



## POSITION DESCRIPTION & PERSON SPECIFICATION

<b>College Sector:</b>	Administration
<b>Position Title:</b>	Pathways / Vocational Educational Training (VET) / Careers Support
<b>Position Code:</b>	PD SSAD02
<b>Position Classification:</b>	Lutheran Schools Administration (Grade 2-4 depending on experience)
<b>Tenure:</b>	Continuing / contract by negotiation

### POSITION DESCRIPTION

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#### **Summary of the broad purpose of the job in relation to the College's goals.**

(Expected outcomes and how they are achieved.)

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The primary functions within the Pathways / Vocational Educational Training (VET) / Careers Support role is to support the Head of Pathways with Administrative tasks and student support in relation to all Pathways programs offered at Yirara College.

The tasks include but not restricted to database input into Synergetic, Schools online and other data bases, general office administration duties. Student support includes driving students to courses and work experience, supervising students as directed, assisting with applications for personal documentation. Consultation with students regarding course choices and support with enrolments.

Additionally, the role provides varying levels of support to the Head of Pathways including liaising with external agencies, organisations and industry. Strong, positive relationships with external contacts, Yirara staff and students is expected. You will be expected to encourage students to engage in exploring the world of work and life beyond school.

You are required to demonstrate integrity, a high level of interpersonal skills, excellent organisational and time management skills and to effectively contribute to maintaining a professional standard within Yirara College's workplace through their application of high quality work ethics, presentation, verbal and written communications. This includes having a capacity to work effectively under pressure whilst also reprioritising workloads to achieve required outcomes. It is expected that the work practices of the Pathways / Vocational Educational Training (VET) / Careers Support can easily be recognised as contributing to the outworking of Yirara's Vision, College Creed and Core Values.

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#### **Reporting / Working Relationships**

(To whom the person reports, staff for whom the person is responsible and other significant connections and working relationships within the College.)

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Your immediate supervisor is the Head of Pathways. However, you may also take direction from the Head of Teaching and Learning or the Deputy Principal. Ultimately, the Principal has responsibility for all staff and will direct staff when the need arises.

## POSITION DESCRIPTION

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### Statement of Key Outcomes & Associated Activities

(Grouped into the Key Result Areas (KRAs), and as major areas of responsibility and activity.)

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Separate KRAs have been identified to encompass the major areas of responsibility and activity for the role of Pathways / Vocational Educational Training (VET) / Careers Support as follows:

#### **College Community & Future**

##### **Administration Support**

##### **Student Support**

The responsibilities of the Administration / Student Support in each KRA include:

#### **College Community & Future** (Christian Ethos, College Life & Future)

- Reflecting the Christian ethos of the College in a professional and compassionate capacity.
- Actively engaging with the College Vision and Strategic Plan.
- Undertaking a personal commitment to the Staff Engagement Charter, outworking its elements in a manner of integrity, accountability and responsibility.
- Appreciating and respecting the Core Values of the College, practising them in daily College life.
- Actively participating in College events.

#### **Administration Support** (Data Entry, Word Processing, Photocopying, Filing, Collating, Mail Outs)

Including but not limited to:

- Providing Administrative support in the Pathways Department.
- Data entry, maintaining daily student lists
- Filing of documents both manually and electronically
- Internal vehicle bookings via outlook calendar
- Networking with external agencies, industry and any other stakeholders
- Processing supporting documents for training, work, or work experience

#### **Student Support** (transfers, communication support)

Including but not limited to:

- Student transfers and/ or supervision on and off campus at various locations
- Assisting in processing documents to obtain Tax File Numbers, Ochre card applications, VET course registrations
- Additional student support as required.
- Consultation with students regarding course choices
- Mentor students

## COLLEGE DIRECTION & VALUES

### Our Vision

Yirara is a Christ centred learning community where indigenous students are empowered to prepare for their future.

### Our College Creed

How we live and learn at Yirara as *'One Family – God's Family'*

We love, respect and serve God, others and ourselves by:

<b>Working together</b>	(Cooperation)
<b>Looking after each other</b>	(Empathy)
<b>Acting safely</b>	(Responsibility)
<b>Making it right (when things go wrong)</b>	(Restoration)

*"Do to others as you would have them do to you."*

### Our Core Values Statement

At Yirara we:

- live the message of God's love and salvation;
- accept and affirm each individual as loved of God;
- create a safe, inclusive and meaningful learning environment;
- empower individuals as lifelong learners; and
- value partnership with families.

## STAFF ENGAGEMENT CHARTER

At Yirara College all staff are asked to participate in the life of the College in a spirit of unity and commitment to the processes and wider vision of the College. Without this commitment a culture of individualism and division will ultimately arise in which the capacity of the College to operate in a unified manner and provide the desired education for its students is compromised.

To ensure that all staff engage in a manner that is consistent with the values and objectives of Yirara College, all staff are required to agree to and abide by the Staff Engagement Charter.

### Staff Engagement Charter

1. I understand the contents of this Charter and the commitment I make by signing it.
2. I agree to:
  - a) live the message of God's love and salvation
  - b) subscribe to the Vision and Core Values of the College
  - c) actively promote the College Creed
  - d) work towards successful implementation of the College Strategic Plan
  - e) treat others with dignity, and provide encouragement and support for those around me
  - f) journey with other staff and students in a spirit of unity
  - g) contribute to and engage positively in an environment of authentic learning
  - h) be objective and positive in my contribution to change within the College environment
  - i) uphold and follow the policies and procedures of the College
  - j) respect leadership within the College

## PERSON SPECIFICATION

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### 1. Educational / Vocational Qualifications

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- Current Working with Children Clearance (Ochre Card) and current Criminal History Check
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### 2. Personal Skills, Abilities & Aptitude

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#### Skills

- Demonstrated effective skills in;
  - Supporting management and leadership, working cooperatively and collaboratively.
  - Interpersonal relations, verbal and written communications, delegation and negotiation.
  - Accurate and efficient typing.
  - Organisational and time management skills including the ability to cope with high volumes of work, changing priorities, meeting critical deadlines, and problem solving.
  - High level skills in Microsoft Office software.
- Capacity to successfully operate a multi-line phone system.

#### Abilities

- Organise and set priorities for various activities while meeting required deadlines.
- Work cohesively in a team environment as well as working autonomously where required.
- Take an objective approach to challenges and effectively use initiative.
- Have an attention to detail so that little or no rework is required.
- To use diplomacy, discretion and tact as required in a professional work environment.
- To operate with the strictest of confidence.
- Be a good listener and be able to transfer information accurately and effectively.
- To achieve objectives of meeting specified Key Performance Indicator (KPI) targets.
- Demonstrate empathy and respect for Indigenous people and their culture.

#### Aptitude

- Actively participate in the spiritual life of the College community and acting consistently with the core values of the College.
  - Be committed to advancing the wellbeing and prospects of Indigenous youth.
  - Be committed to promoting student learning and working relationally with students and staff.
  - Be willing to engage with, listen to and learn from Indigenous students and their families.
  - Be a lifelong learner and willingly seek and accept guidance and advice.
  - Demonstrate integrity, enthusiasm, patience, maturity, a non-judgemental attitude and flexibility in work practices.
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### 3. Experience

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- Preference is for previous experience in working with Indigenous students in an educational environment.
  - NT Drivers licence.
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### 4. Knowledge

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- An appreciation of Aboriginal cultural diversities.
- Understanding of and/or openness to understanding the differences between traditional Indigenous worldviews and mainstream thinking.

## PERSON SPECIFICATION

### 5. Evaluation Factors

The position of Administration / Student Support carries a Classification Level of Lutheran Schools Administration Grade 2. In accordance with the *Lutheran Schools NT Enterprise Agreement 2014*, the Evaluation Factors at this Classification Level are:

#### Supervision & Direction

- Receives direction covering the broader technical aspects of the work; subject to occasional checks to ensure satisfactory progress.

#### Use of Knowledge

- Demonstrates a broad knowledge base incorporating a range of theoretical concepts.
- Technically competent and well experienced.
- Undertakes enquiries to clarify technical requirements.
- Contributes to development of Operational policy.

#### Use of Skills & Problem Solving

- Applies solutions to a range of problems.
- Analyses and plans approaches to technical problems or management requirements.

#### Judgment

- Locates, analyses and evaluates information from a variety of sources.

#### Responsibility & Accountability; Responsibility for Others

- Takes responsibility for own outcomes in relation to specified quality standards.
- May be expected to take initiative and responsibility.

### 6. Performance Standards & Review

An annual Performance Review is undertaken with the Director of Business Operations to determine capacity to meet the demands of the role, where additional skill training is required, and what level of satisfaction is being obtained. The basis of the Performance Review is utilising the Key Performance Indicators (KPIs) identified in Appendix A.

Position Description & Person Specification is Approved

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Principal

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(Signature)

Date:

Agreed by Employee

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(Signature)

Date:

## PERFORMANCE MANAGEMENT (Appendix A)

In relation to setting goals and managing performance, Key Performance Indicators (KPIs) are put in place within each Key Result Area (KRA) so that effort can be measured and performance rewarded.

<b>College Community &amp; Future</b> KPIs
Actively participates in the spiritual life of the College and sets an example of Christian living.
Actively engages with the College Vision and Strategic Plan.
Supports and promotes the College Creed and Core Values.

<b>Administration Support</b> KPIs
Administrative support is provided as required and in a professional capacity.
Word processing is accurate and resulting documents are to the standard required.
Filing is managed through a structured process and in an efficient manner.
All data is entered in with 100% accuracy.

<b>Student Support</b> KPIs
Student support is provided as required and in a professional capacity.
Communication with students is respectful and supportive
Liaison and representation for off Campus duties Is carried out in a professional and positive manner
Students are to be treated respectfully and mindful of their Indigenous culture