

School Administrative Officer (Level 4,5,6)

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 persons and preventing those in our care from suffering abuse or neglect. It is committed to implementing and maintaining compliance with the NSW Child Safe Standards and the National Catholic Safeguarding Standards and takes a zero-tolerance approach to abuse of children or vulnerable persons. All who work in the name of the Diocese must comply with the Diocesan Safeguarding Framework Policy and act in accordance with the Diocese's Code of Conduct which includes the Diocese's Safeguarding Commitment Statement. Employees are required to undergo a National Police Check and retain a valid NSW Working with Children Check where necessary, in accordance with legislation.

PURPOSE

The School Administrative Officer provides administrative support to school staff and the school principal. Administrative Officers within the Catholic Schools Office, Diocese of Maitland-Newcastle may be classified as either a level 4, 5 or 6. Indicative duties for each of these levels can be found under the leadership framework - Administrative Support.

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. Excellent written communication skills and strong verbal communication skills and interpersonal skills
3. Demonstrated experience using initiative and self-motivation in the workplace.
4. Demonstrated ability in accurately and proficiently performing a wide range of administration tasks
5. Intermediate experience and ability to work with various databases, Microsoft office programs and excel.
6. Demonstrated capacity to organise, prioritise and multitask to meet various deadlines.
7. An understanding and the ability to maintain a high level of confidentiality.
8. Self-motivated with the ability to work autonomously and be responsible and accountable for own work with the capacity and willingness to work in a team environment.

9. Willingness to Comply or Compliance with the CSO Accreditation to Work, Teach and Lead Policy.
Category A – Accreditation to Work.

QUALIFICATIONS/ACCREDITATIONS

- ▶ Current paid NSW Working with Children Check (WWCC) number
- ▶ Completion of Anaphylaxis training.
- ▶ Level 6 position – Diploma or Certificate IV in Business Administration or equivalent

KEY WORKING RELATIONSHIPS

STAFF DIRECTLY REPORTING TO ROLE	<ul style="list-style-type: none"> • Nil
INTERNAL	<ul style="list-style-type: none"> • CSO staff • Parishes • Shared Services • Other agencies of the Diocese (CatholicCare, St Nicholas Early Education and OOSH) • Volunteers
EXTERNAL	<ul style="list-style-type: none"> • School and CSO networks • Family and community partners • Contractors

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 School Administrative Officer 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	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> Promoting and modelling Catholic values into professional conduct in an integrated and authentic way. Demonstrating a commitment to social justice and action in the school community. 	To be determined in consultation with School Principal.

ADMINISTRATIVE SUPPORT

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

RESPONSIBILITIES	EXAMPLES OF IMPACT
<p>School Administrative Services - Level 4 employees may perform the following indicative duties:</p> <ul style="list-style-type: none"> A wide range of professional support, administration, secretarial and clerical duties, including typing, word processing, data entry, maintaining email and computerised records, database information, payroll information (including PHRIS manager functions), staff recruitment administration, casual administration including booking and payment of casuals, Google applications, electronic rolls, attendance records, student enrolments, student information and petty cash. Assisting with basic follow up of WHS issues and implementation of WHS management system, including checking licenses of onsite contractors. Undertaking reception and general office duties. Interacting and responding to enquiries from students, parents, employees, and the general Public. Assisting with management of the school office. Providing administrative support to school executive, including arranging appointments, diaries and preparing both confidential and general correspondence. Word processing of routine correspondence, including internal and external publications, teacher programmes and teaching aids. Assisting with the preparation of internal and external publications including school websites, newsletters and other media. 	To be determined in consultation with School Principal.

- Providing assistance in various financial management tasks, including preparation of school budget, school fees, monthly reconciliation of finance accounts and GST reports, annual finance and administration rollover.
- Assisting with the coordination of school functions and events.

School Administrative Services - Level 5 employees may perform the following indicative duties:

- Preparation of the school budget overseeing the preparation of monthly finance accounts/ GST reports, school fee billing and payment and recovery of school fees and managing cash management accounts.
- Providing executive support to senior staff and associated school committees.
- Providing advice requiring knowledge of policies and/or the interpretation of rules or regulations within area of operation
- applying inventory and purchasing control procedures.
- Drafting and handling correspondence, which may include confidential correspondence.
- Implementing enrolment processes and maintenance of student database.
- Coordinating school functions and events.
- Assisting with the induction of new staff including casual Teachers.

Aboriginal and Torres Strait Education worker – Level 5A:

- In addition to the duties set out for Levels 4 or 5, involves community liaison, family support or integration of Aboriginal perspectives into the operation of the school.
- Support Aboriginal cultural awareness for all students with particular reference to Aboriginal students.
- Help maintain effective relationships between Aboriginal students, Aboriginal parents, the Aboriginal community and school staff; and
- Liaise with Principal and school staff on protocols for interacting with the Aboriginal community in relation to staff and Aboriginal students in the school and in Aboriginal education activities.

School Administrative Services - Level 6 employees may perform the following indicative duties:

- Supervision and management of General Employees at a lower level including overseeing their recruitment, work allocation, professional development, performance appraisal and training.
- Responsibility for the secretarial and/or financial administration of the school office.
- Preparation of the school budget.
- Overseeing the preparation of monthly finance accounts/ GST reports.
- School fee billing and payment and recovery of school fees and managing cash management accounts.
- Supervising the operations of the school office and other administrative.
- Activities, in the area of enrolment, equipment and statistical returns.
- Providing executive support to senior staff and associated school committees.
- Providing advice requiring knowledge of policies and/or the interpretation of rules or regulations within area of operation
- Applying inventory and purchasing control procedures.
- Initiating and handling correspondence, which may include confidential correspondence.
- Overseeing enrolment processes and maintenance of student database.
- Coordinating school functions and events.
- Assisting with the induction of new staff including casual Teachers.
- Exercises substantial responsibility, independent judgement and initiative with a detailed knowledge of complex office procedures;
- Has and uses advanced skills and knowledge in the operation of complex equipment and procedures;
- Resolves operational problems for staff and coordinates work within the school office, monitors work quality of those supervised and is responsible for those supervised;
- Assists in planning future sectional/office-organisational or resources and equipment needs; and
- Will have completed relevant post-secondary training or have significant and substantial technical and procedural knowledge and skill which may be deemed by the Employer as being comparable with a diploma or certificate IV with relevant work experience, a certificate III with relevant and extensive work experience, or an equivalent combination of relevant experience and/or training.

Level 6A & 6B

A Level 6A position may only be employed in Primary Schools with enrolments of fewer than 400 students in a Regional Diocese.

A Level 6B position may only be employed in Primary Schools with enrolments of more than 401 students in a Regional Diocese.

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
<ul style="list-style-type: none"> Work collaboratively with colleagues to improve professional knowledge and practice. 	To be determined in consultation with 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	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> Contribute to the delivery of School and System Improvement priorities relevant to own area of responsibility. 	To be determined in consultation with 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	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> Active participation in professional learning meetings and collaborative enquiry. Active engagement in the PP&D and formation process. 	To be determined in consultation with 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	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> Engage in meaningful partnerships with colleagues, families, parish and community members to enhance student learning and wellbeing outcomes . Active participation in school events. Adhere to the school code of conduct, policies and professional standards. Present a professional image in personal presentation and in all communication and interaction. 	To be determined in consultation with 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	EVIDENCE OF IMPACT
<ul style="list-style-type: none">Effectively manage resources to contribute to improved outcomes.Comply with school and system policies and procedures to ensure compliance; minimise risk; and a strong safety culture.	To be determined in consultation with School Principal.

FUNCTIONAL REQUIREMENTS

- Sedentary role.
- Constantly sits at a workstation and carried out a variety of both manual and computerised administrative tasks.
- Frequent repetitive neck, upper body, wrist, hand and finger movements for data-entry and word-processing tasks.
- Frequent use of hand-held objects and equipment such as telephones, writing tools and books/paper. Will also need to operate computers, printers, copiers and a range of other office equipment and refill paper trays and ink supplies etc.
- Occasionally stands and walks about office space.
- Occasional lifting, pulling or carrying, bending.
- Squatting or crouching, bending or twisting not a significant component of this job.