



POSITION DETAILS:

Position Title: Administrative Assistant - Head of Wellbeing

Group: Teaching & Learning

Supervisors: **Head of Wellbeing**

Classification: Level 4

Date of Last Review: December 2023

PRIMARY ROLE/PURPOSE:

The Assistant to the Head of Wellbeing is primarily responsible for providing effective, high level administrative support to the Head of Wellbeing.

Other primary roles include:

- Providing administrative support to the Head of Wellbeing for all matters related to Wellbeing;

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 Schools 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:

- The characteristics and job criteria for this level are additional to all the relevant characteristics and criteria of any preceding or lower level(s). Level four requires Employees with appropriate and highly developed skills and knowledge gained in a specific area due to their work experience and/or formal qualifications. Employees will have well developed interpersonal skills and display appropriate levels of confidentiality, discretion and judgement in their specific work areas. Work may involve the provision of advice; service or support to a range of internal and external stakeholders requiring knowledge of policies and/or the interpretation of rules or regulations within the Employee's area of operation. Employees may assist in developing policy and procedures relating to their work area and identifying future trends. High level communication skills will be required. Work is carried out with general or broad guidance on progress. At this level officers may be responsible for the supervision of staff in all lower levels and may be responsible for the planning and management of the work of others including work teams. Employees may also be responsible for training staff through instruction and practical demonstration.
- All necessary experience is gained either on the job, through previous employment or the attainment of a diploma and/or degree level qualification. Tertiary qualifications at a minimum level of Associate Diploma/Diploma level or its equivalent or such knowledge, qualifications and experience that are deemed by the School as necessary to successfully carry out the duties of the position.

LEVEL CLASSIFICATION REQUIREMENTS: continued

- Employees will have a highly developed knowledge of the organisation and industry and highly developed skills (e.g. at the technician level) in their area of expertise. They will use judgement and initiative regularly in order to complete the tasks assigned to them. They will competently handle the supervision requirements of the role. A range of technical knowledge and/or skills are applied to roles and functions in both varied and highly specific work contexts. Competencies at this level are normally used independently within both routine and non-routine work situations.
- Supervision and guidance will normally be exercised through a reporting structure. The position is responsible to the Principal, Head of a Department/Faculty or a higher level School Officer or Senior academic staff for the day to day performance of duties. The measurement of performance at this level is made against defined targets.

Specific Skills and Duties of Administration Stream:

The skills and duties below are not an exhaustive listing and must always be read in the context of the complete summary characteristics of this level four as detailed within the current Queensland Anglican Schools Enterprise Agreement.

1. Data entry and use of proprietary applications at a higher level of skill than level 3.
2. Administration (including secretarial, personal assistant etc.) skills higher than Level 3.
3. Check and supervise work of general office staff to ensure accuracy and timely completion of tasks.
4. Subject to the ultimate authority of the Principal or delegate, operate and maintain student reporting systems for external agencies – this will require detailed knowledge of the requirements and procedures of those agencies (e.g. QSA).
5. Assist with management and organisation of activities of the School.
6. Prepare internal and external School communications (may include promotional and advertising materials) using advanced skills, (in hardware and/or software applications) as required by the job description.
7. Provide advice to others requiring knowledge of policies and/or the interpretation of rules or regulations within their area of operation.
8. Assist School management in developing policy and procedures relating to their work area and identifying future trends.
9. Control the purchase and storage function of the department.
10. Coordination of and participation in project plans relating to their work area which may include some initial drafting of such projects (e.g. marketing, media liaison, governance support).
11. Subject to the ultimate authority of the Principal or delegate, supervise the operations of the School's processes and activities in relation to overseas students, including enrolment, family liaison and placement.
12. Work with and assist School Management in relation to issues associated with work area and work responsibilities and accountabilities.

KEY ACCOUNTABILITIES:

Position descriptions are not intended to outline a list of all tasks that the role is required to do. That said, some of the key current responsibilities include:

1. Wellbeing and Pastoral Care

- Provide administration support to the Head of Wellbeing
- Administration and practical preparation for a School wide audit and review of the delivery of Wellbeing and Pastoral Care.
- Assist the Head of Wellbeing in developing, implementing and reviewing policies and procedures relating to Wellbeing and Pastoral Care.
- Administration of student records and referral process for both internal and external services across Wellbeing and Pastoral Care.
- Administration of the Program of professional learning for Wellbeing and Pastoral Care staff

2. Events

- Administration and practical preparation for school events including, but not limited to, Celebration of Achievement, Formal, Semi-Formal and Validatory event.
- Working in collaboration with other administrative assistants and school staff to ensure the effective preparation and running of events including:
 - Assistant to the Deputy Principal
 - St Pauls' School Risk and Compliance officer and School Nurse

3. Health Centre

- Assist the School Nurse with administration across the Health Centre.
- Assist with data entry and analysis of student illness data collected by the Health Centre.
- Provide administration support to the School Nurse in co-ordinating mandatory staff training.

4. Behavioural Expectations

- Administration, data entry and support across Behavioural expectations initiatives as directed by the Head of Wellbeing.

5. Child Safety

- Provide administration assistance for the Head of Wellbeing in providing a Child Safe School.
- Provide administration support to head of wellbeing coordinating staff training.
- Assist the Head of Wellbeing in developing, implementing and reviewing policies and procedures relating to Child Safety.

6. Continuous Improvement

- Administration, data entry and support for continuous improvement initiatives as directed by the Head of Wellbeing.

7. Head of Wellbeing

- Support the Head of Wellbeing for the submission and filing of Quarterly Unit Plans, Learning Outlines, and Assessment packages;
- Manage the Head of Wellbeing's Outlook Calendar, including the scheduling of appointments and entries from the School Calendar;
- Prepare agendas and resources, attend, and produce minutes for meetings;
- Liaise with external professional bodies as required;

8. Other

- Additional duties as allocated by the Head of Wellbeing.

KEY SELECTION CRITERIA:

Qualifications and Experience

- No formal qualifications are required for the position;
- Experience working in a School setting would be an advantage;
- Experience in using The Alpha School System (TASS) 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.

Acting Principal

John O'Sullivan Williams

Name

Signature

Date

**Assistant to
Head of Wellbeing**

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 learning frameworks 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.

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.