



POSITION DETAILS:

Position Title:	Administrative Assistant – Outdoor Education
Group:	Faith & Community (Student Wellbeing Team)
Supervisors:	Executive Director of Faith & Community Head of Experiential Learning Development Manager of Operations (for all matters related to School Receptionist duties)
Classification:	Level 3
Date of Last Review:	July 2022

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 Faith & Community (**EDoF&C**).

The position involves active participation in the Outdoor Education and Service Learning Programs; and is primarily responsible for providing a high level of administrative support to the Head of Experiential Learning Development.

KEY ACCOUNTABILITIES:

Head of Experiential Learning Development**• *Camps and Outdoor Education***

- Administration for Years 4-10 Camps (and excursions as applicable);
- Administration and practical preparation for Experiential Learning Development activities (including Main School and International): purchasing of materials, compilation of teacher packages, purchasing of resources for camps;
- Liaise with external Experience providers;
- Participate in Outdoor Education Program as appropriate (eg. camps, International School Outdoor Experiences).

• *Service Learning*

- Handle money/donations from various fundraising events;
- Administration for Service Learning projects.

Head of Experiential Learning Development (continued)

• **General Duties**

- Maintain Head of Experiential Learning Development diary, schedule appointments with students, staff and external Experience Providers and monitor phone calls;
- Work with Head of Experiential Learning Development in tracking budget information;
- Perform general photocopying and filing tasks;
- Prepare documents and correspondence using Microsoft Office (Word, PowerPoint, Excel);
- Administration for in-house International School Outdoor Education and Cultural Experience;
- Type and distribute minutes for Service Learning meetings;
- Assist in the set up and clean up associated with Service Learning activities, including involvement in the completion of Service Activities as appropriate;
- Produce marketing and archival footage for Service Learning and Experiential Learning activities for promotional purposes (eg. video journals of camps and services activities).

General Secondary School Support

- Assist with special events planning, including Celebration of Achievement (assist with management of function on all levels; collate award winners from various sectors; collaborate with the Executive Assistant to the EDoF&C and Extra-Curricular Co-ordinator to plan this event and action these tasks);
- Collaborate with other Student Wellbeing Team admin staff to organise catering and set up for "All Staff" functions, as required, including Staff End of Term gatherings, Staff Beginning of Year breakfasts and morning teas etc.;
- From time to time, and in various ways, assist other Student Wellbeing Team admin staff.

Relief School Receptionist Duties – Tooth Building

- Provide relief as the School Receptionist in the Tooth Building, **as operationally required.**
- Carry out the relevant School Receptionist duties, as applicable for the relief period involved, **as detailed on page three.**

Other

- Additional duties as allocated by the Headmaster.

RELIEF DUTIES AS THE "SCHOOL RECEPTIONIST" - TOOTH BUILDING

As operationally required, carry out the relevant duties as applicable for the relief period involved.

Student Services

- Assist Secondary School students at Tooth Reception by responding to queries and meeting their requirements;
- Effectively manage information flow in a busy reception environment, including external calls, enquiries and messages for staff, parents and students;
- Greet guests and students at Tooth Reception;
- Screen enquiries for staff;
- In conjunction with the "Administrative Assistant – Print Room & Infirmary", maintain up-to-date records regarding student absences during the day;
- Arrange late/early departure data entry;
- Register student assignments;
- Deliver messages to students on behalf of parents.

Switchboard

- Answer the Tooth Switchboard in a timely, professional and welcoming manner and provide assistance and accurate information, in response to enquiries for both St Pauls School and St Pauls International School;
- Redirect calls to the relevant Senior Leaders, Teachers and Associate Staff;
- Forward telephone messages to staff via email;
- Ensure the Reception area is maintained at a high level of cleanliness and a professional standard of presentation.

Visitor Reception

- Greet guests at Tooth Reception to meet with their requirements in a timely and professional manner;
- Ensure all visitors follow appropriate sign-in and sign-out procedures when visiting the School;
- Distribute keys to Contractors and maintain Key Register at Tooth, accordingly.

Administration

- Attend to incoming deliveries and organise couriers in the absence of the Logistical Support Officer;
- Check numerous incoming email messages frequently each day and forward to relevant staff, or respond as appropriate;
- Sort and distribute mail and inter-office mail;
- Maintain a daily spreadsheet record of all St Paul's School outgoing mail;
- Ensure that Relief Reception staff is kept informed of Tooth Reception procedures and kept up-to-date with daily messages;
- Organise bookings for Meeting Room One (Ground Floor, Tooth), as requested by staff;
- Assist other staff with general office duties, as approved by the Manager of Operations;
- Assist other administrative staff with mailouts and mail distribution from time to time;
- Track students' whereabouts and obtain information from TASS, particularly those students who are missing from class without explanation;
- Input all student absentees as advised by parents via phone and website;
- Regularly maintain the Staff Emergency Evacuation List to ensure it is accurate and up-to-date.

Other

- Provide relief for Infirmary for minor ailments only, as required. (This does not include administering medication or providing part time or full time relief when the "Administrative Assistant – Print Room & Infirmary" is unavailable or absent).
- Additional duties as allocated by the Headmaster.

KEY SELECTION CRITERIA:

Qualifications

- Current First Aid Certificate;
- No formal qualifications are required for the position. However, experience and/or qualifications in Outdoor Education, and other similar training/credentials (eg. Canoeing Instruction, Remote First Aid, High and Low Ropes) would be highly desirable.

Essential

- A service ethic;
- A willingness to be a member of a team and to work collegially with other staff members;
- Preparedness to attend overnight camps and participate in other experiential learning activities;
- Preparedness to supervise small groups of secondary students;
- 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;
- Ability to work to deadlines;
- Ability to work effectively with minimal explicit direction and supervision;
- A high level of professional standards and conduct;
- A professional and courteous phone manner;
- 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;
- Agree to be checked against the Anglican Church's National Professional Standards Register;
- **Must be an Australian resident and eligible to work in Australia.**

Desirable

- Experience working in a School setting (and using The Alpha School System, TASS) would be an advantage.

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

Paul Browning

Name

Signature

Date

**Administrative
Assistant –
Outdoor Education**

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.