



Candidate Information

National Manager High School Programs

October 2021

- Investing in Potential
- Inspiring Excellence
- Transforming Lives

The Opportunity

- Be part of the growing success story of Indigenous academic achievement
- Lead a growing team of Aboriginal and Torres Strait Islander staff across NSW and WA

At Aurora, our goal is for every Indigenous student to access the right educational opportunities so they realise their academic potential. For some, that's completing Year 12 and for others, that's a PhD from Harvard. Through our interconnected pathways, we walk with students from high school through to university and the workplace, redefining Indigenous educational and employment success.

You will be responsible for leading the High School Program and Outreach Program nationally, including a national team of staff based in NSW and WA. The High School Program (HSP) is an intensive student-centered support program focused on academic improvements through a cultural lens. It is the only program of its kind that supports Aboriginal and Torres Strait Islander students and their families to access educational, wellbeing and cultural opportunities so they realise their academic potential and achieve their aspirations.

HSP supports students over a seven-year period – from the end of Year 7 when students are recruited to the first year out of high school. It connects students, families and schools to Elders and Aboriginal and Torres Strait Islander mentors through regular and intensive engagement activities. The Outreach Program connects high school students Aboriginal and Torres Strait Islander mentors. By sharing their journey, these role models provide insights about education journeys, university and vocational life, career pathways and lessons they learned along the way. The Outreach Program emphasises academic success that embraces the value of culture and community.

You will use your knowledge and experience of working in and engaging with Aboriginal and Torres Strait Islander communities to support students and their families as they pursue their learning journey. In this role, you will work to engage key program stakeholders, in particular parents/ carers and families of students in the Program, partner school contacts as well as other external partners. The role is also critical in supporting students on their education journey and build capacity to navigate the education system. You will attend our camps and play a key role in building strong relationships with students.

Our programs have achieved unparalleled success and this is an opportunity for you to be part of that narrative of excellence. We offer a values-driven, team environment, where we are each committed to the purpose of our organisation. You will be well-supported with regular professional development activities and will be welcomed into a friendly and diverse team. In addition to a competitive salary, you will have immediate access to salary packaging.

Being an Aboriginal and/or Torres Strait Islander person is a genuine occupational requirement for this position

How to Apply

Please submit a covering letter explaining your suitability for this role with reference to the selection criteria (detailed in the role statement in this document) and your resume to:
Kristy Stanton at careers@aurorafoundation.com.au

The High School Program

- ⦿ The High School Program is an intensive student-centered support program focused on academic improvements through a cultural lens. It is the only program of its kind that supports Aboriginal and Torres Strait Islander students and their families to access educational, wellbeing and cultural opportunities so they realise their academic potential and achieve their aspirations.

- ⦿ We support students over a seven-year period – from the end of Year 7 when students are recruited to the first year out of high school. We connect students, families and schools to Elders and Aboriginal and Torres Strait Islander mentors through regular and intensive engagement activities

- ⦿ Our model steps away from the perspective that Program staff are the experts on student needs. It encourages students and families to take the lead in determining their needs, take control over identifying resources and service providers to address those needs, and view the community and school as a resource to success.

- ⦿ We deliver the program through Cultural Immersion and the development of Academic and Wellbeing Support Plans.
 - The Cultural Enrichment Activities occur throughout each year and include the delivery of family engagement days and camps. The activities occur over the weekend or during the school holidays.
 - Academic Support Plans cover a range of support to ensure students can stay engaged in their learning and include tutoring, practical support, health and wellbeing support and other support such as for extracurricular activities.

- ⦿ The Program elevates Aboriginal knowledge and perspectives in the design and implementation of our student-centred approach

- ⦿ Our impact so far is:
 - Our students have three times the national Indigenous rate in ATAR attainment
 - Our students have twice the national Indigenous university enrolment rate
 - 100% of our students said that the Program raised their academic expectations; and
 - 100% were more confident of reach their future goals.

- ⦿ An independent evaluation by Nous Group concluded that the Program is **unique**. In the Australian context, its uniqueness lies in that fact that it:
 - Provides a combination of academic focused, culturally responsive activities that includes social and practical supports to strengthen academic and career aspirations, overcome socioeconomic barriers and respond to discrimination
 - Delivers supports to students in their schools, with a particular focus on public schools, rather than requiring them to transition into private schools
 - Is offered to students early
 - Provides intensive support throughout high school (consistent with international best practice).

What our stakeholders say

- ⦿ As a parent it was a great feeling to see how invested all the teachers and staff were in my son's education. After 12 months with the HSP he has become a very proud young Aboriginal man and I'd like to thank you all again for the difference you're making in his and our lives.

HSP Parent

- ⦿ I honestly don't think all of the staff know how truly grateful we are for everything you do for us. The experiences we have, the people we meet and the places we go open up a whole new and incredible world. You help us believe that, when it comes to our future, anything is possible.

HSP Student



About Aurora

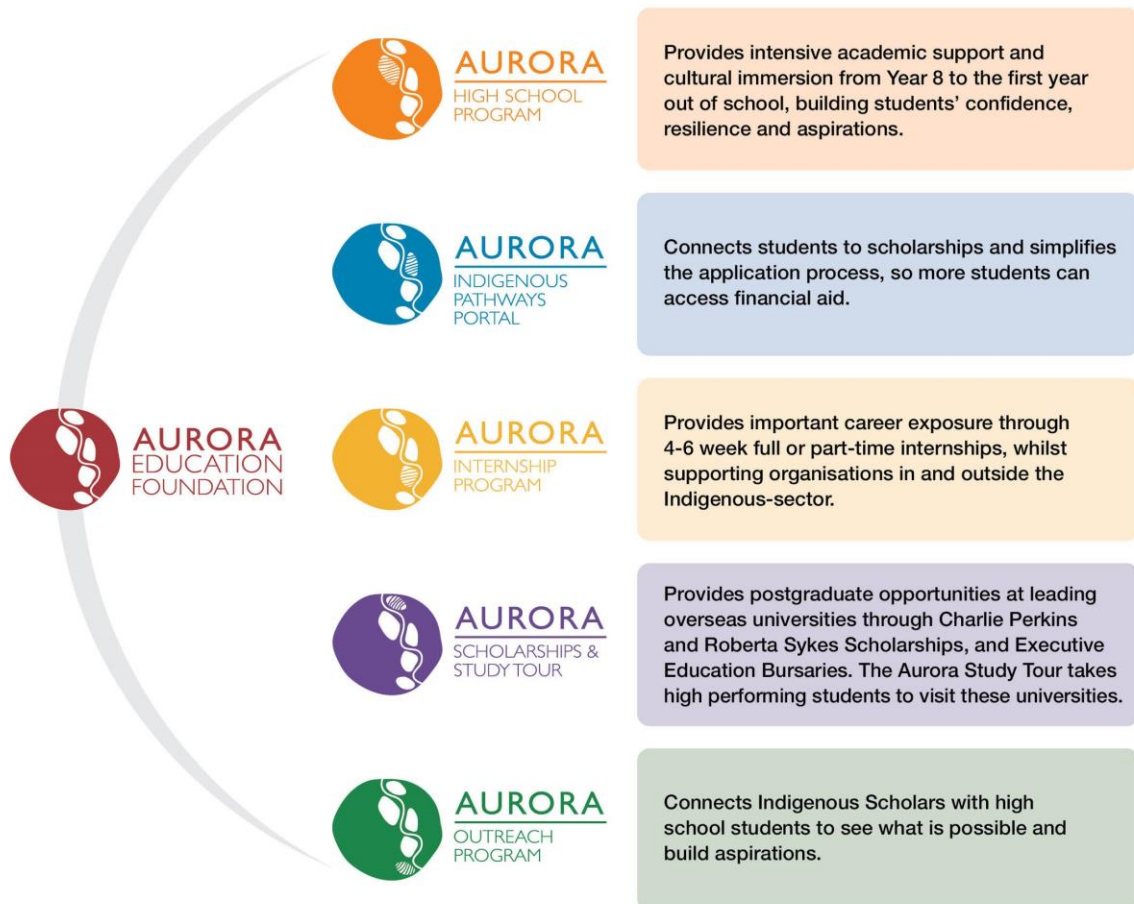
OUR VISION

A society in which Australia's First Peoples determine their own aspirations through education and life-long learning, shaping a new future for our country.

OUR MISSION

Our role is to **inspire** First Peoples in their education journey and **connect** them with educational and career opportunities that enable them to realise their potential.

Aurora supports students and scholars to achieve **unparalleled outcomes** and **shift the conversation** to one of proud and talented students with limitless potential. In order to achieve systemic change, we are committed to an authentic and trusted approach, evidence-based decision making and a long-term focus.



Working With Us

Child Safety

The Aurora Education Foundation (**Aurora**) is committed to promoting and protecting the safety and interests of all children and young people. Aurora is committed to being a child safe organisation and has developed Child Safe Principles, in line with the [National Principles](#) of Child Safe Organisations. These Principles demonstrate our commitment to child safe practices and continuous improvement:

- We create an environment where all children and young people are valued and feel safe;
- We take a trauma-informed approach to the delivery of our programs;
- We have knowledge of, and respect for, the cultural needs of Aboriginal and Torres Strait Islander children and young people;
- We support accountability mechanisms to ensure awareness of Aboriginal and Torres Strait Islander values, principles and norms, and apply this to the safety and interests of children and young people;
- We give children and young people information about personal safety, their rights and where they can go for help;
- We ensure children, young people and their families know their rights and how to access the complaints procedures available to them;
- We consider the needs, diversity and opinions of children in the development of child safety policies and procedures; and
- We ensure all staff, affiliates and volunteers who work with children or young people have a National Police Certificate and Working with Children/Vulnerable People Check in each state and/or territory in which they perform the activities involving children and young persons (including online or in person).

Our Values



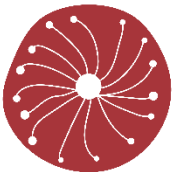
Respect

- We respect Aboriginal and Torres Strait Islander people as the custodians of the land on which we work.
- We treat each other and our stakeholders with dignity and respect at all times.
- We develop culturally safe spaces and foster awareness and acceptance of culture, identity and beliefs.



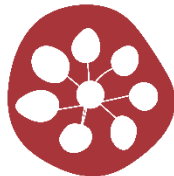
Collaboration

- We welcome feedback and adapt our practices and approaches when needed.
- We understand that that success can't be achieved in isolation.
- We participate equally and cooperatively in partnerships with community and stakeholders.
- We share information, knowledge and skills across the organisation.



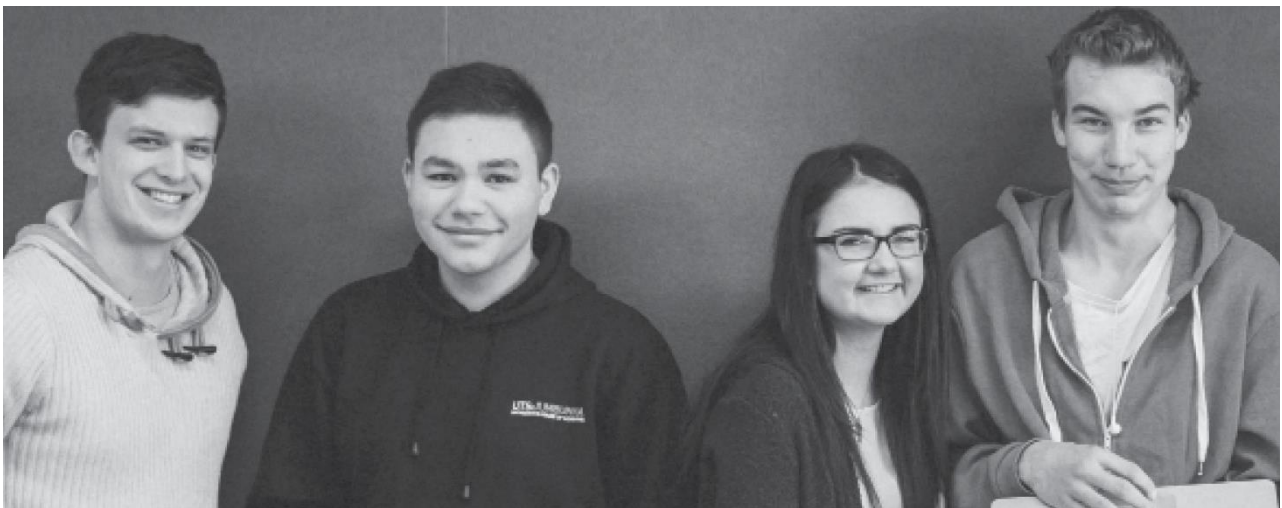
Accountability

- We deliver what we commit to.
- We pursue excellence in everything we do.
- We take responsibility for our actions.
- We are responsive and transparent in the way we work.



Impact

- We aim to have a positive impact.
- We innovate to achieve results.
- We look to effect change in perceptions, outcomes and opportunities.
- We believe in empowering ourselves and others to realise our full potential.



Role Statement

Role:	National Manager – High School Program
Reports to:	Head of Policy and Programs
Direct Reports:	NSW Regional Leader and WA Regional Leader
Employment Status:	Permanent, full-time (38 hours per week)
Probation Period:	Six months
Location:	Sydney, NSW or Perth, WA

Success measures in this role include:

- Program outcomes.
- Stakeholder feedback, including students and their families, Elders, and partner schools.
- Team dynamics, and feedback from internal stakeholders and direct reports.
- Ensuring compliance with regulations and legislation for programs.
- Managing and mitigating any risks within the programs
- Financial performance.

Responsibilities & Key Activities

Program Management

- In consultation with the Head of Policy and Programs, develop annual operating plans for the High School Programs.
- Oversee that all day-to-day operations of the Programs are in line with strategic and annual plans, coordinating activities of each team.
- Promote quality and effective programming ensuring that Program activities are managed in line with the program logic, implementation schedules, and monitoring and evaluation framework.
- Build and maintain relationships with program stakeholders, including through camp attendance and school/community visits.
- Collaboration with other managers across Aurora to ensure tailored pathways for students and scholars pursuing their education aspirations.
- In consultation with the finance team, monitor and report on Program finances.
- In consultation with the Monitoring and Evaluation Manager, report on Program activities, progress and issues on a regular basis, maintain quality of data collection processes, and incorporate insights from evaluation to support staff development and continuous program improvement.
- In consultation with the Development team, provide Program information for fundraising and other purposes, as required.
- Develop, document and implement Program policies and procedures, and manage risk and compliance.
- Drive continuous improvement initiatives within the Programs.
- Take a proactive approach to all workplace health and safety, risk management and child safety matters.
- Oversee the documentation and publication of High School Program curriculum.

Stakeholder Engagement & External Relations

- Identify relevant stakeholders critical to Program success and ensure strong working relationships.
- Work with the Program team to enhance stakeholder management practices.
- Coordinate all external communications for the Program to ensure consistency of messaging and branding.
- In consultation with the Development team, oversee and coordinate the Program's public relations and promotion. This includes writing copy for the website and social media channels, development of promotional materials, presentations, and articles.

Child Safety

- Comply with Aurora's child safety policy, code of conduct and procedures
- Maintain confidentiality around data and information relating to the children and young people participating in our programs.
- Provide an environment where all children and young people are valued and feel safe
- Ensure a trauma-informed approach to the delivery of the High School Program
- Ensure children, young people and their families know their rights and how to access the complaints procedures available to them
- Provide adequate care and supervision of children and young people in your charge.
- Maintain positive and safe interactions with children and young people.
- Act as a positive role model for children and young people.
- Report any child safety concerns, allegations or disclosures.

Leadership & Management

- Participate collaboratively as a member of the Aurora team and contribute to the achievement of the wider objectives of the organisation.
- Provide leadership and direction to program staff, creating a supportive, positive and engaging work and team environment that promotes Indigenous leadership opportunities.
- Contribute to the cultural safety and cultural competence of the team.
- Undertake other duties within the scope of this role, as directed.

Selection Criteria

- To be Aboriginal and/or Torres Strait Islander is a genuine occupational requirement for this position under section 14 of the NSW Anti-Discrimination Board.
- Demonstrated experience in engaging with Aboriginal and Torres Strait Islander people, stakeholders and organisations.
- Demonstrated experience managing large teams, with the ability to lead and motivate
- Excellent written and verbal communication skills
- A high level of organisational skills and attention to detail
- Demonstrated experience in working autonomously whilst maintaining connection to program objectives and team activities.
- Demonstrated ability to identify and manage risks.
- Well-developed computer literacy, ideally including use of CRMs.
- Driver's licence.

Other Requirements

- Willingness to obtain a Working With Children Check.
- Willingness to obtain police check (outcome of this check is assessed on a case-by-case basis and will not necessarily exclude you).
- Willingness and availability to attend residential camps during school holidays.