

## POSITION DESCRIPTION

# YOUTH WORKER

DEPARTMENT	Wellbeing
REPORTS TO	Associate Principal — Wellbeing & Inclusion
DATE	May 2026
POSITION OBJECTIVE	To work in collaboration with the Principal, Teachers, Learning Support Officers, and the Wellbeing team to provide support and guidance to assist students to re-engage in education at ECG Secondary College.
Achievement of the position objective will be reviewed against key performance indicators in the annual appraisal and review process and as required	

**Our Values** are reflected in our commitment to:

- \* *Integrity*
- \* *Inclusion*
- \* *Quality*
- \* *Collaboration*
- \* *Safety*

*Community College Gippsland (CCG) is a child safe organisation with zero tolerance for child abuse and is committed to the safety and wellbeing of all students. CCG supports and adheres to Child Safety Standards.*

***United we belong. Together we thrive.***

*The CCG community welcomes people from all backgrounds, abilities, and identities. We are enhanced by our diversity and learn through inclusion, respect and understanding.*

*At CCG we:*

- *Provide a safe and inclusive environment that is free from discrimination.*
- *Empower students and harness their uniqueness through voice and agency.*
- *Ensure equal employment opportunities for all and encourage the participation of underrepresented staff.*
- *Celebrate the differences of our people and recognise their unique contributions to our community.*

## SCOPE OF THE ROLE

The Youth Worker role will support student's personal, social, and emotional development through informal education, care (e.g., preventative) or leisure approaches. Youth Workers will provide mentoring, guidance, support, and advocacy. They will provide support in all aspects of student wellbeing including crisis support.

## RESPONSIBILITIES

- Develop professional relationships with students based on trust and respect, which utilises a strengths-based approach.
- Link with professional and community services to support and empower students to access services as required and strengthen their relationships with their families and other support networks.
- Promote and provide activities that encourage a sense of belonging and engagement with the school community.
- Assist students who are heightened to de-escalate and support them to manage a situation where they are struggling to control their emotions.
- Encourage participation of students in activity planning (e.g., sports, arts, outdoors, etc.), project development (community, educational, etc.), evaluation and review of activities.
- Facilitate a preventative approach to wellbeing support including developing student's skills and knowledge in areas such as self-regulation, social and emotional wellbeing, and physical and mental health.
- Provide individual support of students at risk in the form of information, advice, advocacy, engagement, referral, and case management including mandatory reporting requirements.
- Undertake relevant administration duties, including accurate documentation of all relevant client information, case notes, and program outcomes.
- Liaise with Teachers, Learning Support staff and the Wellbeing team to identify and support areas of need for students. Assist in the development of IEP's (Social and Emotional Goals) and Support Plans as required.
- Contribute to the safety of all students by adhering to the Child Safe Policies, Procedures and Codes of Conduct to ensure all students with CCG are in a safe and inclusive learning environment. CCG is a child safe organisation and is committed to the safety and wellbeing of all students. CCG has zero tolerance for child abuse.

## ORGANISATIONAL FUNCTIONS

- Actively participate in and comply with the Health and Safety systems, policies and emergency procedures in place throughout the organisation including;
  - Promptly and accurately reporting all hazards, accidents, incidents and near misses.
  - Ensuring safe use and maintenance of equipment including PPE for self and students.

- Maintaining a current knowledge of emergency evacuations procedures for all relevant campuses and participating positively in drills and training sessions.
- Make recommendations for improvements in health and safety.
- Be aware of and participate in the strategic planning process including making suggestions for improvements.
- Actively work with colleagues to build positive relationships and teamwork across the whole organisation.
- Perform other duties as requested, in a timely, professional, empathetic, accurate manner and in accordance with Community College Gippsland Policies and Procedures.

## KEY PERFORMANCE INDICATORS

- Demonstrate, by personal behaviour, the values of Community College Gippsland.
- High quality and timely Compass notes detailing evidence of practice.
- Evidence of effective referral and linking to services/agencies.
- Improved completion of quality Support Plans and Engagement Improvement Agreements and IEP social and emotional goals, across all campuses.
- Supporting collection of NCCD data.
- Evidence of improved student activities, engagement, voice, and agency within the school.
- Agreed Goals as per performance review and development plan (PRDP).

## CAPABILITIES/KEY SELECTION CRITERIA

The candidate should demonstrate experience and practical application of the following capabilities within a work setting:

- **Communication & Engagement** — communicates in ways that are clean, inclusive & respectful, adapts communication style to suit the age, culture & identified needs of the young person, recognises own judgements & assumptions about a young person needs & seeks feedback, records timely case notes with clear & concise language.
- **Teamwork** — works collaboratively with others in the support team to develop activities that address student needs, shows understanding of the responsibilities and boundaries of youth workers in the support team and respects the role of others in the support team.
- **Resilience and Self Care** — demonstrates awareness for own physical and mental wellbeing and seeks support when needed, reflects on practice & identifies stress triggers & develops strategies to reduce or manage these situations.
- **Advocacy & Support** — builds capacity within the young person to participate meaningfully in decisions that affect them, advocates for environments that support young people's resources to thrive through caring for their physical, mental, emotional, social, intellectual & spiritual wellbeing.
- **Cultural & Social Competency** — respects the multiple, diverse & intersecting identities, cultures, abilities & backgrounds of young people, acknowledges the

importance of social & cultural connection for young people’s sense of belonging, identity development, independence & wellbeing.

## **MANDATORY REQUIREMENTS**

- Clear Police Check
- Clear Working with Children Check
- Current Victorian drivers license.

## **QUALIFICATIONS**

### **Required**

- Certificate IV or Diploma of Youth Work or equivalent qualification.
- Youth workers are required to follow and practice “The Code of Ethical Practice for the Victorian Youth Worker Sector”, as outlined by YACVIC to ensure the programs and practices are safe for young people and are of a high standard.

## **FUNCTIONAL RELATIONSHIPS**

### **Key Internal**

Staff  
Students  
Management

### **Key External**

Student’s families  
Allied Health agencies  
Government Departments  
Support Agencies

## **DECLARATION:**

I have read, understood, and accepted the above Position Description.  
I understand that the Roles, Functions and Key Performance Indicators in this Position Description form part of the Community College Gippsland Contract of Employment.

Signed: \_\_\_\_\_

Date:

Name: