



Rockhampton Girls Grammar School

Est 1892

ROLE DESCRIPTION

INDIGENOUS EDUCATION OFFICER (IEO)

Rockhampton Girls Grammar School is one of the original eight Grammar Schools of Queensland. Opening in 1892, Girls Grammar has served and supported the education of girls and young women for over 130 years.

Rockhampton Girls Grammar School is a learning community founded on a commitment to 'Learning for Life'. Each member of our School family contributes to sustaining an environment in which individuals actively engage in their learning; where School values are embraced; where mutual and self-respect is paramount; where community and global citizenship is fostered and where excellence in every endeavour is sought and celebrated.

OUR CONTRIBUTION TO SOCIETY

At Rockhampton Girls Grammar School, we have an unwavering dedication to educate and nurture influential young women who contribute passionately and confidently to our diverse and ever-changing society.

OUR PURPOSE

Our purpose is to empower and inspire confidence in young women to create and embrace every opportunity.

OUR MISSION

Our mission is to foster a connected community that develops clever and confident young women.

OUR VALUES

Staff and students are expected to display the following behaviours that are at the core of our School:

- **Connection** - We foster meaningful relationships that create a strong, supportive community among students, staff, families, and alumni.
- **Integrity** – We uphold the highest standards of honesty, respect, and accountability, ensuring our actions align with our words.
- **Confidence** – We empower our students to believe in their abilities, embrace challenges, and lead with courage in all aspects of life.
- **Curiosity** - We inspire a lifelong love of learning, encouraging our students to ask questions, explore ideas, and seek solutions.
- **Traditions** – We honour the rich heritage of our school, embracing the values and practices that shape our unique identity.

OUR MOTTO

Non Scholae Sed Vitae - Not only for school but for life we are learning.

THE ROLE

Position Title: Indigenous Education Officer

Employment Type: Permanent Part Time – Term Time

Fixed Term Contract

Some additional hours are required in School Holiday periods

Employment Period: Immediate start 2025 – 02 December 2026

Reports to: Indigenous Liaison Officer

Date Prepared: 06 February 2025

POSITION OBJECTIVE

The Indigenous Education Officer (IEO) role has been created to provide targeted academic support for Indigenous and Torres Strait Islander students, fostering an inclusive, culturally responsive learning environment that empowers students to achieve their full potential. This role combines personalised after school academic tutoring, in-class assistance and mentoring to reinforce core subject knowledge, develop study strategies, and enhance student confidence and engagement.

Working closely with students, teachers, families, and the wider community, the IEO ensures that learning experiences are tailored to the individual needs and cultural backgrounds of Indigenous and Torres Strait Islander students. This includes collaborating with teachers to implement effective educational strategies, monitoring student progress, and providing mentoring and encouragement.

The role also involves supporting classroom activities, assisting with curriculum delivery, and promoting a positive and inclusive school culture that values and integrates Indigenous perspectives. By serving as a vital connection between students, educators, and the broader community, the IEO contributes to a supportive educational experience where Indigenous and Torres Strait Islander students feel respected, motivated, and equipped for academic and personal success.

ROLE ACCOUNTABILITIES

KEY PROFESSIONAL RELATIONSHIPS

The Indigenous Education Officer has a direct report to the Indigenous Liaison Officer but will work closely with the Learning Enhancement Coordinator, Head of Boarding, Deputy Principal – Students and School Counsellor when required.

LINE MANAGEMENT STRUCTURE					
Board of Trustees					
Principal					
Principal	Business Manager	Deputy Principal - Students	Deputy Principal - Studies	Head of Boarding	Facilities & Services Manager
<ul style="list-style-type: none"> • Business Manager • Deputy Principal – Studies • Deputy Principal – Students • Head of Boarding • Facilities and Services Manager • Executive Assistant • Marketing and Events Manager <ul style="list-style-type: none"> ○ Events Assistant ○ Enrolments Officer ○ Reception ○ Alumni Officer ○ Heritage Officer 	<ul style="list-style-type: none"> • Accountant <ul style="list-style-type: none"> ○ Accounts Payable ○ Accounts Receivable • Uniform Shop Manager • Human Resources and Payroll Coordinator <ul style="list-style-type: none"> ○ Daily Organiser/ Payroll Officer • Director of IT <ul style="list-style-type: none"> ○ IT Manager • Executive Finance Support Officer 	<ul style="list-style-type: none"> • Director of Primary <ul style="list-style-type: none"> ○ Primary Teachers ○ Literacy Intervention Teacher ○ Relief Teachers • Director of Cocurricular <ul style="list-style-type: none"> ○ Cocurricular Assistant ○ Cocurricular Staff • School Nurse • School Counsellor • Student Services 	<ul style="list-style-type: none"> • Director of Secondary <ul style="list-style-type: none"> ○ Academic Support Officer ○ Subject Coordinator – English and Humanities and Social Science ○ Subject Coordinator – Mathematics and Science ○ Subject Coordinator – Languages, Technologies and Physical Education ○ Subject Coordinator – The Arts <ul style="list-style-type: none"> ▪ Instrumental Music Tutors ○ Secondary Teachers • Learning Enhancement Coordinator <ul style="list-style-type: none"> ○ Teacher Aides ○ Laboratory Technician ○ Librarian • Executive Support Officer 	<ul style="list-style-type: none"> • Boarding Administration Assistant • Second In Charge (2IC) Boarding Supervisor <ul style="list-style-type: none"> ○ Cape York Leadership Program Tutors • Boarding Supervisors • Indigenous Liaison Officer (ILO) <ul style="list-style-type: none"> ○ Indigenous Education Officers (IEO) 	<ul style="list-style-type: none"> • Workplace Health and Safety and Compliance Officer • Cleaning Manager <ul style="list-style-type: none"> ○ Cleaners ○ Laundry Attendant • Kitchen Manager <ul style="list-style-type: none"> ○ Cook ○ Kitchenhand ○ Waitress • Grounds and Maintenance Manager <ul style="list-style-type: none"> ○ Grounds and Maintenance Assistants • Transport Coordinator <ul style="list-style-type: none"> ○ Bus Drivers

KEY RESPONSIBILITIES

The Indigenous Education Officer plays a crucial role in supporting Indigenous and Torres Strait Islander students in their academic, cultural, and personal development.

Academic and Learning Support:

- Assist teachers in delivering lessons by providing tailored support that meets the learning needs and strengths of Indigenous and Torres Strait Islander students.
- Provide one-on-one and small-group academic support, reinforcing learning, assisting with assignments, and ensuring engagement.
- Offer dedicated tutoring sessions to help students develop subject-specific skills, study strategies, and confidence in their academic abilities.
- Track student progress, identify areas for improvement, and support feedback delivery to students and teachers.
- Assist the Learning Enhancement Coordinator with ESL (English as a Second Language) Bandscaling data collection to support literacy development.
- Collaborate on integrating culturally relevant resources into learning activities.
- Intervene early if a student appears troubled or potentially disruptive to provide necessary support and guidance.
- Work with individual students on benchmark testing under limited supervision.
- Support students in literacy and numeracy intervention programs under limited supervision.
- Encourage students to arrive to class on time and actively participate in learning.
- Ensure classroom materials are maintained and collected at the end of lessons.

Cultural Safety and Community Engagement:

- Foster a culturally safe and inclusive learning environment that values Indigenous cultures, histories, and perspectives.
- Build strong relationships with students' families and Indigenous community members, facilitating open communication between school and home.
- Advocate for Indigenous and Torres Strait Islander students, ensuring their needs are met and voices heard.
- Warmly welcome new First Nations students, Elders, families, and visitors to Rockhampton Girls Grammar School.

Student Well-being and Development:

- Support students' social and emotional development by fostering confidence, participation, and resilience.
- Encourage positive peer interactions and provide support for students facing challenges.
- Contribute to a safe, structured, and engaging learning environment.

Professionalism and Collaboration:

- Work collaboratively with teachers, school staff, and leadership teams to support holistic student development.
- Maintain confidentiality and discretion in all student-related matters.
- Exhibit strong interpersonal, communication, organisational, and time management skills.
- Demonstrate resilience, flexibility, and effective conflict management.
- Motivate students and sustain their engagement in learning.
- Navigate the dynamics of school and residential settings effectively.
- Attend and actively participate in staff meetings.
- Actively contribute to the preparation of Community Days and take part in cocurricular activities, cultural events, celebrations, and other significant school events.

OTHER DUTIES

- Conduct school roving supervision duties, which may include before school, morning tea, lunch, afternoon tea, or after school to ensure student safety and wellbeing.
- Participate in professional development activities as required to enhance skills and knowledge relevant to the role.
- Promote the values, culture, and interests of the school community.
- Serve the school diligently and faithfully, upholding its mission and commitment to Indigenous education.
- Perform any other duties as reasonably directed by the Line Manager or Learning Enhancement Coordinator to support student success and school operations.

EXPECTED KNOWLEDGE, ATTRIBUTES AND COMPETENCIES

Cultural Understanding and Advocacy:

- Deep understanding of Indigenous and Torres Strait Islander cultures, histories, and contemporary issues.
- Knowledge of culturally responsive teaching practices and strategies that support diverse learning needs.
- Awareness of the challenges faced by Indigenous and Torres Strait Islander students in the education system and a commitment to promoting equity, inclusion, and student success.
- Familiarity with local Indigenous community networks and resources.

Communication and Interpersonal Skills:

- Ability to communicate effectively with students, teachers, families, and community members in a respectful and culturally sensitive manner.
- Strong interpersonal skills, with the ability to build positive, supportive relationships with students from diverse backgrounds.
- High level of patience, empathy, and resilience in supporting students' social, emotional, and academic development.
- Ability to communicate effectively, both orally and in writing, with clarity and professionalism.
- Ability to explain concepts clearly and effectively to students to enhance learning outcomes.

Educational Support and Student Development:

- Competence in assisting with differentiated instruction and modifying learning activities to meet individual student needs.
- Ability to track and monitor student progress and provide constructive feedback to students, teachers, and the Indigenous Liaison Officer.
- Ability to support the development of study strategies that promote academic success.
- Skill in preparing instructional aids, lesson plans, and culturally relevant resources.
- Ability to provide activities that encourage students' academic, social, and emotional growth.

Professionalism and Teamwork:

- Strong teamwork skills, contributing to an inclusive and supportive learning environment.
- Knowledge of relevant subject matter and educational practices.
- Excellent organisational and time management skills.
- Emotional resilience and effective conflict resolution skills.
- Understanding of school safety procedures and ability to supervise students responsibly.
- Reliability in following instructions and procedures with attention to detail.

MANDATORY REQUIREMENTS

As a representative of Rockhampton Girls Grammar School, both within and beyond the school community, the successful candidate must:

- hold a valid Blue Card from the Commission for Children and Young People and Child Guardian or be eligible to obtain one;
- have completed cultural competency or awareness training related to Indigenous and Torres Strait Islander cultures and histories;
- possess a Certificate III in Education Support or a similar qualification, or have equivalent experience in a school or educational setting;
- provide a current police check to meet school and community safety standards;
- engage in ongoing professional development, including training on best practices for supporting Indigenous and Torres Strait Islander students;
- comply with the School's Child Protection Policies, Staff Code of Conduct, and all relevant policies and procedures;
- report any suspected cases of child abuse in accordance with the School's policies; and
- complete mandatory compliance training, including Child Protection and Anaphylaxis training, within two weeks of commencement and annually thereafter.

WORKPLACE HEALTH AND SAFETY

All Rockhampton Girls Grammar School employees are responsible and accountable for:

- ensuring their own health and safety by taking reasonable precautions;
- avoiding actions or omissions that may negatively impact the health and safety of others;
- following reasonable instructions to ensure compliance with the Workplace Health and Safety Act 2011;
- adhering to workplace health and safety policies and procedures;
- actively participating in workplace health and safety initiatives;
- identifying and reporting health and safety risks, accidents, incidents, injuries, and property damage; and
- properly using designated personal protective equipment.

APPRAISAL/ REVIEW CONDITIONS

As a member Rockhampton Girls Grammar team, you will be required to participate in regular feedback conversations and undergo annual professional review with the Indigenous Liaison Officer and Learning Enhancement Coordinator.

ACKNOWLEDGEMENT

This job description has been developed to indicate the general nature and level of work performed by employees within this role and may be subject to change to meet the operating needs of the School. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities and requirements of employees assigned to the role. You will also be required to perform any other duties that the Indigenous Liaison Officer, Learning Enhancement Coordinator, Head of Boarding or Principal of Rockhampton Girls Grammar School may direct you to perform which could be reasonably considered relevant to the position.

ACCEPTANCE

I, (print name)..... accept the offer of employment on the conditions stated above.

I acknowledge that I have received a copy of the Indigenous Education Officer Role Description.

Signature:..... Date:.....