

Position Description

Cultural Liaison Officer

Role Purpose

The Cultural Liaison Officer strengthens the connection between Futures Academy, students, families and community, with a particular focus on culturally safe and responsive engagement with Aboriginal and Torres Strait Islander young people. The role supports students to feel known, respected, connected and supported to engage in education, while helping the school build trusted relationships with families, Elders, community-controlled organisations and relevant services.

Working as part of the Futures Academy team, the Cultural Liaison Officer provides practical cultural guidance, supports student and family engagement, assists with transitions and attendance, and helps embed culturally responsive practice across the school. The position is a liaison and engagement role rather than a case-management or disciplinary role: it works alongside teaching, wellbeing, inclusion and pathways staff, and connects young people and families with the right internal and external supports.

The role reports to the School Principal/Head of Campus and works closely with the broader student support team and community partners.



Business Group

Y Schools Queensland



Classification

*Educational Services (Schools)
General Staff Award 2020*



Employment Type

PPT, PFT, Fixed term, Cas



Child Facing Role

Yes ☒

No ☐

Screening Requirements

All Y Queensland employees must have a:

- *Blue Card*
- *National Police Check*

Role specific requirements:

- *First Aid and CPR*

Reports to:

*School Principal/Head of
Campus*

*Works closely with: Student
Support Team*

Your Key Responsibilities

Typical role responsibilities include, but are not limited to:

1. Cultural Connection and Student Engagement

- 1.1 Build trusted, respectful relationships with Aboriginal and Torres Strait Islander students and support their cultural identity, sense of belonging, participation and connection to education.
- 1.2 Provide culturally informed support and guidance to students during transition, re-engagement and periods of disengagement, working alongside the relevant teaching, wellbeing, inclusion and pathways staff.
- 1.3 Support culturally safe student voice by creating appropriate opportunities for young people to raise concerns, contribute ideas and participate in decisions that affect their learning and school experience.
- 1.4 Assist students to connect with cultural activities, community events, mentors, Elders, local organisations and other opportunities that strengthen identity, belonging and positive community connection.
- 1.5 Provide practical cultural advice to staff on engagement approaches, communication and culturally responsive practice, while recognising the diversity of Aboriginal and Torres Strait Islander peoples, communities and experiences.

2. Family, Carer and Community Liaison

- 2.1 Act as a trusted point of connection between Futures Academy and students' families, carers and relevant community members, supporting respectful two-way communication and stronger home-school relationships.
- 2.2 Proactively engage families and carers around student commencement, attendance, participation, transition and significant school activities, in partnership with the appropriate campus staff.
- 2.3 Support families and carers to understand relevant school processes, expectations, supports and education pathways, and assist them to raise concerns or seek assistance through appropriate channels.
- 2.4 Establish and maintain productive relationships with local Elders, Traditional Owner groups, Aboriginal and Torres Strait Islander community-controlled organisations, cultural organisations, education providers and relevant government and non-government services.
- 2.5 Represent Futures Academy at relevant community meetings, forums and events as agreed with the School Principal/Head of Campus, and bring relevant community perspectives back into school planning and practice.

3. Attendance, Re-engagement and Transition Support

- 3.1 Work collaboratively with campus staff to identify cultural, family or community factors that may be affecting a student's attendance, engagement or successful participation in education.
- 3.2 Support relationship-based follow-up with students and families where attendance or engagement is declining, while ensuring formal attendance monitoring, case management and escalation remain with the authorised school staff.
- 3.3 Support culturally responsive transition into Futures Academy, including welcoming new students and families, helping establish early relationships and identifying relevant cultural or community supports.
- 3.4 Contribute to transition planning for students moving between programs, returning to mainstream education, entering training or employment, or connecting with external services.

4. Cultural Safety, Capability and School Practice

- 4.1 Contribute to a culturally safe school environment in which Aboriginal and Torres Strait Islander students, families and community members are respected, heard and able to participate meaningfully.
- 4.2 Support the planning and delivery of culturally appropriate activities, events and learning opportunities, including significant dates and local community priorities, in consultation with appropriate cultural authorities.
- 4.3 Contribute to staff cultural capability by sharing practical knowledge, supporting learning opportunities and connecting staff with appropriate cultural resources, community expertise and professional development.
- 4.4 Identify cultural safety concerns or systemic barriers affecting student engagement and raise these with the School Principal/Head of Campus and relevant leaders so that appropriate action can be taken.
- 4.5 Ensure cultural knowledge, stories and community information are treated respectfully and are not shared, reproduced or used beyond appropriate cultural permissions and organisational requirements.

5. Partnerships, Records and Continuous Improvement

- 5.1 Maintain accurate, timely and appropriate records of liaison activity, student and family contact, referrals, community partnerships and agreed actions in approved systems.
- 5.2 Contribute relevant information and data to school planning, reporting and evaluation of student engagement, attendance, transition, cultural connection and partnership activity, while maintaining privacy and confidentiality.
- 5.3 Participate in multidisciplinary meetings and case discussions where cultural context or community connection will improve planning for a student, within role scope and information-sharing requirements.
- 5.4 Support the development and review of local partnerships, referral pathways, cultural engagement activities and community networks that improve outcomes for Futures Academy students.

5.5 Participate in relevant meetings, training, school events and continuous improvement activities, and undertake other duties consistent with the level and purpose of the role as directed.

Safeguarding Children Requirements

The status for your position as either child-facing or non-child-facing is outlined on page one of your position descriptions. The YMCA has requirements for both child-facing and non-child-facing roles, which are indicated below.

Safeguarding Children - Child-Facing Roles

- Declare anything you become aware of through the course of your engagement with the YMCA which a reasonable person would consider could impede your suitability to have contact with children and young people.
- Act as an extended guardian towards children and young people where you have interactions and always take reasonable steps to prevent abuse and neglect.
- Adhere to all policies and procedures relating to safeguarding children and young people and the Safeguarding code of conduct.
- Update your details whenever these changes, with the relevant department administering the working with children check or equivalent in your state/ territory of residence, as required by applicable laws.
- Report any suspicions, concerns, allegations or disclosures of alleged child abuse/ neglect in line with procedures.

General Requirements

- Support the management of a workplace that supports diversity including gender, cultural and generational diversity; provide equal employment opportunity and foster a respectful, inclusive workplace.
- Comply with all Policies and procedures
- Maintain confidentiality of all YMCA information, records and files.
- Complete the YMCA Induction and other required training as required by organisational policy and procedures.
- Uphold, promote and comply with the policies, mission and values of the YMCA.
- Any other duties as determined by the Chief Executive Officer as required.

Health and Safety

WHS Responsibilities for All Employees / Volunteers

- Take reasonable care to ensure their own safety and health and that of others, and to abide by their duty of care provided for in the legislation.
- Be familiar with the YMCA WHS Policy and other health and safety policies, procedures and requirements.
- Accept responsibility and accountability for compliance and cooperation with all WHS policies, procedures and practices established by the YMCA.
- Report all hazards, near-misses, incidents and injuries in accordance with organisation policy and procedures.

- Wear appropriate clothing, footwear and protective equipment for the work performed and work environment.
- Properly use equipment, including any relevant safety equipment or devices.
- Participate in discussions and consultation on the management and resolution of WHS risks.
- Accurately complete all required WHS documentation relevant to position and work activities being undertaken.
- Continually monitor the workplace for hazards so as to minimize the risk to both customers and staff.
- Make suggestions for improvements to health and safety practices within the workplace.
- Take reasonable care for your own health and safety and that acts or omissions do not adversely affect the health and safety of others.
- Comply with any reasonable instruction that is given by the YMCA for ensuring health and safety.

Key Physical Requirements

- Walking / standing - Frequent
- Sitting - Constant
- Driving - Frequent
- Squatting/ bending/kneeling - Occasional
- Working outdoors - Occasional
- Fine motor skills (keying, typing) - Constant
- Gross motor skills (e.g. setting up, packing up) - Occasional
- Lifting/carrying up to 10kg - Occasional to Frequent

Qualifications, Licences and Professional Registrations:

Blue Card

- National Police Check
- Current Driver Licence; First Aid and CPR (or willingness to obtain)

Your Key Capabilities in Relation to Position

- Demonstrated knowledge and understanding of Aboriginal and Torres Strait Islander cultures, histories, contemporary experiences and community contexts, together with the ability to apply this knowledge respectfully in an education or youth setting.
- Demonstrated ability to build trusted relationships with Aboriginal and Torres Strait Islander young people, families, Elders, community members and organisations, including people who may have experienced disengagement from education or government services.
- Experience in community liaison, youth work, education, cultural engagement, family support or a related field; relevant qualifications are desirable but

demonstrated cultural knowledge, relationships and practical experience will be highly regarded.

- Strong interpersonal and communication skills, including the ability to listen carefully, communicate sensitively, facilitate two-way conversations and work effectively across school, family, community and service contexts.
- Ability to support young people using strengths-based, trauma-aware and culturally responsive approaches while maintaining clear professional boundaries and working within defined role responsibilities.
- Ability to work collaboratively within a multidisciplinary team and to contribute cultural context and advice without taking over the responsibilities of teaching, wellbeing, inclusion, youth work, case management or school leadership roles.
- Sound organisation, record-keeping and digital literacy skills, including the ability to maintain accurate and confidential records, coordinate activities and follow through on agreed actions.
- Ability to exercise sound judgement, recognise safeguarding or wellbeing concerns, and promptly refer or escalate matters through the required Y Queensland procedures.
- Current driver licence and capacity to travel locally for community engagement and student/family liaison activities as required.

Possess or willingness to obtain a Blue Card and national criminal history check, and successfully complete required Y Queensland safeguarding training and annual refreshers.

Desirable:

Established relationships with Aboriginal and Torres Strait Islander communities and organisations in the Ipswich/Goodna/Redbank area; experience supporting young people involved with Youth Justice, child safety, alternative education or other complex service systems; and/or experience supporting school attendance, re-engagement and transition.