



# Information to Applicants

## For Non-Teaching Positions at Pembroke School

# Pembroke

### Introduction

Pembroke School is a leading Australian co-educational, non-denominational, day and boarding school from Early Learning Centre to Year 12. The School is an International Baccalaureate (IB) World School offering the IB Diploma and Primary Year Programme (PYP).

Pembroke is situated just a few kilometres east of the Adelaide city centre and has two main campuses. The King's campus located at 342 The Parade, Kensington Park accommodates the Middle School for Years 7 to 10 and the majority of the School's administration. The Girton campus, situated 500 metres to the east on Holden Street, includes the Early Learning Centre, Junior School, Reception to Year 6, and Senior School, Years 11 and 12. Student enrolments total 1,670, including approximately 70 boarding students.

The School employs over 300 permanent and contract staff, 175 of whom are teachers and the balance are general or non teaching staff.

These employees are engaged in a diverse range of specialist roles. They include arts, science, technology and library assistants who support the teachers in curriculum delivery. Classroom assistants and learning support staff are employed to provide classroom assistance to students. Other professional staff include finance, information technology, marketing, advancement and admissions staff. Administrative staff include personal assistants, receptionists and other administration assistants. Boarding house staff and tutors assist in caring for our boarding community. Building and grounds staff maintain and upgrade our grounds and facilities at King's and Girton campuses, outdoor education and sporting grounds. Additionally, the School employs registered nurses to staff our two health centres.

Pembroke is committed to recruiting and retaining the highest calibre staff who see the active delivery of the School Aims as an integral part of their work.

### Aims of Pembroke School

1. To offer our students the means to develop a broad and deep knowledge base thus enabling them to act effectively as well-informed citizens.
2. To create a dynamic learning community which encourages self-management, curiosity, intellectual rigour, enjoyment, innovation and the exploration of each individual's potential.
3. To facilitate the social, physical and emotional development of each student emphasising student safety, personal growth, integrity, respect for differences in people, resilience, an appreciation of the environment, a sense of social responsibility and care for others.
4. To encourage the exploration of students' spiritual values and their power to make ethical decisions.
5. To promote thoughtful, respectful and informed participation in the community locally, nationally and internationally with an emphasis on seeking justice for all.



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## Employment at Pembroke School

The paramount responsibility of all staff at Pembroke School is the safety and wellbeing of our students. The School expects a professional commitment in terms of employment responsibilities. These expectations are clearly stated in our Staff Code of Conduct.

Staff engage in numerous activities to support their core professional responsibilities. These may include, but are not limited to, attendance at staff meetings, undertaking professional development and attendance at programmed school activities.

The School has in place an enterprise agreement and a range of staff benefits providing conditions that compare more than favourably with other schools.

## Pembroke Staff Ethos

Our ethos is based on the premise that our staff are highly valued, perform their role in a professional manner and aim to be at the forefront of their chosen discipline.

Staff at Pembroke proudly recognise that they work in an aesthetically pleasing environment with excellent facilities, a professional teaching staff, well-qualified colleagues and many professional development opportunities. This in turn allows for creativity, innovation and relevance in their daily work of supporting and enabling the teaching and education of young people.

The School ethos statements should be read within the context of the *School Aims*, the *Staff Code of Conduct* and more specifically, the Pembroke Non-Teaching Staff Benefits Document. It re-enforces the staff's commitment to fundamental principles that can be organised into four inter-relating domains.

In relation to students, our staff:

- Support the teaching function to ensure that the education and care of students is of the highest quality.
- Facilitate the teaching function through the provision of appropriate support and resources to provide for the optimal learning and personal development of students.
- Model the highest standards of conduct in their professional behaviour, speech and demeanour among themselves and in the School community.





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In relation to colleagues, our staff:

- Operate within the structure of the School in a manner that promotes open communication, trust, mutual respect and loyalty.
- Are flexible, accommodating and generous in their approach to the day to day life of the School.
- Strive for the harmonious and efficient functioning of the School through meeting the School's administrative and support requirements.

In relation to themselves as professionals, our staff:

- Appraise their own performance.
- Develop professional expertise through interaction with colleagues and more formal avenues of professional development.
- Take a pride in the developing quality of their work.
- Embrace new technologies and change.
- Seek to maintain and broaden their professional knowledge.

In relation to the wider School community and society, our staff:

- Communicate sensitively, effectively and positively with parents, guardians and all others.
- Engage in the wider life of the School through respectful interaction with all members of the School community and support their aspirations and endeavours.
- Are encouraged to play a full part in the community life of the School.
- Actively seek ways to broaden connectivity with national and international issues relevant to their area of expertise.