INTRODUCTION

Pembroke School is a leading Australian Co-educational, Non-denominational, Day and Boarding School from ELC to Year 12. Pembroke School is an International Baccalaureate (IB) World School offering the IB Diploma and Primary Years Programme (PYP). Pembroke is situated just a few kilometres east of the Adelaide city centre and has two main campuses.

Non-Teaching Staff are employed in a diverse range of specialist roles. These include arts, science and library assistants who support the teachers in curriculum delivery. Office, Information Services and Finance staff ensure the smooth running of the School’s administration. Boarding House staff and tutors assist the Heads of Boarding in caring for our boarding community. Grounds and maintenance staff care for and upgrade our grounds and facilities at King’s and Girton campuses, outdoor education and sporting grounds. Other Non-Teaching Staff assist teachers particularly in our Junior School and Early Learning Centre. Non-Teaching Staff have their own management team.

The King’s Campus located at 342 The Parade, Kensington Park accommodates the Middle School from Years 7 to 10 and the School’s administration. The Girton Campus, situated 500 metres to the East on Holden Street includes both the Junior School, Early Learning Centre to Year 6 and Senior School, Years 11 and 12. The enrolment totals 1,550 including approximately 120 boarding students.

The School employs 250 permanent staff, 160 of whom are Teachers and the balance are Non-Teaching Staff. The School has in place an Enterprise Agreement and employment conditions that compare more than favourably with other schools and comparable employers which is called the Pembroke Conditions of Service Document. Pembroke is committed to recruiting and retaining the highest calibre of staff in order that we attain the School Aims that follow. We also strive to instil and maintain a vibrant and professional culture that is encapsulated in our Staff Ethos.

AIMS OF PEMBROKE SCHOOL

(a) To offer our students the means to develop a broad and deep knowledge base thus enabling them to act effectively as well-informed citizens.

(b) To create a dynamic learning community which encourages self-management, curiosity, intellectual rigour, enjoyment, innovation and the realisation of each individual’s potential.

(c) To facilitate the social, physical and emotional development of each student emphasising personal growth, integrity, respect for differences in people, resilience, an appreciation of the environment, a sense of social responsibility and care for others.

(d) To encourage the exploration of students’ spiritual values and their power to make ethical decisions.

(e) To promote thoughtful, respectful and informed participation in the community locally, nationally and internationally with an emphasis on seeking justice for all.

EMPLOYMENT AT PEMBROKE SCHOOL FOR NON-TEACHING STAFF

An obvious but fundamental expectation can be stated simply in that, the School will expect a completely professional commitment to Pembroke in terms of employment responsibilities.

Non-Teaching Staff will be prepared to support actively the Aims of the School and its related Objectives. The Aims are set out in the School Information Booklet, the Prospectus and on Pembnet.

Non-Teaching Staff will engage in other activities directly linked to their core professional responsibilities. These may include, but are not limited to, attendance at staff meetings, undertaking professional development and other normal programmed school activities.

There is an established grievance procedure, which is the subject of a separate policy document.
PEMBROKE NON-TEACHING STAFF ETHOS

Preamble

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

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

In this context, the Pembroke Ethos Document re-enforces the staff’s commitment to fundamental principles that can be organised into five inter-relating domains.

The Pembroke Non-Teaching Staff Ethos Document should be read within the context of the Aims and Educational Policy of the School, and more specifically, the Pembroke Non-Teaching Conditions of Service Agreement.

Ethos

(1) Non-Teaching Staff at Pembroke:
   • Actively and willingly uphold the aims of the School as an integral part of their work.

(2) In relation to students, Pembroke Non-Teaching 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.

(3) In relation to colleagues, Pembroke Non-Teaching 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 best practice in meeting the School’s administrative and support requirements.

(4) In relation to themselves as professionals, Pembroke Non-Teaching Staff:
   • Continually appraise their own performance.
   • Continue to 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.

(5) In relation to the wider School community and society, Non-Teaching Staff:
   • Communicate sensitively, effectively and positively with parents, guardians and all other people and organisations that have dealings with the School.
   • Engage in the wider life of the School through respectful interaction with all members of the School community and support for their aspirations and endeavours.
   • Enjoy playing 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.

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