



POSITION DETAILS:

Position Title:	Administrative Assistant – Music
Group:	Music Department
Supervisor:	Head of Music
Classification:	Level 3
Date:	March 2018

PRIMARY ROLE/PURPOSE:

The Administrative Assistant - Music is responsible for supporting the Music Program at the School through the co-ordination, support and administration of the wide range of activities and programs offered by the Department.

This level requires employees who have had sufficient experience and/or training to enable them to carry out their assigned duties under limited supervision, using established procedures, practices and instruction from the Head of Music.

Problems are solved by reference to established practices and procedures, and the application of initiative or judgement in applying them or by reference to the relevant School Policies and Procedures

The position is responsible to the Head of Music and relevant supervisors for the day to day performance of duties. Employees at this level are responsible and accountable for their own work.

The Administrative Assistant – Music may be required to check the work or provide guidance to volunteers or instrumental tutors and provide assistance to less experienced employees.

KEY ACCOUNTABILITIES:

Reception

- Answering the phones;
- Greeting guests;
- Forwarding messages to relevant teachers etc;
- Distributing mail;
- Assisting others with general enquires.

Student Services

- Report extra-curricular students absent without leave to the Head of Music;
- Assist with musical instrument storage;
- Maintain a central database of instruments;
- Prepare School loan pro-forma and loan agreement forms;
- Liaise with Finance on student loan issues.

Staff Support

- Send instruments for repair;
- Prepare orders for Music Centre;
- Source quotes as directed by Head of Music;
- Check and process paperwork of Instrumental Music Tutors (eg. student and ensemble rolls);
- Maintain regular communication with Music Tutors regarding relevant changes to schedules and School events;
- Update and maintain Music Library as required;
- Organise cataloguing, collection and filing of music folders and sheet music;
- Assist in organisation of extra-curricular music activities as directed by the Head of Music;
- Maintain white board calendar in the Music Staff Room;
- Provide assistance to Music Tutors by answering queries relating to students, School procedures and policies;
- Assist with the work flow, timelines and paperwork associated with large performance events eg. Spring Music Festival and Celebration of Achievement.

Administration

- Prepare and maintain all roll books related to Music Department activities using appropriate databases and software (eg. Music Monitor and Concord);
- Maintain room booking schedule for all practice and rehearsal spaces;
- Undertake photocopying as required by Head of Music and other staff;
- Collate and input information required to print Instrumental reports at the end of each semester;
- Carry out stocktakes of both music and instruments in the Music department;
- Undertake archive tasks as directed by the Head of Music;
- Prepare paperwork for music competitions where the School will be participating;
- Collect and deliver mail daily;
- Create documents/promotional material for recitals, concerts, external events etc using appropriate software programs;
- Receive orders following established procedures in relation to coding and cataloguing;
- Enter data into TASS regarding allocation of student colour points and the organisation of relevant embellishment certificates.

Music Assistance

- Assist with the annual ensemble audition process;
- Assist with the co-ordination of the Year 4 Band Program:
 - Under the direction of the Band Director, organise aural and physical testing of student suitability for specific instruments, collate data, and discuss recommendation of instrument with Band Director and Associate Head of Music;
 - Assist with allocation of instruments, ensuring students receive instrument-specific equipment;
 - Prepare correspondence to parents regarding Year 4 Band rehearsals, concerts and group instrumental lessons;
 - Liaise with instrumental Music Tutors and provide answers to queries.
- Maintain an inventory of necessary instrumental accessories (eg. reeds, ligatures etc.) and re-ordering of same;
- Provide musical assistance in rehearsals when required;
- Undertake minor repairs of instruments;
- Under the direction of the Associate Head of Music, organise all School Recitals each semester.

Other Duties

- Additional duties as allocated by the Head of Music and Headmaster.

KEY SELECTION CRITERIA:

Qualifications

- No formal qualifications are required for this position.

Essential

- A professional and courteous phone manner;
- A high level of organisational and interpersonal skills;
- A high level of communication, written and verbal skills;
- Ability to find solutions through creative thinking and collaboration;
- ICT proficiency;
- A service ethic;
- Ability to work to deadlines;
- Ability to work effectively with minimal explicit direction and supervision;
- A willingness to be a member of a team and to work collegially with other staff members;
- High level of professional standards and conduct;
- Experience working in a School setting would be an advantage;
- Willing support for the Anglican Ethos of the School;
- Possession of, or the ability to acquire, a current blue card (Working with Children Check by Blue Card Services);
- Agree to undergo a Criminal History/Police Check conducted by the School;
- **Must be an Australian resident and eligible to work in Australia.**

AUTHORISATION:

I hereby agree that this Role Statement accurately reflects work requirements.

Headmaster

Paul Browning

Name

Signature

Date

**Administrative
Assistant - Music**

Name

Signature

Date

ATTACHMENT – ST PAUL’S SCHOOL

ETHOS STATEMENT

The School’s Purpose is “to prepare resilient, global citizens, who are innovative thinkers, with a heart for servant leadership.”

The School’s Vision is “Leading in educational thinking and practice.”

The School’s Values are:

By **Faith** and by **Learning** we strive to grow in **Community** with God and each other, valuing each person and celebrating individual excellence.

We value Faith believing where:

- Each person is a unique creation of a loving, redeeming God and able to be empowered and sustained by the Holy Spirit through the teaching and life of Jesus Christ.
- Each person can have a relationship with God, through Jesus Christ, demonstrated by modeling one’s life on Christ, serving others and participating in the traditions and practice of the Anglican Church.

We value Learning where:

- Students are encouraged and supported as they strive to reach their intellectual, creative, physical, social, moral, emotional and spiritual potential in a balanced and disciplined way.
- Students fully explore a range of topics, themes and concepts which have relevance, real-world application and a focus towards the future.
- A variety of student dispositions to learning are fostered through our five Realms (viz. Creativity; Design Thinking; Entrepreneurialism; Global Sustainability; Inquiry), which are embedded from P-12 across all Learning Areas.

We value Community where:

- Students, staff and families support the aims, purpose and mission of the School and serve one another using their God-given gifts.
- Students, staff and families grow together in faith and learning, promoting love, justice and mercy - at home, at School and in the wider world.
- Students remain connected to the St Paul’s community when they graduate, through a vibrant Past Students’ Association.

SCHOOL EXPECTATIONS

All employees are bound by the requirements of the School's policies and procedures as they apply from time to time, and are expected to act with integrity, and in a way that demonstrates a proper concern for the public interest expressed with a framework of a Christian educational organisation.

As such, employees at St Paul's School are expected to embrace the following statements.

As well as comply with all federal and State legislation as they apply from time to time as well as any relevant Canon Laws or Diocesan policies.

Much of the information gleaned by employees during the course of their duties is confidential and should be treated as such. Employees shall not use confidential information to gain advantage for themselves, their related persons or for any other person or body, in ways which are inconsistent with their obligation to act impartially. Nor should such information be used improperly and cause harm or detriment to any person, body, or the School.

Proof of qualifications as well as a disclosure on any matter which may affect your employment in this position will also be required prior to commencement.

LEADERSHIP EXPECTATIONS

"If a leader's actions are driven by service and dedication to a cause or a relationship then they are a servant leader."

Leadership at St Paul's is based on the philosophy of individual and School "wholeness", collaboration, teamwork and transparent decision-making. The model of leadership reflects the values central to St Paul's School, that of Faith, Learning and Community.

Leadership Principles underpinning the Leadership at St Paul's:

- St Paul's School leadership structure is **student-centred** and reflects our agreed values of Faith, Community and Learning.
- The leadership structure is **learning-centred** for both students and staff, providing opportunities for open and transparent communication and decision-making.
- Collaborative leadership based on teams enabling of ideas to be brought forward by anyone through a variety of formal and informal routes (everyone's voice deserves to be heard).
- Education of the whole person in which the intellectual, spiritual, emotional and physical development are all-important and integrated.
- The importance of creating an environment which encourages high academic achievements at senior levels by ensuring appropriate methodologies and subject content.
- The concept of St Paul's School as a single whole School, made up of four Sub-Schools each with some degree of autonomy whilst sharing many common elements.