

TAS Assistant

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 position of TAS Assistant will be responsible for providing direct support and assistance to the Technology Teachers and contributing to the maintenance and development of a safe working TAS and Workshop environment. This position will form part of a team and work closely with, and take direction from, the TAS Leader of Learning and members of the School Leadership Team.

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. Sound understanding of, and commitment to WH&S standards and requirements including maintaining records such as Chemical Safety Records
4. Demonstrated ability to maintain a safe working environment
5. Demonstrated experience in workshop maintenance in a school setting or equivalent
6. Demonstrated capacity to maintain machinery and tools in the schools TAS Workshops
7. Demonstrated capacity to undertake inventory management and ordering systems in a school setting or equivalent

8. Demonstrated ability to plan and organise production sequences to ensure Workshop efficiency

QUALIFICATIONS/ACCREDITATIONS

- ▶ Qualifications in building and/or carpentry or relevant experience
- ▶ Current paid Working with Children Check (WWCC) number
- ▶ Willingness to Comply with the CSO Accreditation to Work, Teach and Lead Policy. Category A – Accreditation to Work

KEY WORKING RELATIONSHIPS	
STAFF DIRECTLY REPORTING TO ROLE	<ul style="list-style-type: none"> • Nil
INTERNAL	<ul style="list-style-type: none"> • Principal • Assistant Principal(s) • School Staff • CSO staff and designated Assistant Director • 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 TAS 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

EXAMPLES OF IMPACT

- To be determined in consultation with School Principal.

CLASSROOM AND LEARNING SUPPORT

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

RESPONSIBILITIES

Duties may include but are not limited to:

- Managing and delivering workshop maintenance
- Maintaining records such as Chemical Safety, tools and equipment records
- Maintaining machinery and tools in the schools TAS Workshops
- Working as a productive member of a team
- Assisting teaching staff clean equipment and maintain the workshop to ensure good working order
- Supporting the TAS faculty in setting up new workshop facilities
- Maintaining hand/power tools and workshop machinery, eg. table, drop and band saws; disc sanders; router table; drum sander; laser cutter; CNC router and greasing machinery, etc.
- Assist teaching staff in preparing for practical classes by cutting up stock – timber, metal, acrylic; tool sharpening and the sorting of tools in preparation for use
- Performing a regular risk assessment of each working space to identify any potential hazards and liaising with the TAS Curriculum Leader of Learning to seek immediate rectification once a hazard has been identified
- Carry out a regular stocktake on materials and equipment including the regular auditing and replenishing of the contents of first aid kits

EXAMPLES OF IMPACT

- To be determined in consultation with School Principal.

<ul style="list-style-type: none"> Maintain the storage area as a tidy and safe storage and working space Be part of a team and work closely with, and take direction from, the TAS Leader of Learning and members of the College Leadership Team 	
<p>LEAD IMPROVEMENT INNOVATION AND CHANGE <i>By working purposefully to support a shared system and school vision and the delivery of improvement initiatives</i></p>	
<p>RESPONSIBILITIES</p>	<p>EXAMPLES OF IMPACT</p>
<ul style="list-style-type: none"> Work collaboratively with colleagues to improve professional knowledge and practice 	<ul style="list-style-type: none"> To be determined in consultation with School Principal.
<p>MAINTAIN FOCUS ON EVIDENCE AND IMPACT <i>By identifying and implementing evidence-based strategies to deliver improved student outcomes and engaging with the community to focus on what matters most</i></p>	
<p>RESPONSIBILITIES</p>	<p>EXAMPLES OF IMPACT</p>
<ul style="list-style-type: none"> Contributing to delivery of School and System Improvement priorities relevant to own area of responsibility 	<ul style="list-style-type: none"> To be determined in consultation with School Principal.
<p>DEVELOP SELF AND OTHERS <i>By demonstrating commitment to building capacity through self-reflection, own professional learning and supporting the professional learning of others</i></p>	
<p>RESPONSIBILITIES</p>	<p>EXAMPLES OF IMPACT</p>
<p>Engages in professional learning by:</p> <ul style="list-style-type: none"> 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 <i>Australian Professional Standards for Teachers</i> 	<ul style="list-style-type: none"> To be determined in consultation with School Principal.
<p>ENGAGE AND WORK COLLABORATIVELY WITH THE COMMUNITY <i>By building and maintaining respectful relationships with students, colleagues, families, parish and external agencies and considering the impact actions and decisions have on others</i></p>	
<p>RESPONSIBILITIES</p>	<p>EXAMPLES OF IMPACT</p>
<p>Engages professionally with colleagues, parents and carers and the community by:</p> <ul style="list-style-type: none"> Engaging in meaningful partnerships with colleagues, families, parish and community members to enhance student learning and wellbeing outcomes 	<ul style="list-style-type: none"> To be determined in consultation with School Principal.

- 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

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
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • To be determined in consultation with School Principal.

FUNCTIONAL REQUIREMENTS

- Light to medium physical demand levels
- Frequent light to medium lifting, pulling or carrying
- Frequent light to medium bending, squatting or crouching
- Occasional twisting of the body or neck
- Use of hand-held equipment
- Frequent use of power tools and machinery