



POSITION DETAILS:

Position Title:	Administrative Assistant - Junior School
Group:	Junior School
Supervisor:	Director of Junior School
Classification:	Level 3
Date of Last Review:	April 2024

PRIMARY ROLE/PURPOSE:

The position is responsible for providing administrative and reception support to the Junior School and includes supervising and maintaining the Infirmary within the Junior School, whilst maintaining the highest standards of confidentiality when dealing with sensitive information concerning either the School or any member of its community.

This position requires the employee to communicate effectively with parents, staff (including management) students and the general public and be able to; reprioritise tasks at short notice, and use judgement to enhance and improve workflow.

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 levels. Level three requires Employees with sufficient experience and/or training to enable the Employee to carry out their assigned duties. Work is carried out with general supervision on progress and outcomes and involves the application of knowledge with depth in some areas and a broad range of skills. Employees will be able to accept responsibility in meeting time deadlines and will display an ability to maintain confidentiality. Work will require effective communication skills with parents, staff (including management) students and the general public to respond to queries and to address issues in accordance with established routines, methods and procedures. Areas of work may include liaison between the School, the student and the student's family where personal knowledge and initiative may be applied to planning, actions and achieving outcomes. Employees may be required to supervise, train (by means of personal instruction and demonstration) or guide staff and students in their area of knowledge and may be responsible for the work and organisation of lower level Employees in some areas. The work of teams may be guided or facilitated.
- A broad range of skills/knowledge is necessary and will be gained either through on the job experience and training or through the attainment of a certificate and/or diploma level qualification. Tertiary qualifications at Certificate level (or its equivalent) or such knowledge,

CLASSIFICATION REQUIREMENTS: continued

qualifications and experience that are deemed by the School as necessary to successfully carry out the duties of the position will be required.

- Initial instruction or reference to established procedure is all that is required for the officer to be able to competently complete tasks. Variation to methods of performance of assigned duties (eg. planning, selection of equipment, work organisation, services, actions and achieving outcomes within time constraints) may occur by using initiative, discretion and judgement. While competencies are normally used within routines, methods and procedures, there may be a wide range of roles and tasks in a variety of contexts where there is complexity in the extent and choice of actions required to undertake roles and complete tasks. Effective communication and interpersonal skills with an ability to maintain confidentiality are required.
- The position is responsible to a higher officer or senior academic staff member for the day to day performance of duties. This performance is measured by reference to achievement of outcomes and application of personal knowledge and initiative to assigned duties.

KEY ACCOUNTABILITIES:

Reception

- Answering telephones both internal and external;
- Greeting guests and students at Reception – helpdesk function;
- Ensuring visitors follow appropriate sign in and sign out procedures when attending the School;
- Forwarding messages to staff via emails and phone calls;
- Being aware of visitors to Reception and advising the relevant staff;
- Ensuring the Reception area is maintained in a professional manner;
- Effectively managing information flow, including external calls, enquiries and messages for staff, parents and students.

Student Services

- Maintaining up-to-date records regarding student absences/sign outs in TASS during the day.
- Liaison with, and preparation of rooms for, Allied Health Professionals and other Specialists attending appointments with Students.

Administration – Junior School and Early Learning Centre.

- Maintaining emergency evacuation lists for staff;
- General office duties as requested;
- Performing general photocopying and establishing/maintaining filing systems (Parent/Teacher interview forms);
- Attending to typing for staff on the direction of the Director of Junior School;
- Mathematics in the Junior School: input current class, teacher and email details against each student for transfer to Mathematics at the beginning of each year – spreadsheet from TASS and organise Silver/Gold Certificates;
- Maintaining and updating white calendar;
- Inputting the Extra-curricular data into the Junior School reports;
- Providing admin support to the Director of Junior School and Head of Studies.
- Update Policy and Procedures as required and ensure that documents and folders are always current;
- Ensure that information on the “seesaw” platform is maintained and up to date.
- Ensure Minimum Safety Data Sheets are in place for all chemicals used in the Early Learning Centre
- Liaise with Risk and Compliance Officer to organise Fire Drills as required for compliance of Early Learning Centre.

Events

- Co-ordinating process for the preparation of excursions including risk assessments, contacting external parties for planning;
- Liaise with the Administrative Assistant – Experiential Learning, regarding camp requirements,
- Co-ordinating incursions for Class Teachers as required;
- Supporting the Director of Junior School with the preparation and running of the Junior School Celebration of Achievement, eg. CoA Program (as part of the CoA team of staff);
- Support the Director of the Junior School with preparation and running of events for Junior School e.g. Grandparents day, Harmony Day.

First Aid

- Supervising and maintaining Junior School Infirmary including; stock replenishments, expiry dates, epi-pens, medications.
- Ensure that consents are in place for any medication.

Other

- Attending to the wellbeing and needs of the students including any required parental contact;
- Attending to the wellbeing and needs of the students including any required parental contact;
- Supervising and maintaining Junior School Infirmary including; stock replenishments and expiry dates, epi-pens, medications, consents and compliance requirements;
- Maintaining and cleaning the Junior School Staffroom and kitchen area (as a shared task with the Junior School Teacher Aides);
- Additional duties as allocated by the Director of Junior School and the Principal.

KEY SELECTION CRITERIA:

Qualifications and Experience

- No formal qualifications are mandatory for this position;
- Current Senior First Aid Certificate (for supervising Junior School Infirmary);
- Experience using The Alpha School System (TASS) would be an advantage;
- 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 fully vaccinated against COVID-19;
- **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
Administrative Assistant – Junior School			
	_____	_____	_____
	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.