



## **POSITION DETAILS:**

|                             |   |
|-----------------------------|---|
| <b>Position Title:</b>      | Administrative Assistant – Academic       |
| <b>Group:</b>               | Teaching & Learning                       |
| <b>Supervisor:</b>          | Executive Director of Teaching & Learning |
| <b>Classification:</b>      | Level 4                                   |
| <b>Date of Last Review:</b> | March 2018                                |

## **PRIMARY ROLE/PURPOSE:**

The position 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 Executive Director of Teaching & Learning.

The Administrative Assistant – Academic is responsible for the administrative support to the Head of Studies Senior School.

The primary roles are:

- Provide assistance in the management of all matters in relation to the QCAA (ATAR);
- Manage student information and correspondence for all Secondary School students in relation to curriculum.

## **RELATIONSHIPS AND AUTHORITY:**

The position is responsible to the Executive Director of Teaching and Learning for the day to day performance of duties.

## **KEY ACCOUNTABILITIES:**

### **QCAA (ATAR)**

- Administration of records including data input, storage and analysis in order to satisfy QCAA guidelines; produce exit statements for Year 12 and S1 transfer notices;
- Upload and maintain Subject Work Programs and submissions, both Monitoring and Verification through QCAA website. Download School Specific Reports;
- Organise the set up and operation of the QCS test, and QCS practice tests, process reports & ensure mandatory requirements are completed in accordance with QCAA guidelines;
- Upload MCEETYA data to QCAA;
- Receive information on the QCAA website for dissemination and distribution.
- Prepare Subject Handbooks;
- Provide administrative support for Block testing (including external exams).

## **Student Timetables**

- Take directives from the Executive Director of Teaching & Learning for the development and maintenance of Timetabler and Master timetable updates;
- Ensure TASS timetable is identical to Master Timetable;
- Create and distribute initial student and staff timetables within TASS;
- Build Junior School and SPIS class lists for each subject per semester;
- Input subject details, house details and other information for new JnrS students;
- Produce repeat student timetable on request;
- Update student manual Timetables in TASS in accordance with directives from Head of Studies International School, Executive Director of Teaching & Learning, Director of Operations, Head of Studies Middle Years of Schooling, Director of Junior School, through the Head of Professional Learning, in relation to:
  - Study Lessons (Senior School and International School)
  - Creative Technologies (Secondary School 7-9)
  - Learning Support (P-12)
  - High School Preparation Program (International School);
- Process subject changes in accordance with directives from Director of Operations and Head of Studies Senior School.

## **SDCS**

- Maintain and update current versions of SDCS, and ensure integrity of student and School reports;
- Generate QCAA numbers and enrol students in SDCS;
- Responsible for Monthly Data Submissions to QCAA;
- Manage student data for exit LoAs, and SAIs and assist Head of Studies Senior School to prepare reports for Senior Leaders;
- Process payments by Visa students for QCAA registration;
- Set up QCE registration and LUI accounts.

## **Other**

- Organise the set up and operation of the Year 10 SET Plan interviews;
- Provide administrative support for VET;
- Provide administrative support for Block Testing;
- Assist the Head of Studies Senior School to enter data for OP Analyser for analysis and reporting;
- Entering of absences for TAFE/School-based traineeships, block testing and QCS;
- Additional duties as allocated by the Headmaster.

## KEY SELECTION CRITERIA:

### Qualifications

- No formal qualifications are required for the 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.**

### Criminal History Checks

- The School will conduct a Criminal History/Police Check on the successful applicant;
- The offer of this position is subject to the successful outcome of the Police Check and the Working with Children Check application;
- Should the Police Check or the Working with Children Check application reveal a negative outcome, the offer of this position will be immediately withdrawn.

## AUTHORISATION:

I hereby agree that the Position Description accurately reflects work requirements.

|  |               |                    |               |
|--|---------------|--------------------|---------------|
| <b>Headmaster</b>                          | Paul Browning |                    |               |
|  | _____<br>Name | _____<br>Signature | _____<br>Date |
| <b>Administrative Assistant - Academic</b> |               |                    |               |
|  | _____<br>Name | _____<br>Signature | _____<br>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.