



CREST EDUCATION

Position Description

POSITION SPECIFICATIONS

Position Title	Academic Tutor	Department	Management
Location	SLC	Classification	GA1/3
Position Reports to (title)	Deputy Head of Campus	Status	Casual
Direct Reports (title)	N/A		
Approved by	Executive Principal		

CREST CONTEXT

CREST Education is an organisation which is values based, empowers leaders, enables people to make a difference and has a culture of learning and high performance in a Christian environment. CREST believes that the values, attributes and skills that each staff member brings to the organisation underpin its culture and will ultimately result in the achievement of CREST's Pillars.

OUR FOUR PILLARS



CREST VISION

To be a leading provider of quality Christian Education, delivered by Christian staff, equipping students for a life of faithful service.



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Position Description

OVERVIEW

The Academic Tutor position at Crest Education offers recent alumni the opportunity to support current students by sharing their firsthand experience and knowledge. As a tutor, you will provide personalized academic assistance in subjects where you excelled, helping students to grasp challenging concepts and improve their study habits. Beyond academic support, you will serve as a mentor, guiding students through the ups and downs of school life and helping them build the skills needed for success. This role is ideal for graduates who are passionate about giving back to their school community and fostering a culture of excellence and continuous improvement.

KEY RESPONSIBILITIES

The following Key Responsibility Areas indicate what the position is directly held responsible for producing/achieving:

Peer Academic Support:

- Offer tutoring in specific subject areas where the tutor excelled, helping students to better understand course material.
- Assist with homework, exam preparation, and study techniques, drawing on the tutor's own experiences as a recent graduate.
- Work with students to clarify difficult concepts and improve their academic performance in a peer-to-peer setting.

Mentorship and Guidance:

- Provide informal mentorship, sharing personal strategies for managing schoolwork, stress, and balancing academic and personal life.
- Encourage students to develop good study habits, time management skills, and a positive mindset towards learning.
- Support students in setting and achieving academic goals, offering motivation and practical advice.

Collaboration with Teaching Staff:

- Coordinate with teachers to understand the specific academic needs of students and align tutoring sessions accordingly.
- Maintain accurate records of student progress, tutoring sessions, and any other relevant information.



CREST EDUCATION

Position Description

OPERATIONAL REQUIREMENTS

Training and Orientation:

- Engage in a training program that equips tutors with essential skills for effective tutoring and mentorship, with a focus on communication strategies and fostering student wellbeing.
- Understand the scope of the tutoring role, focusing on support and guidance rather than formal teaching.

Performance Feedback:

- Engage in regular feedback sessions with supervisors to discuss the effectiveness of tutoring sessions and areas for personal development.
- Be open to suggestions and continuous improvement to enhance the quality of support provided to students.

Environment and Resources:

- Primarily work within the Senior Learning Centre, using available resources to assist students.
- Utilise personal academic experiences to create a supportive and encouraging learning environment.

Work Hours and Scheduling:

- Work on a casual basis, with flexibility to accommodate the tutor's availability and the academic needs of students.
- Be available to provide extra support during key academic periods, such as exam preparation times.

VALUES AND BEHAVIOURS

- Consistently demonstrate and uphold CREST's shared values and behaviours in all daily activities; including the way in which decisions are made.
- Adhere to all Crest Education policies and procedures, including those related to child safety, code of conduct, and dress code.



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Position Description

CREST INHERENT REQUIREMENTS	FREQUENCY			
	Unlikely	Possible	Occasionally	Regularly
Passive				
Sitting - counter / desk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sitting - vehicle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operating telephone / computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing / reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spiritual				
Leading or taking part in daily devotions with staff and/or students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leading or taking part in prayer with staff and/or students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstration of our ethos and Fruit of the Spirit: Galatians 5:22	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Incorporating Biblical theology into curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manual Handling				
Bending / twisting Spine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with one or both hands above shoulder height	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting (5kg or under p/item)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting (5kg or over p/item)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Requiring low/light application of force	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Requiring medium to high application of force	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting/holding/restraining children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exerting force in an awkward posture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Holding & supporting equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agility				
Squatting / kneeling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Looking up / looking down	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reaching forwards or sideways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gripping or grabbing equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mobility				
Walking / standing- briefly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walking / standing- extended	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walking on uneven ground	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Climb steps/stairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Climb ladder	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Driving – passenger vehicle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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Driving – machinery/heavy commercial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sensory				
Hearing – face to face / telephone conversations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hearing – working with loud machinery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual – read printed material, signage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual – computer screen, electronic signs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual – driving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual – watching with vigilance (e.g. school traffic control)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional				
Dealing with complex stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supporting dependent persons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dealing with conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing complex personal situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Providing empathy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work Environment				
Outdoor – exposed to elements, plant & equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confined spaces	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working at heights (greater than 2m)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exposure to extensive dust	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pollen (or other allergens)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exposure to polluted odours and/or chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Waste	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Office Use Only	
<input type="checkbox"/>	If selected – Musculoskeletal assessment recommended
<input type="checkbox"/>	If selected – Audiology (hearing) assessment recommended
<input type="checkbox"/>	If selected – Vision assessment recommended
<input type="checkbox"/>	If selected – Lone Worker risk assessment recommended



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LEADERS ONLY

Our Leadership Capabilities.

The CREST Education leadership capabilities describe the specific knowledge, skills, attributes and behaviours required for future success to help CREST achieve our goals. They are non-technical in nature and are those common aspects applicable to our leadership that describe not what we do, but rather, how we do it. Our capabilities are informed by our purpose and strategic direction.

The capabilities are leveraged from the Future Leadership Capability Framework which is based on 25 years of international research findings and framework development.



Emotional Awareness

The capacity to recognise, comprehend, utilise and regulate emotional information across situations, and to handle interpersonal relationships judiciously and empathetically.



Engagement & Culture

Engages stakeholders inclusively with sensitivity and regard for diversity and facilitates a psychologically safe environment for social or cultural differences affecting behaviour.



Building Capability

Anticipates future workplace skills and requirements and builds capability personally and across the organisation.



Learning & Growth

Adopts a growth mindset and is motivated to continuously develop one's own knowledge, skills, personal attributes through continued learning.



Adaptability

Demonstrating positivity, curiosity, resilience and the ability to pivot when confronted with change, pressure, adversity and disruption. Anticipates and enhances organisation's capacity to respond quickly to strategic environmental, social and corporate challenges and opportunities.



Direction & Purpose

Leads transformational processes, motivates teams, and influences commitment to a shared purpose that individuals and the workforce will require to enable sustained organisational success. Builds and promotes a culture underpinning the vision, purpose and values the organisation aspires to achieve.