

Administration Coordinator

ROLE DESCRIPTION

REPORTS TO

Principal

CONTEXT

The Catholic Schools Office (CSO) is responsible for the leadership, operation and management of systemic schools which educate more than 20,000 students in 44 primary schools, 11 secondary schools, one K–12 school, one flexible learning centre and one special school in the Catholic Diocese of Maitland-Newcastle.

The incumbent commits to working within work health and safety guidelines and code of conduct at all times whilst employed by the Catholic Diocese of Maitland Newcastle. The Diocese of Maitland-Newcastle is committed to safeguarding children and vulnerable adults, preventing those in our care from suffering abuse or neglect. The Diocese is committed to being compliant with the National Principles for Child Safe Organisations and the National Catholic Safeguarding Standards. All employees are required to undergo a National Police Check, retain a valid NSW Working with Children Check and ensure compliance with our safeguarding policies, the Diocesan Safeguarding Commitment Statement and the Codes of Conduct.

PURPOSE

The Administration Coordinator is responsible for assisting the Principal and Assistant Principal to ensure the smooth performance of the school's operational and organisational tasks. Allocated tasks may vary slightly between schools and details will be agreed with the successful applicant as part of the contract process. Examples of duties the Administration Coordinator may be required to perform, depending on the school's requirements, are to

- oversee areas of compliance that safeguard daily routines and practices within the school
- ensure the school is adequately staffed during teacher absence
- oversee the organisation of the school's emergency procedures and drills
- lead and support the ongoing development, implementation and oversight of timetables
- implement current policies and processes
- establish processes that support all staff to improve student outcomes
- oversee the management of internal and external testing and examination
- ensure the school's facilities are properly maintained

VISION STATEMENT

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

Catholic schools educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.

CRITERIA/EXPERIENCE

1. Ability to articulate a clear understanding of and a personal commitment to Catholic education and the mission of the Church through Catholic schools
2. Demonstrated management and administrative skills to ensure the school's daily operations run effectively

3. High level communication and interpersonal skills with the capacity to develop and sustain constructive and respectful relationships within and beyond the school community
4. Demonstrated ability to organise, initiate and drive change and ensure a culture of continuous improvement
5. Demonstrated capacity to think and act strategically; to exercise sound judgement; and to support the school leadership team in leading the mission of the school
6. Demonstrated ability to effectively utilise data to optimise organisational and educational outcomes

Desirable

- ▶ Prior leadership experience

QUALIFICATIONS/EXPERIENCE/ATTRIBUTES

- ▶ Four-year trained teacher classification with at least four years successful teaching experience consistent with the Australian Professional Standards for Teachers
- ▶ NESA Teacher Accreditation
- ▶ Working with Children Clearance number
- ▶ Completion of anaphylaxis training

Desirable

- ▶ Postgraduate study in education (e.g. Master of leadership, educational leadership, IT, Admin, Curriculum)
- ▶ Working towards Highly Accomplished or Lead Teaching Standards

KEY WORKING RELATIONSHIPS	
STAFF DIRECTLY REPORTING TO ROLE	<ul style="list-style-type: none"> • School staff
INTERNAL	<ul style="list-style-type: none"> • Principal • Assistant Principal (s) • School staff • CSO staff
EXTERNAL	<ul style="list-style-type: none"> • School and CSO networks • Family and community partners • Relevant agencies e.g. Office of Safeguarding, Department of Communities and Justice, NESA, ACARA, etc.

LEADERSHIP FRAMEWORK

The Leadership Framework captures the characteristics and behaviours of effective leadership articulated through six leadership capabilities that staff at all levels can practise and develop.



Guided by Gospel values, the **Administration Coordinator** is responsible for the following:

LIVE YOUR FAITH

By giving witness to Catholic faith and cultural tradition and setting an example of faith, hope and love in word and action

RESPONSIBILITIES

- Developing own faith and supporting the school leadership team to promote Catholic faith and mission in all facets of school life, including school improvement
- Modelling and promoting Catholic teaching and professional conduct in an integrated and authentic way
- Promoting and embedding system and school wellbeing policies and actively participating in formation programs
- Willingness to comply with the [CSO Accreditation to Work, Teach and Lead Policy](#). Category C – Accreditation for Leadership

EXAMPLES OF IMPACT

- Modelling Catholic values and appropriate professional and ethical behaviour
- Supporting the sacramental, liturgical, ritual and prayer life of the school

LEAD TEACHING AND LEARNING*By promoting a shared understanding and clarity around how and what to teach*

RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> • Assisting in ensuring the smooth operation of the school as a place of learning and excellence in accordance with contemporary evidence-based learning principles • Contributing to the school and system schools as a contemporary learning organisation through documenting and evaluating change efforts and sharing with colleagues • Maintaining effective systems for review and compliance processes • Supporting the school leadership team in critically reviewing current research on best practice in teaching and learning to assist colleagues to further develop their teaching expertise • Complying with government, legal, school and system policies and procedures to minimise risk; ensure compliance; and a strong safety culture • Collaborating with the Assistant Principal and Leaders of Learning to ensure outcomes for reporting are correct • Contributing effectively to school and system improvement priorities and key priorities relevant to own area of responsibility 	<ul style="list-style-type: none"> • Contemporary pedagogical practice is evident across the school and learning is shared at a school and system level • Data demonstrating the effect that a culture of continual improvement and professional learning is having on student learning and engagement outcomes • Ensuring effective communication and implementation of system policies and procedures to minimise risk and build a strong safety culture • Reporting timeline is adhered to, and procedures are followed by all staff • Working collaboratively with colleagues across the school to support and contribute to the school's strategic focus for learning, and school improvement plan

LEAD IMPROVEMENT INNOVATION AND CHANGE*By working purposefully to support a shared system and school vision and the delivery of improvement initiatives*

RESPONSIBILITIES	EXAMPLES OF IMPACT
<p>Responsibilities may include but are not limited to</p> <ul style="list-style-type: none"> • Supporting the school leadership team in planning and leading initiatives that enable student voice and engage families in meaningful partnerships that enhance student learning and wellbeing outcomes • Engaging with the CSO system of schools and external providers to deliver continuous improvement, share learnings and build school professional expertise 	<ul style="list-style-type: none"> • Effective communication, problem solving and decision-making processes with students, colleagues, families, and community members • Participation and attendance at network meetings and relevant professional learning activities

MAINTAIN FOCUS ON EVIDENCE AND IMPACT

By identifying and implementing evidence-based strategies to deliver improved student outcomes and engaging with the community to focus on what matters most

RESPONSIBILITIES	EXAMPLES OF IMPACT
<p>Responsibilities may include but are not limited to</p> <ul style="list-style-type: none"> Supporting the school leadership team through participating in PLT to ensure strategic alignment and long-term change in the school 	<ul style="list-style-type: none"> Supporting faculty members in the analysis, recording and use of internal and external data to identify, learn from, and improve student learning outcomes Best practice in teaching and learning are evaluated, monitored and regularly shared at PLT meetings

DEVELOP SELF AND OTHERS

By demonstrating commitment to building capacity through self-reflection, own professional learning and supporting the professional learning of others

RESPONSIBILITIES	EXAMPLES OF IMPACT
<p>Responsibilities may include but are not limited to</p> <ul style="list-style-type: none"> Liaising with the IT support team to ensure new staff are sufficiently equipped to undertake their role Inducting new staff in the school's policies and procedures Supporting the school leadership team to develop leadership capacity through the provision of ongoing formal and informal feedback and through facilitating effective management of the PP&D process Developing strong professional networks and partnerships in order to share best practice in the areas of responsibilities 	<ul style="list-style-type: none"> Staff feel supported and adequately resourced to carry out their role. Staff have a deep understanding of school expectations, policies, and procedures The PP&D process and professional learning is having an impact on teaching practice and the learning outcomes of all students Teachers actively engage with and effectively utilising the Australian Professional Standards for Teachers

ENGAGE AND WORK COLLABORATIVELY WITH THE COMMUNITY

By building and maintaining respectful relationships with students, colleagues, families, parish and external agencies and considering the impact actions and decisions have on others

RESPONSIBILITIES	EXAMPLES OF IMPACT
<p>Responsibilities may include but are not limited to:</p> <ul style="list-style-type: none"> Supporting the implementation of a comprehensive staff wellbeing policy Liaising with the Sports Coordinator in allocating sports and activities for absent teachers Collaborating with key personnel regarding student movement to whole school events 	<ul style="list-style-type: none"> Staff wellbeing survey data Documentation indicates sports day and activities are well staffed and managed appropriately Evidence shows special events are prepared and managed effectively

<ul style="list-style-type: none"> • Collaborating with relevant staff members during special events e.g., Year 12 Graduation, parent/teacher evenings/days • Liaising with Administration Support Staff to ensure timely printing of reports • Liaising with Leaders of Learning and Leaders of Wellbeing and Engagement to ensure examination requirements are adequate • Liaising with Leaders of Learning to ensure examination timetable is correct before publishing to staff • Keeping staff informed of the week ahead and any changes to daily schedules • Collaboration with key personnel when setting up of internal and external examination, including daily room allocations and distributing supervision roster to staff • Collaborating with the school leadership team in developing and maintaining the school timetable and amending when necessary 	<ul style="list-style-type: none"> • Documentation/communication shows staff have been informed of daily notices. • Parent feedback indicates reporting processes are efficient • Students, parents, and staff have been well-informed of examination and assessment schedules. • Examination periods are undisrupted
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MANAGE RESOURCES EFFECTIVELY

By implementing and supporting structures and processes that contribute to the effective management of school and system resources and policies

RESPONSIBILITIES	EXAMPLES OF IMPACT
<p>Responsibilities may include but are not limited to:</p> <ul style="list-style-type: none"> • Effectively managing the daily employment of casual teachers • Distributing timetables to staff in a timely manner • Ensuring allocation of classes is correct • Ensuring classes are appropriately covered when teachers are absent • Preparing and publishing daily duty roster (e.g., playground and busy duty) • Overseeing the scheduling of bell adjustments • Supporting the Principal in overseeing the organisation of the school's emergency procedures and drills • Supporting the Principal in ensuring the school's facilities are properly maintained • Preparing and publishing daily notices for staff 	<ul style="list-style-type: none"> • Documentation exists to demonstrate that the school is functioning effectively on a daily basis • Staff know their classes, room allocation and structure of their timetable • Evidence shows that quality lessons including a variety of activities have been left by teachers to support student learning in their absence • Playgrounds and play areas are adequately staffed and there is a calm and safe environment for both students and teachers • Documentation showing the efficient execution of emergency procedures and drills • Report indicating maintenance issues have been addressed and rectified

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| <ul style="list-style-type: none">• Ensuring lessons plans have been left for casual staff• Collaborating with the school leadership team to ensure the reporting period and the examination timeline are viable• Checking accuracy of class and subject lists | |
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FUNCTIONAL REQUIREMENTS

- Sedentary to light physical work
- Frequently sits or stands at an issued desk
- Stands and walks frequently around the teaching spaces to teach the class, monitor and interact with young people and to provide individual support to pupils
- Occasional bending, lifting, pulling or carrying, bending, squatting or crouching, stretching and twisting
- Occasional to frequent repetitive neck, upper body, wrist, hand and finger movements may be required
- Occasional stretching, climbing and twisting may be required
- Voice used extensively while communicating, instructing and supervising students

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