



**LINDISFARNE**  
Anglican Grammar School

## Position Description

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| <b>Position:</b>             | Executive Assistant to the Heads of Middle and Senior School                               |
| <b>Immediate Supervisor:</b> | Head of Senior School/Head of Middle School  |
| <b>Subordinates:</b>         | Nil  |
| <b>Award/Agreement:</b>      | Independent Schools NSW (Support and Operational Staff)<br>Multi-Enterprise Agreement 2017 |
| <b>Classification:</b>       | Senior Clerical Officer Level 3.1  |

### Our Vision

Lindisfarne Anglican Grammar School is a high quality, Independent, Anglican co-educational Grammar School that serves the southern Gold Coast, Tweed Coast and northern New South Wales. We seek to provide the distinctive identity, relationships, learning and leadership that support our staff and families to work together to meet our high expectations for the achievement and holistic development of our students in our local, national and international communities.

### Our Values

Within our Anglican tradition, we value:

- **Compassion:** Building genuine relationships through generosity of spirit and care for others.
- **Wisdom:** Gaining the knowledge, understanding, skills and character that comes from learning.
- **Respect:** Appreciating all within our environment and leaving an honourable legacy for those who follow.

### Our Culture

We cultivate learning through relationships, expert teaching, educational research and innovation that focus on:

- Leadership
- Standards
- Collaboration

### Our Strategic Domains

- **Achievement**

**Our Aspiration:** A great school privileges the disciplined pursuit of achievement; encourages challenging individual and collective goals; asserts confidence in the capability of all to be successful and seeks out

the best processes by which this might be attained; and measures its effectiveness in attaining the best possible outcomes.

- **Relationships**

*Our Aspiration:* A great school builds robust and resilient learning relationships within supportive environments that inspire learners to grow in knowledge, skills and character so that they are equipped, empowered and enabled to assume responsibility for making a positive contribution to the world.

- **Communication**

*Our Aspiration:* A great school listens to its community carefully and consistently, connecting and communicating with it by creating a credible narrative of the school that honours the legacy of its past, frames the complexity of its present and projects a compelling rationale for a preferred future that serves 21<sup>st</sup> century learning needs.

- **Initiatives**

*Our Aspiration:* A great school invests significant hope, resources and commitment into research and development by planning, conducting and evaluating intentional projects and initiatives that are aligned to the school's mission, realise the school's vision and demonstrate the school's values in action.

- **Reputation**

*Our Aspiration:* A great school earns a strong reputation as a great school that exceeds expectations with relation to the quality of its outcomes; the efficiency and efficacy of its processes; its engagement with its community; the consistency of application of its ethos; and the execution of its strategy across the domains of achievement, relationships communications and initiatives.

## The Role

The EA to the Head of Senior School/Head of Middle School provides high level support to the Head of Senior School/Head of Middle School exercising discretion and respect for confidentiality. The EA to the Head of Senior School/Head of Middle School makes judgements at times in matters related to this role.

A significant aspect of the role is to assist the Head of Senior School/Head of Middle School in the effective and appropriate management of the School. The EA to the Head of Senior School/Head of Middle School is a key person in how the School is perceived through warm, professional and engaging interactions with the School community.

## Key Responsibilities

### Office Management

- Manage and maintain Head of Senior School/Head of Middle School's electronic appointment diaries and those delegated through sub-school work.
- Manage the processing and filing of manuscripts, papers, reports and other correspondence.

### Documentation

- Maintain accurate records.
- Ensure all required documentation for appointments and meetings is available for the Head of Senior School/Head of Middle School.
- Prepare and distribute Agendas and associated paperwork.
- Prepare and distribute correspondence as required, adhering to the school's style guide.
- In consultation with the Dean of Studies, manage the process of student academic report printing and distribution.

## Communication

- Open, sort and attend to all correspondence (including electronic) as directed.
- Screen incoming phone calls and manage confidential correspondence and phone calls.
- Respond to enquiries on behalf of the Head of Senior School/Head of Middle School within authorised levels of knowledge and in a timely manner.
- Liaise with and direct enquiries to other members of the Senior Leadership Team, especially in the Head of Senior School/Head of Middle School's absence.
- On behalf of the Head of Senior School/Head of Middle School liaise with senior management, teaching, administration and support staff.
- Maintain confidentiality with all aspects of the role.

## Event Management

- Manage events organised through the Head of Senior School/Head of Middle School's office including venue bookings, participant advice, catering and resources.
- Attend agreed events and functions. Including school assemblies and all sub-school events as required.
- Arrange programs, events, meetings or conferences by booking facilities, catering, issuing information or invitations, coordinating speakers, and formulating guest lists.
- Coordinate the preparation of invitations and receive RSVPs for Middle/Senior School functions.
- Other duties commensurate with the overall purpose of the position which the Head of Senior School/Head of Middle School may require from time-to-time.

## Knowledge, Skills, Experience and Personal Characteristics

- Warm, welcoming and professional manner as the first point of contact for the Head of Senior School/Head of Middle School Office.
- Ability to manage the workflow in the Head of Senior School/Head of Middle School in a proactive and efficient manner.
- Highly organised with excellent attention to detail.
- Excellent communication skills, both written and oral.
- Excellent ICT skills including MS Office, Google Drive and database management.
- Ability to maintain confidentiality at all times.
- Polished and professional presentation.
- Understanding of and ability to contribute to the mission of Lindisfarne Anglican Grammar School.
- Excellent time management and organisational abilities including the ability to succeed in a busy and fast paced environment.
- Ability to function effectively as both an individual and a member of a team and ability to use initiative and problem solve.
- Demonstrated ability and preparedness to deal with confidential documentation and information in the strictest confidence.
- Thorough understanding of meeting procedures, agendas and minute taking.
- Be passionate about, and completely loyal to the School and its ethos,
- Have a genuine interest in, and love for children and supporting their needs.
- In brief, the Head of Senior School/Head of Middle School's EA is expected to be able to respond competently and appropriately on behalf of the Head of Senior School/Head of Middle School.

## Qualifications

- A current First Aid certificate or willingness to train and obtain a First Aid Certificate.
- A current NSW Working with Children Check.

## Additional Information

This full-time position requires the EA to the Head of Senior School/Head of Middle School to work flexible hours. The incumbent may be required to attend meetings, functions and School events outside normal working hours.

Some duties will need to be performed at times other than during the School day or when students are in attendance.

## Key Considerations

A member of the Lindisfarne Anglican Grammar Team is:

- Emotionally intelligent
- A strategic and visionary thinker
- A successful communicator
- A goal orientated achiever
- A sensible risk taker
- A capable decision maker
- A resourceful facilitator
- A visible role model
- A life-long learner
- An astute and agile leader
- A problem solver
- A quick thinker and has a calm demeanor

## Workplace Health and Safety

All staff are responsible for their own health and safety and for the health and safety of any other person around them. They have a responsibility to comply with all statutory health and safety rules applying to their position and must therefore:

- Read and understand all School Health and Safety regulations applying to their position.
- Comply with standard working practices to ensure all work is performed in a safe manner within the extent of their control over the work situation.
- If within their authority to do so, take personal action to eliminate, avoid or minimise hazards of which they are aware.
- Comply with all workplace health and safety instructions.
- Make proper use of relevant safety devices and personal protective equipment.
- Seek information and advice where necessary before carrying out new or unfamiliar work.
- Maintain dress standards appropriate for the work being done and wear uniforms if supplied.
- Be familiar with emergency and evacuation procedures and the location, and use, of emergency equipment.
- Bring to the attention of their immediate Supervisor any sub-standard situation or procedure they observe.

## Performance Indicator

Areas of responsibility must be met as an indication of performance and failure to meet these may lead to a performance review.

**Note:** This Position Description must be read in conjunction with the full Strategic Intent document of the School.

*The duties and responsibilities of the Personal Assistant to the Heads of Middle and Senior School may vary from time to time at the discretion of the Principal.*

*I have read and fully understand the contents of the Position Description.*

Signed \_\_\_\_\_

Date \_\_\_\_\_



**LINDISFARNE**  
Anglican Grammar School

Lindisfarne Anglican Grammar School actively supports the educational mission of The Diocese of Grafton. As a school, we recognise that God is concerned for the development and wellbeing of the whole person; therefore, we have a very clear priority to help our students excel by realising their unique potential.

Education for excellence focuses on the development and wellbeing of the whole child through participation in the intellectual, spiritual, cultural, aesthetic, and physical pursuits that are offered in our teaching and learning, pastoral care, worship, and service learning programs. When we educate our students for excellence, we begin by enabling them to recognise what it means to be great at something, and then support them to work towards this goal by gradually improving their own personal best performance. We appreciate that it is only human for there to be a gap between what is 'the best' and what is currently our personal best. Therefore, our expectations for excellence are framed within a humble understanding that it is only through God's guidance and strength that we can attain our goals. As a school, we recognise that the definitions of excellence and a great education change over time, so we are committed to continuing to set aspirational goals for the future, in order to exceed the expectations of our community in delivering great educational outcomes for all of our students.

Building on the foundations of our Anglican tradition, we are committed to providing a contemporary learning culture of education for excellence in:

**1. Living Christian values within authentic relationships**

Our school is a community founded on love, where Christian faith is encountered and proclaimed. We intentionally teach and live the values of compassion, wisdom, and respect; and encourage students to consider how Christianity can inform their world view and life choices.

Authenticity and relevance define our School's approach to expressing our Anglican tradition in formal settings such as chapel services, religious education lessons, and significant school events. Our chapel services engage students in the exploration of meaning, the nature of authentic relationships, and the ways in which Christian faith can be applied to their study and wider lives. Our chaplaincy program includes personal connection and conversation within the daily life of the school, as well as the study of spirituality, scripture, and worship within the religious education curriculum.

**2. Individual formation through school learning culture**

At Lindisfarne Anglican Grammar School, every student matters, every day. We acknowledge that every person is an individual made in the image of God, so we provide a learning culture that seeks to develop self-confidence, respect for others and an appreciation of diversity. We promote the development of the whole child, as well as encouraging students to be socially aware, to understand and serve the needs of others in the community and to exercise social, ethical, civic and environmental responsibility.

Our Anglican ethos is embedded in the structures and culture of the school which prepare and support students for life within and beyond the school itself. Our models for education, pastoral care, and personal development are designed to support our ethos and are delivered in ways that are relevant to the formation of the individual.

**3. Community leadership and legacy**

We encourage the telling of our story and the sharing of those experiences that shape our community. We identify and provide appropriate opportunities for all members of our school community to be involved in

service to others, especially those opportunities which enable our students to engage in Christian mission, and to take up leadership roles in the quest to make a difference locally, nationally and internationally. Our guiding principles are embodied and passed on through the characteristics and events that are recognised as “The Lindisfarne Way”. Our “Leadership Charter” describes our unique approach to leadership within our community, which emerges out of our Anglican tradition. We acknowledge and honour our historic relationship with St Cuthbert’s Anglican Church and the Diocese of Grafton and are committed to continuing to foster and grow these connections.



**LINDISFARNE**  
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## Lindisfarne Anglican Grammar School

### Strategic Intent

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#### Our Vision

Lindisfarne Anglican Grammar School is a high quality, independent, Anglican, co-educational grammar school that serves the southern Gold Coast, Tweed Coast and northern New South Wales. We seek to provide the distinctive identity, relationships, learning and leadership that support our staff and families to work together to meet our high expectations for the achievement and holistic development of our students in our local, national and international communities.

#### Our Values

Within our Anglican tradition, we value:

- **Compassion:** Building genuine relationships through generosity of spirit and care for others.
- **Wisdom:** Gaining the knowledge, understanding, skills and character that comes from learning.
- **Respect:** Appreciating all within our environment and leaving an honourable legacy for those who follow.

#### Our Culture

We cultivate learning through relationships, expert teaching, educational research and innovation that focus on:

- **Leadership:** Creating the competencies that equip us with hope, clarity and direction.
- **Standards:** Establishing high expectations that empower student involvement, development, achievement, service and voice.
- **Collaboration:** Working together within aligned structures, processes, practices and systems that enable our desired ethos and strategy.



## Our Strategic Domains

### Achievement

**Our aspiration:** A great school privileges the disciplined pursuit of achievement; encourages challenging individual and collective goals; asserts confidence in the capability of all to be successful and seeks out the best processes by which this might be attained; and measures its effectiveness in attaining the best possible outcomes.

**Our intent:** We aspire to a rich and high-quality quality education for our students provided through structured and stepped programs focused on academics, creative arts, personal development, spiritual development, sports and co-curricular excellence on a local, national and global level. In this light, we need to identify what the right results might look like for us, relative to our expectations and vision for the school. We know that we need to increase expectations for participation and achievement for our students so that they might increasingly take advantage of the opportunities presented to them at the school within a balance of choices and constraints and according to benchmarks based on at least one year's growth for each year of school - a student's educational potential. All of us should be striving towards the goal of students attaining this potential by the time they leave us, situating the imperative for attaining these results within the overall need to create people who are involved in the world, who enjoy learning, and who are whole human beings. We understand the need to have staff who are well-qualified, enthusiastic and trained in the dispositions and skill sets required to provide this education. Conducting research and using data to improve teaching, learning and academic achievement and wellbeing relative to individual growth are central to this. At the same time, therefore, we also need to build an even stronger culture of staff performance, leadership and governance.

**Our strategy:** We will design and implement a clear and shared set of elevated expectations for the attainment of educational standards in keeping with our desired culture, ethos and associated strategy through:

- 1) **Educational expectations for student character, development and performance:** Setting high expectations for student involvement and achievement in rich, structured and challenging academic, artistic, sporting, spiritual, service learning and co-curricular programs that promote development and achievement.
- 2) **Educational data strategy:** Using data and research to inform our understanding about student needs, teaching and learning.
- 3) **Community engagement plan:** Involving all of our community in supporting our culture of student choice and challenge.

### Relationships

**Our aspiration:** A great school builds robust and resilient learning relationships within supportive environments that inspire learners to grow in knowledge, skills and character so that they are equipped, empowered and enabled to assume responsibility for making a positive contribution to the world.

**Our intent:** We wish to ensure that our whole-school culture, structures, roles and responsibilities are focused on our support for the learning relationships that are at the heart of our school. This requires a collaborative process that helps us to articulate a clear strategic direction that all stakeholders can follow and, at the same time, build trust, strengthen bonds between people and increase connection. We will need to capitalise on the existing strength of relationships between staff and students to promote student learning, while developing increased confidence in engaging in conversations that move all of us forward in our performance to these

educational outcomes. We also know that we need to develop a clearer understanding of the broader community beyond those who are our immediately obvious stakeholders and to obtain feedback from this expanded community. We wish to work actively to overcome our tendency towards isolation, especially for teacher professional networks and our sporting, co-curricular, spiritual and global educational programs. This requires us to promote hope, aspiration and openness to new ideas through specific educational commitment to innovation, whole community energy, lifelong learning, and student voice.

**Our strategy:** We will build enduring learning relationships that empower students and contribute to both their educational outcomes and their ongoing success within the local, national and international community through:

- 4) **Educational coaching and mentoring program:** Using coaching and mentoring to inculcate concepts of hope, aspiration and the promotion of student voice to inspire and shape the key learning relationships of our community.
- 5) **Educational network plan:** Deepening our understanding of and interaction with our broader school network and using related feedback systems to improve learning opportunities locally, nationally and internationally.
- 6) **Organisational structural review:** Aligning our whole-school structures and processes to support the growth of relationships that help students learn, develop and achieve their potential within our local, national and international community in accordance with our strategic intent.

## **Communications**

**Our aspiration:** A great school listens to its community carefully and consistently, connecting and communicating with it by creating a credible narrative of the school that honours the legacy of its past, frames the complexity of its present and projects a compelling rationale for a preferred future that serves 21<sup>st</sup> century learning needs.

**Our intent:** We believe that it is important to take pride in knowing and telling the story of our school in our strategic communications. At the same time, we know that we need to pay attention to the detail and tone of our routine operational communications with parents and students in particular. We will work together to establish our traditions and eliminate barriers between stakeholders by employing evidence-based, responsive, accessible, multi-modal and reliable communications systems. In this light, we wish to model principles of openness, trust, consistency, transparency, consultation, and evaluation.

**Our strategy:** We will improve the clarity, alignment and effectiveness of our community's strategic and operational communication:

- 7) **School performance standards:** Establishing a guiding principle of building trust through a scaffold of expectations that promote clarity, accountability and consistency of performance
- 8) **Strategic and operational communications plan:** Setting up evidence-based, responsive, accessible, multi-modal and reliable communications structures designed to connect stakeholders in our community to our culture, strategy and daily life.
- 9) **School heritage plan:** Knowing and communicating the traditions and values of the school.

## Initiatives

**Our aspiration:** A great school invests significant hope, resources and commitment into research and development by planning, conducting and evaluating intentional projects and initiatives that are aligned to the school's mission, realise the school's vision and demonstrate the school's values in action.

**Our intent:** We see education as a process in which our whole community might be involved in seeking to care for and challenge children to become whole people within a culture of high expectations. We wish to embark on a series of well-designed and responsibly funded strategic projects that will enable us to realise our strategic vision and preferred brand for a high quality, independent, Anglican, coeducational school serving the southern Gold Coast, Tweed Coast and northern New South Wales with aligned educational, organisational and leadership structures.

**Our strategy:** We will direct our strategic potential through targeted, sequenced and well-executed initiatives including:

10) **Strategic intent and associated plans:** Creating a strategic vision for the school with aligned school educational, organisational and leadership structures that enable the delivery of our desired culture, ethos and associated strategy.

11) **Educational framework:** Completing a distinctive educational framework that encompasses focused curriculum and co-curriculum, community and global service and leadership programs, and student well-being, character and spiritual development.

12) **Staff development plan:** Facilitating professional learning and performance development of the teaching staff that is optimised to provide outstanding support for the delivery of our educational framework and the attainment of our expectations for student development and achievement.

13) **Master plan:** Designing a program of long-term strategic campus developments and facility upgrades.

## Reputation

**Our aspiration:** A great school earns a strong reputation as a great school that exceeds expectations with relation to the quality of its outcomes, the efficiency and efficacy of its processes, its engagement with its community, the consistency of application of its ethos; and the execution of its strategy across the domains of achievement, relationships, communications and initiatives.

**Our intent:** We want to be seen as a school that walks the talk as it goes about identifying its potential, driving improvement towards the attainment of this with accountability and transparency, and creating a shared narrative about our journey towards becoming the leading school in our region, with key strengths in academics and targeted attainment in the performing arts, sport and other co-curricular activity. We understand that much of this will come down to the rigour, passion, involvement, expertise and innovation shown by our staff and ultimately how widely they are recognised for these qualities. We also know that we will need to demonstrate the genuine quality of our students and graduates, the distinctiveness of our signature programs, the stability and effectiveness of our leadership, our use of innovation and technology to create a more modern school, and our desire to use our talents for the benefit of a wider educational network and the broader community.

**Our strategy:** We will establish and express a consistent identity, brand and level of performance that are commensurate with our desired reputation through:

14) **Evaluation cycle:** Ensuring that our actions match our aspirations through a program of strategic and operational review.

15) **Research and development plan:** Enhancing our culture of innovation and the expertise of our staff in educational research.

16) **Community engagement plan:** Identifying how we might best interact with and contribute to the local, national and international communities beyond the school.

17) **Marketing plan:** Telling our story and presenting ourselves well through a consistent brand and visual identity and strategic and operational marketing that establishes our areas of greatest academic, artistic, sporting and community strength.