



POSITION DETAILS:

Position Title:	Teacher Aide – Junior School Visual Culture
Group:	Visual Culture Learning Area
Supervisor:	Curriculum Leader (Visual Culture)
Classification:	Level 2
Date of Last Review:	June 2021

PRIMARY ROLE/PURPOSE:

The Teacher Aide – Junior School Visual Culture is responsible to provide support for the Visual Culture Learning Area.

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 Curriculum Leader (Visual Culture).

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 Curriculum Leader (Visual Culture) and relevant supervisors for the day to day performance of duties. Employees at this level are responsible and accountable for their own work.

Officers may be required to check the work or provide guidance to volunteers or tutors and provide assistance to less experienced employees.

KEY ACCOUNTABILITIES:

Teacher Support

- Create wall displays of student work or resources at the art specialist's request;
- Distribute ceramics and display artwork at various venues within School premises;
- Return artwork and ceramics to art office and organise for students to collect artwork;
- Glaze and bisque fire student's ceramic artwork in kilns;
- Liaise with the Visual Culture Teachers in accessing Library facilities in order to select resources that support and enrich the learning environment;
- Prepare materials and classroom facilities for specific lessons – including putting out paints, cutting paper, preparing tools, and equipment for use, etc.;

Teacher Support (continued)

- Prepare student work for display for final stages of presentation, i.e. glazing ceramic works, cutting templates, framing sewing etc.;
- Transport student's work to exhibition on and off School grounds when required;
- Utilise knowledge of art processes, theory, history, and skills to work individually or in groups with certain students during specific tasks according to the Visual Culture Teachers' direction;
- Utilise knowledge and skills of digital equipment and computer software to document artworks for compilation of student folios and School publications.

Administrative Duties

- Perform general photocopying duties, laminating and any filing required;
- Employ knowledge of art process, theory, and skills to ensure all art classrooms are stocked with relevant art supplies, equipment and tools for teachers and students;
- Organise storage of art supplies.

Cleaning Duties

- Supervise groups of students in the cleanup process following the art lesson and ensure that all tools and facilities are clean and dry;
- Maintain a tidy and orderly storeroom.

Other

- Additional duties as allocated by the Headmaster.

KEY SELECTION CRITERIA:

Qualifications

- No formal qualifications are mandatory for this position, however, tertiary visual art studies are highly regarded.

Desirable

- Experience working in Art and within a School setting would be highly regarded.

Essential

- 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;
- 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 a current blue card (Working with Children Check by Blue Card Services). This is non-negotiable. The successful candidate must have a current Blue Card before commencing work at the School;
- 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 possession of a current blue card (Working with Children Check by Blue Card Services);
- Should the Police Check or Blue Card reveal a negative outcome, this position will be immediately withdrawn.

AUTHORISATION:

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

Headmaster

Dr Paul Browning

Name

Signature

Date

**Teacher Aide
– Junior School
Visual Culture**

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 “Transforming 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 Realms of Thinking Framework which are embedded from PP-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 three Sub-Schools each with some degree of autonomy whilst sharing many common elements.

ANGLICAN SCHOOLS COMMISSION - STATEMENT OF COMMITMENT

Anglican Schools and Education & Care Services are committed to providing environments where children and young people receive the highest standard of care, where their rights are supported, and they have the opportunity to thrive and be fruitful. Such environments nurture and safeguard the intelligence, dignity, safety and wellbeing of each child or young person, by placing them at the centre of thought, values and actions.

As reflected in our Ethos, our vocation is education, driven by a vision of humanity, shaped by the image of God made visible in Jesus, present in every human being.

- Every child: made in the image and likeness of God
- Every child: loveable and loved, unique and unrepeatable
- Outstanding education for the flourishing of people and the good of community

Our faith is lived. We are hospitable and welcoming communities, who embody compassion, kindness, fairness, justice and love, and where exceptional pastoral care is practised.

Working and serving the best interests of children and young people is in everyone's best interest. This is achieved through sustaining living and learning environments that are safe, supportive and stimulating. Specifically, we:

- place emphasis on genuine engagement with children and young people;
- create conditions that reduce the likelihood of harm to children and young people;
- create conditions that increase the likelihood of identifying harm; and
- respond to any concerns, disclosures, allegations or suspicions.

This commitment is sought to be consistently reflected through the decisions and behaviour of all persons within the School or Service, who are guided by effective governance, policies, tools and processes. This fosters a child safe culture, where acting in children and young people's best interests is at the heart of what we do.