



POSITION DETAILS:

Position Title: Executive Assistant to the Business Manager

Group: Corporate Services

Supervisor: Business Manager

Classification: Level 6

Date of Last Review: January 2024

PRIMARY ROLE/PURPOSE:

The Executive Assistant to the Business Manager provides a high level of professional support to the Business Manager, while also supporting the wider Corporate Services team.

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:

- 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 six requires extensive and relevant experience with formal qualifications at the degree level. Post graduate qualifications may be required. Employees will generally be accountable for the quality of output of a section or function within the School.

Work will usually involve supervisory responsibilities (e.g. job training, staff assessment and performance counselling) and the management of the work of administrative officers and other staff, assigning and outlining the work, advising on administrative problems, and revising work for accuracy and adequacy. Employees will require very high communication skills and their work may require initiative in the application of professional practices, professional advice to staff and students and a wide range of internal and external stakeholders of the School.

Little or no supervision is required and is normally exercised through a reporting structure involving both a review of operations and recommendations. Employee may have designated responsibility for work under their control and may be responsible for the setting and achieving of objectives by a work section and its staff.

- Sufficient experience at a professional level or training to enable the Employee to carry out their assigned duties. Relevant experience as required by the School to reflect the higher levels of professional outcomes.

LEVEL CLASSIFICATION REQUIREMENTS: continued

- Employees possess professional knowledge and skill to provide independent advice on the operation of the section. Employees will use initiative in self-directed development and application of expert knowledge with extensive recognised expertise in some areas. Significant discretion and independent judgement are required within constraints set by School management. A breadth and depth of professional skills are applied to roles and functions in both varied and highly specific contexts. A high proportion of competencies involve significant scope and/or complex, specialised or professional functions. Duties of an innovative and/or critical nature are undertaken within a professional management framework and initiative is exercised in the application of professional practices.
- Employees are responsible for their own work and are subject to stated objectives and professional standards. Performance is measured against achievement of targets, introduction of new initiatives, competent handling of the supervision function and overall performance of section controlled. The position is accountable to the Principal, Head of Department or School Management.

KEY ACCOUNTABILITIES:

Assistant Duties & Responsibilities

- Provide a high level of professional support to the Business Manager
- Maintain the Business Manager's calendar and scheduling appointments as required
- Handle incoming calls, emails, and correspondence on behalf of the Business Manager
- Organise and coordinate meetings, prepare agendas, caterings and at times take minutes for the Business Manager. Such meetings may include but are not limited to Council meetings, sub-committee meetings etc.
- Establish and maintain a comprehensive filing system (including general and confidential correspondence, records, and information).
- Assist with the compilation of documents required for audits and requests from various stakeholders such as the Diocese, ASC, Government Agencies, or as requested by the Business Manager.

Administrative Duties

- Provide a high level of administrative support to the Corporate Services team.
- Assist with the compilation of documents as required.
- Proof and edit reports from the Business Manager as required.
- As required, provide administrative support to the various other Corporate Services functions including
 - People & Culture
 - Risk & Compliance
 - Finance
 - Information Technology
 - Facilities & Property
 - Operations
- Identify opportunities for process improvement and efficiency
- Act as a liaison between the Corporate Services team and other School functions
- Undertake research and prepare reports on various topics as requested by the Business manager.
- Assist in special projects related to school development and improvement.
- Liaise, as necessary, with other Senior Leaders and Administrative staff
- Assist with drafting of policies and procedures.
- Available to provide short term backup support if required for varying Corporate Services staff members such as Payroll, Fees, Accounts, School Reception, and the Retail Shop.

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;
- A high level of confidentiality and integrity;
- 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 the Position Description accurately reflects work requirements.

Acting Principal

John O'Sullivan Williams
Name

Signature

Date

**Executive Assistant to the
Business Manager**

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.