



# FINTONA

## ELC LUNCH COVER

**Reports to:** Head of Junior Campus

**Department:** Teaching and Assistants

**Responsible to:** Principal

**Member:** Early Learning Centre

*“Fintona is a school dedicated to the education of young women, encouraging girls to think for themselves and to have concern for others”*

Annie Hughston, Founding Principal, 1896 - 1935

## ABOUT US

Fintona is an independent, non-selective, non-denominational day school renowned for its distinct and challenging approach to academic excellence. Fintona celebrates learning across a wealth of disciplines and encourages its students to move beyond their comfort zone to become fearless and adaptable leaders in their chosen field. Our students are connected to their school community, have respect for self and others and are compassionate and principled.

Inspired by strong leadership and exceptional teachers; engaged and eager to learn through broad-based rigorous education programs, a Fintona girl will find the confidence to achieve her highest academic and personal aspirations, whatever they may be.

Situated in Balwyn, an inner eastern suburb of Melbourne, the School caters for girls in Prep to Year 12 and offers a co-educational Early Learning program. The current enrolment is approximately 580 students from ELC to Year 12, with major entry points being 3-year old kinder, Year 5 and Year 7.

Our staff of around 140 and our students enjoy magnificent grounds and facilities and are happy, supported, and proud of their school, its reputation, and its traditions.

## OUR HISTORY

With a rich history dating back to 1896, we are always mindful of the contribution of those who have gone before us. Miss Annie Hughston, our founding Headmistress, and Miss Margaret Cunningham, our second Headmistress, more than anyone else, positioned Fintona for the modern era.

These remarkable women left a legacy that still endures – the unwavering commitment to an outstanding education for girls in a small school environment.

Today, we honour the commitment and passion of all who have helped shape Fintona. We take pride in getting to know and nurturing every girl so that she can unearth her own version of extraordinary.

Our School motto maintains its driving force today: Age Quod Agis – do what you do well.

## GOVERNANCE

The School consists of two legal entities: Fintona - a school limited by guarantee, and Tourmont Incorporated – which acts as a Trustee for the Fund, a Public Charitable Trust established to provide support and assistance to Fintona Girls' School. The Business Manager is secretary to both entities.

The School's Board of Management includes Alumni and parents, past and present. The School Board determines the overall policy for the School and devolves its day-to-day leadership and management to the Principal and the Staff Leadership team. The Business Manager is appointed, by the Principal and a sub-committee of the Board. In all day-to-day matters the Business Manager reports directly to the Principal.

## ADMINISTRATION

The members of School Leadership are the Principal, Business Manager, HR Manager, Head of Senior School, Head of Middle School, Head of Junior Campus, and Deputy Principal / Head of Learning, Teaching & Development.

This group work together to set School policy, lead staff in meeting the goals of the School's Strategic Plan and manage the day-to-day operation of the School.

## POSITION OVERVIEW

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The primary role of this position is to provide the highest quality education which accords with modern practices, Federal and State government directives, the Fintona ethos and the expectations of the community. The role requires the incumbent to support the classroom Teacher to create a learning environment for the students under her or his care which is informed by the Reggio Emilia Approach and the Early Years Learning Frameworks. All members of staff at Fintona Girls' School are integral to the pastoral care and personal development of our students.

### KEY RESPONSIBILITIES

#### KNOW STUDENTS AND HOW THEY LEARN

- Select from flexible and effective repertoires of teaching strategies to suit the physical, social, cultural and intellectual developments and characteristics of students
- Support the teaching programs using research and collegial advice about how students learn
- Implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds
- Implement teaching activities that incorporate differentiated strategies to meet the specific needs of students across a full range of abilities
- Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability

#### KNOW THE CONTENT AND HOW TO TEACH IT

- Embrace the values and beliefs expressed in the Reggio Emilia Approach and the Early Years Learning Frameworks and translate these into classroom practice
- Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, culture and languages where relevant

#### PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

- Contribute to the development of a culture of high expectations for all students by modelling and implementing challenging learning goals
- Work with colleagues to create productive learning environments that engage all students
- Use effective verbal and non-verbal communication strategies to support student understanding participation, engagement and achievement

#### ENGAGE IN PROFESSIONAL LEARNING

- Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities
- Engage with colleagues to evaluate the effectiveness of teacher professional learning activities to address student learning needs

#### ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS/CARERS AND THE COMMUNITY

- Maintain high ethical standards and support in conjunction with colleagues, interpret codes of ethics and exercise sound judgement in all school and community contexts
- Understand the implications and comply with relevant legislative, administrative, organisational and professional requirements, policies and procedures

- Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and wellbeing
- Participate in professional and community networks and forums where relevant or applicable to broaden knowledge and improve practice

## PASTORAL CARE

- Take a caring interest in the students and their welfare, and contribute to the maintenance of tone, standards and general discipline across the School
- Provide effective communication with teaching staff, students and parents (if required)
- On a needs basis, liaise with teaching staff and the Head of Junior Campus regarding the social, emotional or academic development of students in your care

## CHILD SAFETY

- Provide a safe and welcoming environment for all students and any young people who visit the School to engage in school approved activities
- Promote the safety and wellbeing of children and young people to whom the School provides services
- Ensure that all interactions with students are positive and safe
- Act as a positive role model at all times for students
- Report any suspicions, concerns, allegations or disclosures of alleged abuse to a Child Safety Officer
- Participate in Child Safety and Wellbeing training
- Declare information which may impede your suitability to work with children and/or young people or indicate a possible risk to children and young people. This includes, but not limited to, any criminal charges or convictions relating to children or young people
- Provide adequate care and supervision of all students, not only on the campus but whenever students are involved in school approved activities
- Be aware and observant of key indicators of child abuse, neglect and harm with students
- Listen and respond to the views and concerns of children, particularly if a student indicates that they or another child has been abused and/or are worried about their safety or the safety of another child

## ADMINISTRATION

- Adhere to the School's policies in relation to reporting on student progress and health and wellbeing

## GENERAL

- Attend staff meetings as required
- Participate in mandatory training and comply with strategies to provide workplace safety (e.g. child safety, occupational, health and safety, equal employment)
- The Principal may allocate other duties relevant to the position in accordance with the School's requirements.

This Position Description is neither an exclusive or exhaustive list of duties and responsibilities. Fintona Girls' School reserves the right to vary this position description to meet the changing needs of the School.

## KEY RELATIONSHIPS

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### INTERNAL

- Early Learning Centre Staff
- ELC Learning and Operations Leader
- Head of Junior Campus
- Principal

### EXTERNAL

- Students
- Parents

## POSITION REQUIREMENTS

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### KNOWLEDGE AND SKILLS

#### KEY PERFORMANCE INDICATORS

- Duties consistently carried out in a professional manner which accords with the general ethos of the School.
- Positive interactions with all students and colleagues evident
- Safety requirements met
- Regulatory requirements met
- Effective communication strategies used
- Evidence of participation in professional learning
- All responsibilities undertaken in a professional manner

#### MANDATORY KNOWLEDGE

- A current and broad knowledge of appropriate content and pedagogy relevant to subject area
- Current knowledge of curriculum, resources, educational trends and schooling practices as they pertain to the role
- Broad knowledge of teaching practices, theory and pedagogy, particularly Early Years Learning Frameworks
- Experience working with children
- A demonstrated understanding of child safety and providing a child safe environment
- A demonstrated understanding of appropriate behaviours when engaging with children
- Sound understanding of the Child Safe Standards and other mandatory reporting requirements as they apply to Victorian Schools, and a strong commitment to providing a child safe environment at all times
- Familiarity with legislation relating to child safety (e.g. mandatory reporting)

#### HIGHLY DESIRABLE KNOWLEDGE

- Demonstrated experience as an Early Childhood Educator

- Experience with modelling and promoting effective teaching, learning and assessment
- Experience in a teaching and learning environment influenced by the Reggio Emilia Approach

## **PERSONAL QUALITIES AND CHARACTERISTICS**

- Proactive person with excellent organisational, administrative and time management skills
- Possess high level interpersonal skills and the proven ability to build trust, rapport and harmonious and cooperative working relationships at all levels and with all stakeholders
- Highly developed social and emotional intelligence that supports the ability to be flexible and sensitive when working with diverse personalities and changing situations
- Excellent personal presentation and work ethic
- Demonstrated capacity to be a strategic, fair minded professional
- Proven ability to work collaboratively in a similar environment

## **EXPECTATIONS OF STAFF**

- Treat each other (staff, parents and students) with courtesy and respect
- Respect the right of others to learn/work without distraction or disruption
- Take responsibility for their own actions, progress and development
- Proactive in maintaining a safe and clean school environment
- Respect the property of the School and others

## **GENERAL**

- Uphold the ethos and values of the School
- Contribute to and support the strategic directions of the School
- Willing to work additional hours on occasion
- Support all Fintona policies and follow all School procedures
- Strong desire to work in a highly regarded independent girls' school and have an understanding of the importance of this role in facilitating the provision of an outstanding education for the girls at Fintona

## **QUALIFICATIONS / CHECKS**

- Current Working with Children Check
- Police Check (within 3 months old)
- Relevant Early Childhood qualifications – minimum of a Certificate III in Children's Services (Diploma in Children's Services an advantage)
- Current Anaphylaxis certification
- Current CPR qualification
- Current First Aid qualification
- Current Asthma qualification

## **WORKPLACE HEALTH AND SAFETY**

Employees are responsible and accountable for:

- supporting their health and safety, and that of others, by undertaking their duties in a manner that is positive, proactive and sustainable;
- active participation in events and training that support workplace health and safety;
- compliance with workplace policies and procedures for risk identification, risk assessment and risk control;
- the identification and timely reporting of health and safety risks, accidents, incidents, injuries and property damage at the workplace; and
- correct utilisation of appropriate PPE.

## **CHILD SAFE STANDARDS**

Fintona Girls' School is committed to ensuring that all those engaged in our school promote the fundamental right of children and young people to be respected and nurtured in a safe school environment.

We have zero tolerance of child abuse and expect all of our staff to:

- be familiar with, understand and comply with the School's Child Safety and Wellbeing Policy, Child Safety Code of Conduct and Child Safety Response and Mandatory Reporting Policy and Procedure and demonstrate behaviours in accordance with these;
- be in possession of a current and valid Working with Children Check;
- respond according to the School's policies and procedures when interacting with children and young people, taking all allegations and concerns very seriously;
- demonstrate a duty of care to students; and
- be committed to providing a safe environment for all children and young people, promoting physical, emotional and cultural safety.

## DECLARATION

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I, \_\_\_\_\_ (full name) acknowledge that:

- I have read and understand the ELC Lunch Cover Position Description;
- I understand that it is an expectation of all staff at Fintona Girls' School that they will embrace the School Goals, particularly in regard to the School's ethos, values and traditions and the continued development of a culture of improvement and commitment to excellence, in all that they do;
- my behaviours and actions will reflect the ethos and values of the School and will place the needs of the school at the centre;
- this Position Description is neither an exclusive or exhaustive list of duties and responsibilities and is subject to review and modification by the Principal in accordance with the changing needs of the School;
- while the primary responsibilities are articulated, it is expected that I will engage with the wider school community and in School events and activities, playing an ambassadorial role as a representative of the School; and
- this Position Description provides a framework for professional review that will be reviewed from time to time.

Employee Name (print in full): \_\_\_\_\_

Employee Signature: \_\_\_\_\_

Date: \_\_\_\_\_