



POSITION DETAILS:

Position Title:	Teacher Aide – Pre-Prep
Group:	Junior School
Supervisor:	Director of Junior School
Classification:	Level 2
Date of Last Review:	August 2022

PRIMARY ROLE/PURPOSE:

The Teacher Aide – Prep-Prep is responsible for providing support and assistance to the Teachers and students in the Pre-Prep Learning Area.

LEVEL CLASSIFICATION REQUIREMENTS:

This position has been classified at this level in accordance with the School's requirements, and in line with the current Queensland Anglican Enterprise Agreement. The expectations and requirements for employees at this level are in accordance with the Enterprise Agreement's overview and characteristics for this level, as listed below:

- Level two requires Employees who have had sufficient experience and/or training to enable them to carry out their assigned duties under direct and/or routine supervision using established procedures, practices and instruction from a higher level officer or member of the academic staff. Working in teams and some basic team co-ordination may be involved at this level. Roles may require liaison between the School, the student, the student's family and the general public which is undertaken within established practices and procedures. Experienced Employees at this level may exercise some initiative and judgement when assisting or supporting students in relation to their needs. Experienced Employees may be required to provide peer guidance and assistance, and exercise limited responsibility for the work of other less experienced Employees on the same level or to officers at a lower level.
- A defined range of skills/knowledge gained in a specific area due to experience and or qualifications is a minimum requirement. Junior Certificate or its equivalent is the minimum formal qualification. There are opportunities for significant experience and/or training to be gained on the job.
- Employees use established procedures, practices and instructions provided by a higher level Staff member. Some initiative and judgement may be used to apply such procedures, or they may be applied within reference to higher level staff (eg. routine problem solving). There is a range of roles and tasks in a variety of contexts. Some discretion and judgement are involved in selection of equipment, work organisation, services, actions and achieving outcomes within time constraints. There is some complexity in the extent and choice of actions required. Competencies are normally evidenced within routines, methods and procedures (eg. accepting responsibility in meeting time deadlines.) There is a need for functional communication skills. Employees will be able to maintain confidentiality as required.

LEVEL CLASSIFICATION REQUIREMENTS: continued

- The position is responsible to a higher level officer or member of the academic staff for the day to day performance of duties. Within the supervision provided Employees have some responsibility and accountability for their own work. The work at this level is subject to regular checking related to its overall progress. Employees generally work under direct and/or routine supervision.

KEY ACCOUNTABILITIES:

Teacher Support

Under direction of the Teacher, the Teacher Aide will be required to:

- Support and assist the Teacher during class time;
- Assist students with class work;
- Prepare class activities;
- Clean up after class activities;
- Accompany students required to leave the classroom at any time (eg. Bush Kindy, PMP);
- Organise playground equipment and set provocations for outdoor time;
- Perform playground duty;
- Maintain resources (eg. puzzles etc.);
- Contribute to the Quality Improvement Program;
- Contribute to the daily planning cycle of emergent activities and provocations;
- Document video recorded and written observations (eg. Learning Story/Checklists);
- Provide appropriate assistance to Supply Teachers when they are in attendance;
- Provide peer guidance to Float Teacher Aides when they are in attendance;
- Document staff reflections and goals weekly/fortnightly;
- Attend Team Meetings;
- Maintain a tidy and orderly classroom;
- Assist the Teacher in encouraging students to adhere to behaviour and School rules;
- Assist with incursions, Sports day, Celebrations, and any other events as and when required.

Administrative Duties

Under the direction of the Teacher, the Teacher Aide will be expected to:

- Perform general photocopying duties and filing tasks;
- Monitor stocks and resources;
- Prepare resource request forms for ordering materials and send these through the correct administrative channels;
- Prepare documents using Microsoft Office (especially Word and Excel), Story Park and Seesaw;
- Prepare items for laminating;
- Perform general administrative duties;
- Prepare student portfolios;
- Maintain ELC kitchen and laundry;
- Undertake basic daily, weekly, and term time cleaning duties;
- Contribute to Review of ELC Policies as required.

Parent Support

Under the direction of the Teacher, the Teacher Aide may be required to:

- Liaise with parents regarding operational matters where required;
- Attend parent teacher meetings and other functions as directed.

Other

- Additional duties as allocated by the Headmaster.

KEY SELECTION CRITERIA:

Qualifications and Experience

- Qualifications are mandatory for this position: a Certificate III in Children’s Services (or a Diploma) is required;
- First Aid Certificate;
- Experience working in a school setting would be an advantage.

Essential Skills and Requirements

- 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;
- 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.**

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
– Pre-Prep**

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.