

## Food Technology/Hospitality Assistant

### ROLE DESCRIPTION

REPORTS TO	Principal
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### 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 position of Food Technology/Hospitality Assistant will be responsible for managing general cleanliness, tidiness, and smooth operation of the kitchen on a daily basis. This position will support the Teachers and the Food and Hospitality Faculty to prepare and coordinative supplies for lessons, school community and events where required.

### 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 ability to work collaboratively and communicate with school staff, students and the community
3. Demonstrated knowledge of current food safety practices and standards
4. Demonstrated ability to maintain equipment, resources and accurate kitchen documentation for Food Technology and Hospitality
5. Demonstrated ability to maintain a safe working environment
6. Demonstrated experience in food handling and preparation in a school environment or equivalent

### QUALIFICATIONS/ACCREDITATIONS

- ▶ Current Food Safety Supervisor Certificate

- ▶ Current First Aid Certificate
- ▶ Current paid Working with Children Check (WWCC) number

KEY WORKING RELATIONSHIPS	
<b>STAFF DIRECTLY REPORTING TO ROLE</b>	<ul style="list-style-type: none"> <li>• Nil</li> </ul>
<b>INTERNAL</b>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Assistant Principal(s)</li> <li>• School Staff</li> <li>• CSO staff and designated Assistant Director</li> <li>• Parishes</li> <li>• Shared Services</li> <li>• Other agencies of the Diocese (CatholicCare, St Nicholas Early Education and OOSH)</li> <li>• Volunteers</li> </ul>
<b>EXTERNAL</b>	<ul style="list-style-type: none"> <li>• School and CSO networks</li> <li>• Family and community partners</li> <li>• Contractors</li> </ul>

## LEADERSHIP FRAMEWORK

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



Guided by Gospel Values, the **Food Technology/Hospitality Assistant** 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 collaborating with colleagues to support the faith formation of students and colleagues
- Promoting and modelling Catholic teaching and values into curriculum areas, programs and professional conduct in an integrated and authentic way
- Promoting and supporting system and school pastoral care policies and programs
- Demonstrating a commitment to social justice and action in the school community
- Willingness to Comply with the CSO Accreditation to Work, Teach and Lead Policy. Category A – Accreditation to Work

**EXAMPLES OF IMPACT**

- Compliance with Accreditation to Work, Teach and Lead Category A
- Supporting the sacramental, liturgical, ritual and prayer life of the school
- Respecting the rights, dignity and worth of all members of the school community
- Compliance with diocesan requirements for faith accreditation
- Participation in diocesan faith formation

**CLASSROOM AND LEARNING SUPPORT**

*By providing a high level of service within the area of knowledge and expertise*

**RESPONSIBILITIES**

- Tasks can include but are not limited to:
- Ensuring the general cleanliness, tidiness, and smooth operation of the kitchen on a daily basis
  - Setup for Food Technology practical and demonstration lessons
  - Maintaining equipment, resources and accurate kitchen documentation for the Food and Hospitality Faculty
  - Monitoring and controlling stock
  - Use of computer-based information sources to manage ordering, stock control and WH&S requirements
  - Prepare ingredients and special equipment for daily lessons (including catering functions)

**EXAMPLES OF IMPACT**

To be determined in consultation with the School Principal

**SUPPORT IMPROVEMENT INNOVATION AND CHANGE**

*By working purposefully to support a shared system and school vision and the delivery of improvement initiatives*

**RESPONSIBILITIES**

- Work collaboratively with colleagues to improve professional knowledge and practice

**EXAMPLES OF IMPACT**

To be determined in consultation with the School Principal

**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**

- Contribute to delivery of School and System Improvement priorities relevant to own area of responsibility

**EXAMPLES OF IMPACT**

To be determined in consultation with the School Principal

**DEVELOP SELF AND OTHERS**

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

**RESPONSIBILITIES**

- Active participation in professional learning meetings and collaborative enquiry with a focus on teaching and learning and student engagement
- Actively engaging with the PP&D process and effective utilisation of the *Australian Professional Standards for Teachers*

**EXAMPLES OF IMPACT**

To be determined in consultation with the School Principal

**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**

- Engaging in meaningful partnerships with colleagues to enhance student learning and wellbeing outcomes
- Actively participating in school events
- Adhering to School code of conduct, policies and professional standards
- Presenting a professional image in personal presentation and in all communication and interaction

**EXAMPLES OF IMPACT**

To be determined in consultation with the School Principal

**MANAGE RESOURCES EFFECTIVELY**

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

**RESPONSIBILITIES**

- Effectively managing resources to contribute to improved outcomes
- Complying with school and system policies and procedures to ensure compliance; minimise risk; and a strong safety culture

**EXAMPLES OF IMPACT**

- Ensuring deadlines, curriculum and administrative tasks are dealt with in a timely and effective manner
- Receiving, issuing, distributing, stock-taking and safeguarding of teaching resources, goods, supplies, stores, materials and equipment, other than dangerous goods

	<ul style="list-style-type: none"><li>• Monitoring expenditure on resources</li><li>• Providing technical assistance in the operation of the facilities</li><li>• Assembling and dismantling of, and carrying out minor maintenance on, equipment or teaching aids for demonstration or practical work</li></ul>
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## FUNCTIONAL REQUIREMENTS

- Light to medium physical demand levels
- Squatting, crouching or kneeling movements are minimally required, occasionally to pick up equipment/supplies
- Twisting of the body or neck is an occasional requirement
- Frequent lifting and carrying is required when moving equipment, supplies and other food types
- Overhead reaching to access shelves
- Forward reaching on an occasional basis to prepare food and move it from bench to counter and onto or into the baking containers, ovens, fridge/ freezers or when cleaning equipment
- Forward bending occasional to access lower shelves, completed cleaning including sweeping and mopping
- Frequent hand, shoulder, wrist and arm movements and grasp