

SCHOOL OFFICER – LABORATORY 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 Laboratory Assistant is directly responsible to the Leader of Learning Science and works in collaboration with Science Teachers to ensure materials are prepared safely and in a timely manner for the delivery of the Science curriculum, and that resources and facilities are well maintained. The Laboratory Assistant is responsible for the ordering of equipment and may be involved directly with timetabled classes (including excursions when appropriate).

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 to actively supporting the Catholic ethos and culture of the school
2. Demonstrated ability to work collaboratively and communicate with school staff, students and the community
3. Demonstrated ability to maintain the school science laboratories and general science equipment in a clean and workable order for science classes, organising repairs as necessary
4. Demonstrated ability to maintain a safe working environment
5. Experience in preparation of laboratory solutions and handling, storage and disposal of chemicals in compliance with regulations
6. Excellent written communication skills and strong verbal communication skills and interpersonal skills
7. Ability to organise, prioritise and multitask to meet various deadlines

QUALIFICATIONS/ACCREDITATIONS

- ▶ Postgraduate laboratory/scientific qualifications or equivalent
- ▶ Current paid NSW Working with Children Check (WWCC) number
- ▶ Completion of anaphylaxis training

KEY WORKING RELATIONSHIPS	
Staff directly reporting to role	Nil
Internal	Principal School staff and students
External	CSO Liaison

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.



RESPONSIBILITIES

Guided by Gospel Values, the **School Officer – Laboratory Assistant** is responsible for the following:

LIVE YOUR FAITH <i>By giving witness to Catholic faith and cultural tradition and setting an example of faith, hope and love in word and action</i>	
RESPONSIBILITIES	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Comply with the CSO Accreditation to Work, Teach and Lead Policy • Supporting the sacramental, liturgical, ritual and prayer life of the school • Actively support the Catholic ethos of the school and to respect the rights, dignity and worth of all members of the school community

CLASSROOM AND LEARNING SUPPORT*By providing a high level of service within the area of knowledge and expertise*

RESPONSIBILITIES	EXAMPLES OF IMPACT
<p>Responsibilities can include but are not limited to:</p> <ul style="list-style-type: none"> • Ensuring the general cleanliness, tidiness, and smooth operation of the science laboratories on a daily basis • Setting up for science practical and demonstration lessons by preparing solutions and special equipment • Maintaining equipment, resources and accurate documentation for the Science faculty • Monitoring and controlling stock • Using computer-based information sources to manage ordering, stock control and WH&S requirements • Leading the management of the school-wide Material Safety Data Sheets register 	<p>To be determined in consultation with the School Principal</p>

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"> • 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 • Monitoring expenditure on resources • Providing technical assistance in the operation of the facilities • Assembling and dismantling of, and carrying out maintenance on, equipment or teaching aids for demonstration or practical work

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"> • Working autonomously and being responsible and accountable for own work with the capacity and willingness to work in a team environment • 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 	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	EXAMPLES OF IMPACT
<ul style="list-style-type: none"> • Engage in professional learning and discussions with colleagues directed at improving knowledge and practice • Active participation in professional learning meetings and collaborative enquiry with a focus on teaching and learning and student engagement 	To be determined in consultation with the School Principal

FUNCTIONAL REQUIREMENTS

- Light to medium physical demand levels
- Dealing safely with hazardous materials
- Squatting, crouching or kneeling movements are 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 and supplies
- Overhead reaching to access shelves
- Forward reaching on an occasional basis to when preparing or cleaning equipment
- Forward bending occasional to access lower shelves, complete cleaning including sweeping and mopping
- Frequent hand, shoulder, wrist and arm movements and grasp