

# Role Profile



## Role Details

<b>Job title:</b>	Cook/Chef	<b>Department:</b>	
<b>Reports to:</b>	Head of Campus	<b>Branch:</b>	

## Role Purpose

Reporting to the Head of Campus, the Chef will contribute to the ongoing success of the school by providing breakfast, recess, and lunch to students that is nutritionally balanced and in line with any religious or dietary requirements. Working with staff and students, this role enables the school kitchen to be a learning area for all.

## Key Objectives

- Lead all catering functions within the school, including breakfast, lunch, after-hours events, snacks and refreshments. This may include packed food for students to take home.
- Ensure a service is provided to both staff and students to support learning within the school, ensuring breakfast and lunch is a supportive event for both staff and students.
- Plan a three-weekly rolling menu, ensuring all school food guidelines are adhered to and dietary requirements are met (nut-free, religious restrictions etc.)
- Prepare, serve and clear away breakfast and lunch every day
- Place orders for supplies in line with the budget to ensure that provision is sufficient to meet requirements
- Adhere to all food regulations relating to heat level of cooking, storage and serving food, ensuring accurate records are kept
- Adhere to all food regulations relating to storage of food at correct temperatures, ensuring accurate records are kept
- Clean and inspect daily the hygiene of the kitchen. To undertake daily cleaning duties and to assist in ensuring that satisfactory levels of cleanliness and hygiene are achieved and maintained.
- Make appropriate checks, including temperature of food, fridges and freezers daily and keep appropriate records. To maintain all relevant logs, records and information as required by the school
- Keep up to date with current relevant legal requirements and food safety regulations.
- Collaborate with Work Health and Safety representatives, Senior Management, and other relevant staff to contribute to risk reduction and the responses to incidents.
- Demonstrate, promote, and lead actions that enact the SASY values and vision, including but not limited to activities that promote wellbeing of staff and students alike.

## Key Relationships and Areas of Influence

- Senior Management Team; collaboration and support as required
- Teaching and Youth Work staff; collaboration on food related programs
- Work, Health & Safety Officer; ensure health and safety compliance of the kitchen
- Vendors; in relation to food supply and equipment purchases

## Role Competencies

**Skills – Basic, Routine, Competent, Advanced, Highly Developed**  
**Knowledge – Elementary, General, Working, Specific, Specialised)**

### **Essential Role Requirements (Only essential/minimum mandatory qualifications. Typical minimum years of experience for job evaluation purposes only)**

- Current drivers' licence
- Responding to Abuse and Neglect (RAN-EC)
- WWCC clearance (working with vulnerable children)
- First Aid certificate (this can be completed during the first few weeks at SASY)

## Other Conditions

- Shortlisted candidates will be required to undergo satisfactory pre-employment checks, including two professional referees, a criminal record check and proof of identity and qualifications
- All Terms and conditions of employment are in accordance with your employment agreement and SASY policy and procedures
- Superannuation will be paid according to Superannuation Guarantee into a compliant fund of your choice or into NGS Superannuation Fund
- SASY staff are offered the opportunity to participate in Salary Sacrifice through SouthGate
- All staff have access to the Employment Assistance Program
- Some out of hours work may be required for school-based activities or professional development

## About us

Specialised Assistance School for Youth (SASY) is a fee free independent secondary Specialised Assistance School (SAS) operating specifically for disengaged young people who have complex needs between the ages of 13 and 25. We offer a safe place for young people to reignite their learning through holistic practices that support their health and social emotional wellbeing as the precursor to personal growth and community engagement.

SASY is innovative in its practice, flexible and responsive in its delivery, and focuses on providing an environment which enables young people to recognise and achieve their potential. Through research and practice, SASY's unique approach to re-engaging young people is made up of the following four components: holistic learning, restorative practice, trauma informed practice, and an inclusive community.

We acknowledge that academic and personal growth best occurs in a safe and supportive environment where physical, emotional, cognitive and behavioural development is supported as part of a holistic learning approach. As such, wellbeing and education is holistically intertwined throughout all programs, which are personalised and differentiated to encourage, support and maximise student development in emotional regulation, self-awareness and readiness to learn.

Across SASY's individual and collaborative learning, we support the development of what we call the SASY 5 Cs; character, culture, capacity, connection and celebration, which is specifically designed to develop young people at SASY into lifelong learners, who are reconnected, with a newfound meaning and purpose and increased holistic wellbeing.

We believe that all young people have the right to learn and be supported with personalised care, fair assessment, collaborative learning programs, practice critical and creative thinking, find their voice, and actively engage in the community as an individual with a positive sense of self.

## Our vision, values, and Culture

**VISION:** To create a caring environment where disengaged young people with complex needs are connected through holistic educational experiences that improve wellbeing and reignite their interest in learning.

Our values underpin our every decision:

### VALUES:

**RESPECT** – For self and others, including both character and culture.

**TRUST** – Be honest, sincere and seek the truth.

**ACCEPTANCE** - Respect and welcome others' diversity.

**RESILIENCE** – Care for self and others as we build our capacity and try new things.

**CONNECTION** – Nurture authentic relationships to self, others, and our environment.

**CELEBRATION** – Sharing opportunities, achievements, and ideas with others.

CULTURE: We are very proud of the culture we have nurtured from SASY's beginnings. At its core is; collaboration, inclusion, an enduring commitment to the wellbeing of young people and a shared passion for learning and teaching. We focus on a purposeful culture that extends collaboration, builds leadership, has honest conversations, is agile, where everyone feels accountable and empowered to be creative in their work.

As we continue to grow, we will keep on building a place of belonging that encourages, supports and celebrates diversity.

## Ethics and Safety Commitments

All employees are expected to become acquainted with, and work in accordance with all SASY and statutory policies, standards and procedures. This includes any changes or amendments SASY may make to the policies from time to time. This includes, but is not limited to:

- WHS Act and policies
- Financial authorities and procedures.
- Appropriate use of information and systems.
- Department of Human Services 'Working with children' obligations.
- 'Responding to abuse and neglect' obligations.