclusion, working with students with complex social, emotional, behavioural or learning needs.
- Proven ability to lead and line manage a team, including rostering, professional development, performance management and difficult conversations.
- Experience designing, implementing and embedding systems and procedures across a team or school, such as rosters, records, compliance processes and practice frameworks.
- Demonstrated ability to work with teachers and school leaders to shape how support staff are deployed and used in classrooms.
- Strong knowledge of trauma-informed practice, and working knowledge of the Disability Standards for Education 2005, including how reasonable adjustments are put in place, recorded and reviewed in the classroom, and the evidence requirements of ILPs and the NCCD.
- Knowledge of how students learn to read, and experience leading or coordinating structured, evidence-based reading intervention for students who are well behind their peers.
- Experience using student management and data systems (such as Compass) to understand students' learning needs, track adjustments, and use standardised and diagnostic assessment results to plan support.
- Sound knowledge of child protection and mandatory reporting obligations in Queensland schools, and of WHS responsibilities in a school setting, including incident reporting, emergency procedures and managing risks from escalated student behaviour.
- Capacity to contribute to whole-school planning and decision-making as a member of a school leadership team, with a commitment to child safe practice and professional integrity.

Desirable

- Experience in a special assistance, special or flexi school setting.
- Experience working in a multidisciplinary team with wellbeing, youth work or allied health staff.

### Qualifications

Essential

- Certificate IV in School Based Education Support (or equivalent), or a Certificate III with substantial relevant experience.
- A current Working with Children Check clearance (blue card) issued by Blue Card Services.
- Current first aid, or willingness to obtain it before starting.
- Medication administration training, or willingness to complete it before starting.

Desirable

- A leadership or management qualification, such as a Certificate IV or Diploma of Leadership and Management.
- A higher qualification in education, disability, allied health or social work.
- Training in a structured literacy program such as MacqLit or MultiLit.
- Berry Street Education Model (BSEM) training.
- Emergency warden training or a WHS qualification.

### Attributes

- Emotional intelligence
- Problem-solving, critical thinking and decision-making
- High level of integrity and ethical conduct
- Flexibility and adaptability
- Commitment to The Younity School's core values and organisational culture

## TERMS AND CONDITIONS

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|---|---|
| **Program Team** | The Younity School |
| **Position Level** | Senior leadership, School Management Team |
| **Reporting to** | Head of School, The Younity School |
| **Employment Type** | Permanent, full-time (38 hours per week), 52 weeks per year |
| **Reports** | Education Support Officers (currently 12) |
| **Working from** | The Younity School, Burpengary Campus |
| **Probation Period** | 6 months |
| **Key Internal Relationships** | Head of School, School Management Team, Teaching Team, ESO Team, Wellbeing Team, Youth Services Team, Corporate Centre |
| **Key External Relationships** | Parents, Carers, Families, Allied Health Services, Literacy Program Provider, RTOs |

## WHAT THE SCHOOL CAN OFFER YOU

- Salary benchmarked to Queensland Government Administrative Officer Level 4 (AO4), $94K to $104K full-time plus NFP salary packaging
- A senior leadership position on the School Management Team
- Small class sizes with high staff-to-student ratios
- Professional development in trauma-informed education, including BSEM
- A supportive, friendly and collaborative team
- Leadership opportunities as our school grows
- Wellbeing and work-life balance, including team-building and staff wellbeing days

## APPLICATION PROCESS

### Step One

Please submit your resume and a cover letter (max 2 pages) addressing the key selection criteria via our online portal. www.younityschools.qld.edu.au/about/work-with-us
Applications will be assessed on an ongoing basis, and early applications are encouraged.

### Step Two

First and second panel interviews will be held for shortlisted candidates.

### Step Three

The successful candidate will be expected to start in Term 1 2027, with some flexibility negotiable.

For a confidential discussion, please contact **Kylie Hitz, Head of Schoo**l, on **0466 761 610** or at **principal@younityschools.qld.edu.au**

*Younity acknowledges the Traditional Owners of Gubbi Gubbi Country and recognises their rich history and continuing connection to learning, community, land, waters and culture. And we pay our respects to all Aboriginal and Torres Strait Islander Peoples and Elders past, present and emerging.*

*Younity is committed to embracing diversity and eliminating all forms of discrimination in providing our services and support.*
*Younity welcomes all people irrespective of ethnicity, lifestyle choice, faith, sexual orientation and gender identity.*

ABN 21 227 399 530