



POSITION DETAILS:

Position Title:	Retail Assistant
Group:	Tuckshop, Coffee Shop, and Retail Shop
Supervisors:	Tuckshop & Coffee Shop Manager (for Retail Assistants working in the Tuckshop and Coffee Shop) Retail Shop Manager (for Retail Assistants working in the Retail Shop)
Classification:	Retail 21 Years
Date of Last Review:	December 2022

PRIMARY ROLE/PURPOSE:

Retail Assistants will work in the Retail Outlets (Tuckshop, Coffee Shop, and Retail Shop) as required. They must be able to work with minimal supervision and provide a high standard of customer service.

Sometimes during the course of employment, Retail Assistants will be privy to confidential matters regarding staff, students and/or families. This information must be kept confidential.

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.

Retail Assistants in the Tuckshop and Coffee Shop are responsible to the Tuckshop & Coffee Shop Manager, and Retail Assistants in the Retail Shop are responsible to the Retail Shop Manager, for the day to day performance of duties. Employees at this level are responsible and accountable for their own work.

KEY ACCOUNTABILITIES:

Duties for all Outlets

- Provide a high level of customer service to students, staff, parents and visitors;
- Ensure prompt and efficient service;
- Maintain positive work environment;
- Build good relations with voluntary workers and encourage a team spirit;
- Be co-operative when changes in the School program/timetable affect the normal daily routine;
- Process customer sales in accordance with relevant procedures, ensuring sales are processed and recorded accurately, and cash is safely stored;
- Assist with counting of daily takings as required;
- Undertake relevant training as required;
- Consult with the relevant Convenor or Manager regarding matters that will ensure the smooth running of the Retail Outlet and report any serious issues or concerns to the relevant Manager.

Duties for the Tuckshop

Assist the Tuckshop Convenor as directed, in accordance with specified policies and standards. Duties will include, but are not limited to, the following:

Hygiene and Safety:

- Adhere to all food safety requirements;
- Be aware of and take whatever action is necessary to ensure hygiene, health and safety at all times;
- Protect foodstuffs from vermin;
- Ensure correct hygiene practices are observed to prevent spoilage and contamination of food;
- Ensure all rubbish is removed daily;
- Avoid touching money when handling food;
- Restrict access to the Tuckshop to only those who should be there.

Deliveries:

- Check deliveries for quality and match quantities with delivery dockets before signing to indicate correctness, and passing to the Tuckshop Convenor;
- Cover food and store under appropriate conditions without delay.

Other:

- Restock fridges;
- Cook/prepare food for orders and counter sales;
- General kitchen duties – wash dishes throughout the day, regularly wipe benches to minimise the spread of germs, clean floors;
- Other duties as directed.

Duties for the Coffee Shop

Assist the Coffee Shop Convenor as directed, in accordance with specified policies and standards. Duties will include, but are not limited to, the following:

Hygiene and Safety:

- Adhere to all food safety requirements;
- Be aware of and take whatever action is necessary to ensure hygiene, health and safety at all times;
- Protect foodstuffs from vermin;
- Ensure correct hygiene practices are observed to prevent spoilage and contamination of food;
- Ensure all rubbish is removed daily;
- Empty knock box as required;
- Avoid touching money when handling food;
- Restrict access to the Coffee Shop to only those who should be there, including guidelines set by the School for student use of the Coffee Shop and Deck Area.

Deliveries:

- Check deliveries for quality and match quantities with delivery dockets before signing to indicate correctness, and passing to the Coffee Shop Convenor;
- Transfer stock from Tuckshop to the Coffee Shop as required; cover food and store under appropriate conditions without delay.

Duties for the Coffee Shop (continued)

Other:

- Make coffee and other drinks according to the predetermined measure of ingredients, to ensure quality and consistency;
- Take orders, process payments, serve product, deliver to tables if required, collect dishes and rubbish;
- Be responsible for the cash float, counting cash, recording EFTPOS and register statistics and securing cash at the end of the day;
- Prepare invoices for School Departments, giving one copy to the staff member and one to the Accounts Officer;
- Compile gift cards when requested and keep records of purchases;
- Distribute chairs every morning and stack away in the Coffee Shop at the end of trade each day
- Move tables as required, wipe regularly and clear rubbish;
- Ensure the Coffee Shop is fully secure at the end of each day;
- Report any issues with appliances to the Coffee Shop Convenor;
- Supervise student helpers and ensure they act in accordance with their training;
- General kitchen duties – wash dishes and clean containers throughout the day, regularly wipe benches to minimise the spread of germs, clean floors;
- Co-operate with School Staff regarding events/functions on the deck, and after hours use of the Coffee Shop;
- Be aware of records and procedures used in the operation of the Coffee Shop;
- Other duties as directed.

Duties for the Retail Shop

Assist the Retail Shop Manager as directed, in accordance with specified policies and standards. Duties will include, but are not limited to, the following:

Duties:

- Assist with the day-to-day operations of the Retail Shop;
- Manage monies going in and out of the Retail Shop;
- Assist with annual stocktake as and when required;
- Reconcile daily takings and prepare bank deposits;
- Maintain security of Retail Shop stock and monies;
- Keep the Retail Shop tidy;
- Welcome customers by greeting them and offering assistance;
- Be familiar with and support the School's dress standards;
- Display and keep prices updated;
- Be alert for fraudulent credit cards, counterfeit notes, shoplifters, etc.;
- Deal with customer complaints;
- Attend to customer refunds;
- Prepare invoices for School Departments, giving one copy to the staff member and one to the Accounts Officer;
- Administration of Second Hand items including receiving items, data entry to the POS system and responding to queries from suppliers (parents);
- Other duties as directed.

KEY SELECTION CRITERIA:

Qualifications and Experience

- No specific qualifications are required for this position, with the exception of the Coffee Shop where barista qualifications are essential;
- Experience using The Alpha School System (TASS) would be an advantage in the Retail Shop;
- 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

Retail Assistant

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.