



ROLE STATEMENT

THE POSITION: EDUCATION PROGRAM ASSISTANT	
POSITION NUMBER/CLASSIFICATION:	VPS 2.1
REPORTS TO:	Senior Educator
WORK UNIT:	Education
ORGANISATION:	National Gallery of Victoria
LOCATION:	180 St Kilda Rd, Melbourne 3004
DATE OF REVIEW	April 2018
VISION	Creating an inspiring future: enriching our understanding of art and life.
PRIMARY FOCUS OF THE POSITION:	<p>This position is responsible for</p> <ul style="list-style-type: none"> Assisting Education staff with the delivery of NGV Education Programs. Ensuring participants in NGV Education programs are welcomed and provided with information and assistance of a high standard.
1. ACCOUNTABILITIES (DUTIES):	<p>In fulfilling the primary focus of the position the incumbent will typically:</p> <ol style="list-style-type: none"> Assist Education staff with the set-up, delivery, facilitation and pack down of Education programs, events and activities, including practical art making sessions in Education Studios, online and digital programs and documentation of programs. Maintain work areas, and supplies, including in Education Studio spaces. Assist with meeting and greeting of participants in Education programs. Assist with administrative tasks related to Education bookings and program organisation, as required. Contribute to improvements in service delivery by communicating issues that arise on the floor or in the studio to the relevant Education staff member. Ensure that records are created and managed according to the Records Management policy and procedures. Contribute to departmental, team goals and participate and support organisational change initiatives and activities as required, including ensuring a safe and healthy environment for colleagues, visitors and stakeholders.
2. THE PERSON – KEY SELECTION CRITERIA	<p>To achieve the purpose of the position, the following attributes are required:</p> <ol style="list-style-type: none"> Skills and confidence in art making activities and knowledge of digital learning tools and platforms coupled with the proven ability to work effectively with a range of age groups including early learners, primary and secondary students, adult learners and educators.



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	<ol style="list-style-type: none"> 2. A current Working with Children Check, or the ability to obtain one. 3. <u>Initiative, accountability and flexibility</u>: proactive and self-starting, seizes opportunities and acts upon them and takes responsibility for own actions. Adaptable, open to new ideas and recognises the merits of different options and acts accordingly. 4. <u>Communication</u>: clearly explains information and listens to feedback, speaks clearly and concisely and keeps people interested when speaking. Uses a polite and considerate manner when dealing with others. Organises information in a logical sequence and includes content appropriate for the purpose of the audience. 5. <u>Service Excellence</u>: sets personal standards of excellence and measures outcomes against them and strives to deliver outcomes in a timely manner. Seeks information needed to solve work problems, identifies and proposes practical solutions to problems and implements and adjusts solutions when endorsed by manager. 6. <u>Relationship building and teamwork</u>: establishes and maintains relationships with people at all levels, forges useful partnerships with people across business areas, functions and organisations, builds trust through consistent actions, values and communications, cooperates and works well with others in the pursuit of team goals, collaborates and shares information and accommodates and works well with the different working styles of others. 7. <u>Drive and commitment</u>: demonstrates capacity for sustained effort and hard work, takes responsibility for own actions, accepts changed priorities without undue discomfort, remains calm and in control under pressure and enjoys a vigorous and dynamic work environment.
<p>3. OTHER RELEVANT SKILLS, KNOWLEDGE AND EXPERIENCE</p>	<ul style="list-style-type: none"> • Demonstrated interest in the visual arts and an understanding of the role of the visual arts in education. • A knowledge and appreciation of art and the NGV's collection.
<p>4. KEY RELATIONSHIPS</p>	<p>Build and maintain effective working relationships across the NGV and with external key stakeholders; and in particular with the following:</p> <ul style="list-style-type: none"> • Senior Educator. • Other Education staff. • Students and Teachers.
<p>5. OTHER RELEVANT INFORMATION</p>	<ul style="list-style-type: none"> • The National Gallery of Victoria is an Equal Opportunity Employer and operates a smoke free work environment. • Hours of duty will be according to work unit requirements. • All employees of the National Gallery of Victoria are required to undergo security clearances performed by Australian Federal Police, and are required to undergo Human Resources and Risk, Safety, Security & Environment Inductions. • In line with the <i>Child Wellbeing and Safety Amendment (Child Safety Standards) Act 2015</i>, the National Gallery of Victoria (NGV) is committed



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	<p>to upholding the Victorian Child Safe Standards, to the best of its abilities and resources.</p> <ul style="list-style-type: none">• It is the employee’s responsibility to familiarise themselves with, understand and adhere to NGV’s Policies and Procedures as varied from time to time.• Conditions of employment are pursuant to the NGV’s Enterprise Agreement.• All new appointments are subject to a three month probationary period which may be subject to review.
6. ABOUT THE ROLE STATEMENT	<p>As the National Gallery of Victoria evolves to meet the changing needs of the Victorian Public, so will the roles required of its entire staff. As such, staff should be aware that this document is not intended to represent the role in which the occupant will perform in perpetuity. This role statement is intended to provide an overall view of the incumbent’s role as at the date of this statement. In addition to this document, the specifics of the incumbent’s role will be described in local area work and project plans, and in performance plans developed by the incumbent and relevant supervisor as part of the National Gallery of Victoria’s performance management process.</p>
7. EMPLOYEE ACCEPTANCE	Signature: _____ Name: _____ Date: _____
8. MANAGER AUTHORISATION	Signature: _____ Name: _____ Date: _____