



POSITION DETAILS:

Position Title: **Administrative Assistant – Krebs Reception, Curriculum, Data & Logistics**

Group: Teaching and Learning & Operations

Supervisors: **Director of Curriculum**
Manager of Operations (for admin duties related to Operations)

Classification: Level 3

Date: **March 2024**

PRIMARY ROLE/PURPOSE:

The position is responsible for administrative and Reception duties within the Krebs Building (and Tooth Building, as operationally required), whilst maintaining the highest standards of confidentiality when dealing with sensitive information concerning either the School or any member of its community. The position is also responsible for providing a high level of administrative support to the Director of Curriculum, Head of Data and Logistics, and the Manager of Operations.

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,

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

LEVEL CLASSIFICATION REQUIREMENTS: continued

- 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:

Student Services

- Assist Secondary School students at Krebs Reception by responding to queries and meeting their requirements;
- Effectively manage information flow in a busy reception environment, including calls, enquiries and messages for staff, parents and students;
- Greet guests and students at Krebs Reception;
- Screen enquiries for staff and deliver messages;
- Deliver messages to students on behalf of parents.

Reception - Krebs

- Answer the Krebs Reception in a timely, professional and welcoming manner and provide assistance and accurate information;
- Monitor and redirect calls to the relevant Senior Leaders, Teachers and Associate Staff;
- Forward telephone messages to staff via email;
- Ensure the Reception area is maintained at a high level of cleanliness and a professional standard of presentation;
- Greet guests at Krebs Reception to meet with their requirements in a timely and professional manner
- Provide remote support to Tooth Reception during busy periods, or as requested by the Manager of Operations for tasks including, but not restricted to student attendance, and telephone calls.

Administration - Krebs

- Ensure that Relief Reception staff are kept informed of Krebs Reception procedures and kept up to date with daily messages;
- Organise bookings for Krebs Meeting Room, as requested by staff;
- Supervise examinations undertaken by students in the Krebs Meeting Room/Offices;
- Assist with the registration and distribution of Secondary school student assignments to Krebs teachers;
- Replace general stationery supplies for staff;
- Ensure student and staff copiers are operational, including replacing paper and reporting/ following up maintenance problems with TechZone;
- Assist teachers using equipment in Krebs, such as printing, copying, scanning, typing, laminating, and binding;
- Assist other administrative staff with mailouts and mail distribution from time to time;
- Track students' whereabouts and obtain information from TASS for teachers;
- Input absentees for Secondary School curriculum-based excursions;
- Enter student absences into TASS for TAFE/School-based traineeships;

- Assist with organisation and administration of off-campus excursions, including calendar entry, bus bookings, parent lounge permission letters, distribution of risk assessments for signatures, maintaining a record of excursions with links to filed documents for auditing purpose etc. (excluding Sport, Music, Junior School and SPIS);
- Prepare documents on behalf of staff members to place on VIVI screens in Krebs and Tooth, (e.g. camps, notices, block testing, photo displays from carnivals etc.);
- Provide administrative assistance to Maths, Languages, Humanities and English Curriculum Leaders;
- Assist with preparations for exams, e.g., year 12 Mock External Exams.

Director of Curriculum

- Co-ordinate and implement office services, including the purchase of stationery and materials for standardised testing and records control;
- Provide administrative support to the Head of Data and Logistics and Director of Curriculum, in relation to data collection for NCCD, and the co-ordination, setup, and running of standardised testing: including but not limited to NAPLAN, and PAT Testing;
- Provide administrative support in relation to ACARA mapping;
- In consultation with the Assistant to the Director of Curriculum, provide support to update documents such as the Subject Information Handbooks;
- In consultation with the Administrative Assistant – Teaching & Learning, prepare bulk emails for subject selection for Years 9, 10 and 11 and co-ordination;
- Prepare mock data forms and spreadsheets and copy exams for Years 11 & 12;
- In consultation with the Assistant to the Director of Curriculum, provide administrative assistance for Secondary School examinations, including Block Testing, supervision of make-up tests, and Year 12 external examinations.

Relief School Receptionist Duties – Tooth Building

- Provide relief as the School Receptionist in the Tooth Building, **as operationally required.**
- Carry out the relevant School Receptionist duties, as applicable for the relief period involved, **as detailed on page four.**

Other

- Additional duties as allocated by the Headmaster.

RELIEF DUTIES AS THE "SCHOOL RECEPTIONIST" - TOOTH BUILDING

As operationally required, carry out the relevant duties as applicable for the relief period involved.

Student Services

- Assist Secondary School students at Tooth Reception by responding to queries and meeting their requirements;
- Effectively manage information flow in a busy reception environment, including external calls, enquiries and messages for staff, parents and students;
- Greet guests and students at Tooth Reception;
- Screen enquiries for staff;
- In conjunction with the "Administrative Assistant – Print Room & Infirmary", maintain up-to-date records regarding student absences during the day;
- Arrange late/early departure data entry;
- Register student assignments;
- Deliver messages to students on behalf of parents.

Switchboard

- Answer the Tooth Switchboard in a timely, professional and welcoming manner and provide assistance and accurate information, in response to enquiries for both St Pauls School and St Pauls International School;
- Redirect calls to the relevant Senior Leaders, Teachers and Associate Staff;
- Forward telephone messages to staff via email;
- Ensure the Reception area is maintained at a high level of cleanliness and a professional standard of presentation.

Visitor Reception

- Greet guests at Tooth Reception to meet with their requirements in a timely and professional manner;
- Ensure all visitors follow appropriate sign-in and sign-out procedures when visiting the School;
- Distribute keys to Contractors and maintain Key Register at Tooth, accordingly.

Administration

- Attend to incoming deliveries and organise couriers in the absence of the Logistical Support Officer;
- Check numerous incoming email messages frequently each day and forward to relevant staff, or respond as appropriate;
- Sort and distribute mail and inter-office mail;
- Maintain a daily spreadsheet record of all St Paul's School outgoing mail;
- Ensure that Relief Reception staff is kept informed of Tooth Reception procedures and kept up-to-date with daily messages;
- Organise bookings for Meeting Room One (Ground Floor, Tooth), as requested by staff;
- Assist other staff with general office duties, as approved by the Manager of Operations;
- Assist other administrative staff with mailouts and mail distribution from time to time;
- Track students' whereabouts and obtain information from TASS, particularly those students who are missing from class without explanation;
- Input all student absentees as advised by parents via phone and website;
- Regularly maintain the Staff Emergency Evacuation List to ensure it is accurate and up-to-date.

Other

- Provide relief for Infirmary for minor ailments only, as required. (This does not include administering medication or providing part time or full time relief when the "Administrative Assistant – Print Room & Infirmary" is unavailable or absent).
- Additional duties as allocated by the Headmaster.

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.