

# Position Description

<b>Title</b>	Assistant
<b>Position Location</b>	Various
<b>Reports to</b>	Director
<b>Direct Reports</b>	Nil
<b>Classification</b>	C&K Early Childhood Education Enterprise Agreement (Kindergarten) or C&K Children's Services Enterprise Agreement (Long Day Care)
<p>The Crèche and Kindergarten Association Limited (C&amp;K) is a not-for-profit early childhood provider with more than 350 early childhood education and care services located across Queensland. C&amp;K acknowledges that each child and family have unique early education and care requirements and so we provide a range of different programs including childcare, kindergarten, limited hours and outside school hours' care.</p> <p>C&amp;K reinvests our surplus to benefit children and educators across all C&amp;K services. We are committed to, and working hard to deliver on our vision - <i>to guide children's learning journey and maximise their life outcomes</i> - while providing additional support and care to families and the wider community.</p> <p>C&amp;K's guiding principle is that <i>children come first</i>. The C&amp;K team aims to ensure this principle is at the forefront of everything we do.</p> <p>Our values of: Integrity, Respect, Collaboration, Courage and Safety underpin the way that we work with our colleagues, partners, children, families and communities. These values guide us in building strong working relationships and help us to promote a working environment where our people are engaged, feel valued and are committed to C&amp;K.</p>	
<b>Purpose</b>	To assist with the implementation of a quality care and education program for the allocated group of children.
<b>Key accountabilities</b>	<p><b>Education and Practice:</b></p> <ul style="list-style-type: none"> <li>• Develop a thorough understanding of C&amp;K's Building waterfalls and engage in a collaborative curriculum approach</li> <li>• Assist in the implementation of C&amp;K's Building waterfalls, with the Early Years Learning Framework, by contributing to documentation that makes each child's learning visible (e.g. portfolios), undertaking assessment, engaging in reflective practice and collaborative partnerships to enrich children's learning</li> <li>• Participate in all care and education duties as required with all children at the service</li> <li>• Be aware of the Lead Educator's daily and weekly planning and objectives and assist with planning to meet these objectives</li> <li>• Contribute reflections and suggestions for planning and implement programs as directed</li> <li>• Develop an understanding of relevant legislation, frameworks, C&amp;K policies, procedures and guidelines to ensure the service meets all compliance obligations.</li> <li>• Undertake general cleaning tasks to maintain overall cleanliness of the room and service (i.e. sweeping/vacuuming floors, mopping floors, wiping tables, cleaning toilets)</li> </ul>

## Where children come first

	<p><b>Relationships with children:</b></p> <ul style="list-style-type: none"> <li>Promote the development of secure relationships with babies/toddlers assigned by assuring primary and continuity of care. Relate to infants and toddlers in a calm, caring, nurturing, soothing manner, responding to all cries, babbles, and talks, using appropriate child guidance techniques at all times. Stay involved with children at all times during the day.</li> <li>Treat all children with dignity and respect, embracing each child's unique family and background maintaining an environment that is tolerant and respectful of child and family cultures, values and differences. Assist Non-English speaking families.</li> <li>Demonstrate the ability to guide children's behaviour in a positive way and encourage children to interact with others with care, empathy and respect</li> </ul> <p><b>Personal accountability:</b></p> <ul style="list-style-type: none"> <li>Implement all child protection, health and safety policies and procedures and take all reasonable care to ensure actions do not impact on the health and safety of employees, children and visitors.</li> <li>Exemplify personal drive and integrity – take personal responsibility for meeting objectives, showing initiative and committing energy to see that goals are achieved</li> <li>Work cooperatively, ethically and respectfully with other educators, and support each other's professional development.</li> <li>Contribute to the continuous improvement of the service through reflective practice and as directed by the director/ coordinator and educational leader.</li> <li>Demonstrate resilience and professional conduct under pressure and scrutiny and show strong commitment to professional learning and self-development</li> <li>Model C&amp;K values and demonstrate standards of excellence in professional practice and ethical behaviour</li> </ul>
<p><b>Key Selection Criteria</b></p>	<p><b>Qualifications:</b> Certificate III in Children's Services (or equivalent qualification) or be enrolled and studying towards</p> <p><b>Education and Practice:</b></p> <ul style="list-style-type: none"> <li>An ability to support, assist and implement a planned program, ensuring the needs of individual children and the group are met</li> <li>An ability to document observations of children's learning behaviour and development</li> <li>A developing understanding and working knowledge of theories of early childhood development</li> <li>A developing understanding of the provision of a safe, engaging, well planned indoor and outdoor learning environment</li> <li>An ability to contribute to and engage in professional discussion and team collaboration</li> <li>Contribute to the continuous improvement of the service through reflective practice and as directed by the director/ coordinator and educational leader.</li> </ul> <p><b>Relationships with children:</b></p> <ul style="list-style-type: none"> <li>Demonstrated or developing experience in providing practical guidance and interaction that ensures quality outcomes for children</li> <li>Demonstrated experience building and maintaining positive relationships with families that supports each child's needs</li> </ul> <p><b>Personal accountability:</b> Evidence of demonstrated or developing experience that shows:</p> <ul style="list-style-type: none"> <li>Initiative and strong sense of personal responsibility for meeting objectives and managing health and safety risks;</li> <li>Models professional and ethical behaviour;</li> <li>Commits to personal development; and</li> <li>Displays courage in the provision of advice and decision making.</li> </ul>

## Where children come first

#### Additional information

The successful applicant will be required to: Hold a positive notice (Blue card) working with children check; current First Aid and CPR, Asthma & Anaphylaxis. The information above is not intended to be an all-inclusive list of the responsibilities of the job described. Rather, they are intended only to describe the general nature of the job. C&K is a growing organisation; to support the vision for the business it is expected that the incumbent will evolve the position over time in alignment with the dynamic nature of the business and the region.

#### Workplace Health and Safety

Physical Job Demands Profile	
Physical Factor	Frequency and Duration
Standing and/or walking	<b>Frequent</b> - performed for 1/3 to 2/3 of work day, 101-500 repetitions per day, or 11-63 repetitions per hour
Sitting	<b>Constant</b> – performed for more than 2/3 of work day, or more than 500 repetitions per day, or more than 63 repetitions per hour
Lifting	<b>Occasional</b> – performed for up to 1/3 of work day, or 1-100 repetitions per day, or 1-12 repetitions per hour
Carrying	<b>Occasional</b> – performed for up to 1/3 of work day, or 1-100 repetitions per day, or 1-12 repetitions per hour
Pushing and/or pulling	<b>Occasional</b> – performed for up to 1/3 of work day, or 1-100 repetitions per day, or 1-12 repetitions per hour
Climbing	<b>Rare</b> – performed for less than 5% of a work day or less than once per day e.g. once per week
Bending and twisting	<b>Occasional</b> – performed for up to 1/3 of work day, or 1-100 repetitions per day, or 1-12 repetitions per hour
Kneeling, crouching and squatting	<b>Occasional</b> – performed for up to 1/3 of work day, or 1-100 repetitions per day, or 1-12 repetitions per hour
Reaching	<b>Occasional</b> – performed for up to 1/3 of work day, or 1-100 repetitions per day, or 1-12 repetitions per hour
Handling and gripping – low items	<b>Constant</b> – performed for more than 2/3 of work day, or more than 500 repetitions per day, or more than 63 repetitions per hour
Handling and gripping – high exertion	<b>Rare</b> – performed for less than 5% of a work day or less than once per day e.g. once per week

Cognitive Job Demands Profile	
Cognitive and Psycho-Social Factors	Frequency and Duration
Cognitive processing	<b>Constant</b> – performed for more than 2/3 of work day, or more than 500 repetitions per day, or more than 63 repetitions per hour
Exposure to time pressure, changes to work direction and/or reduced personal control of work	<b>Constant</b> – performed for more than 2/3 of work day, or more than 500 repetitions per day, or more than 63 repetitions per hour
Exposure to emotional situations	<b>Occasional</b> – performed for up to 1/3 of work day, or 1-100 repetitions per day, or 1-12 repetitions per hour
Communication	<b>Constant</b> – performed for more than 2/3 of work day, or more than 500 repetitions per day, or more than 63 repetitions per hour
Responsibility	<b>Constant</b> – performed for more than 2/3 of work day, or more than 500 repetitions per day, or more than 63 repetitions per hour

## Where children come first

# Position Description

<b>Title</b>	Group Leader
<b>Position Location</b>	Various
<b>Reports to</b>	Director
<b>Direct Reports</b>	Nil
<b>Classification</b>	C&K Children's Services Enterprise Agreement
<p>The Crèche and Kindergarten Association Limited (C&amp;K) is a not-for-profit early childhood provider with more than 350 early childhood education and care services located across Queensland. C&amp;K acknowledges that each child and family have unique early education and care requirements and so we provide a range of different programs including childcare, kindergarten, limited hours and outside school hours' care.</p> <p>C&amp;K reinvests our surplus to benefit children and educators across all C&amp;K services. We are committed to, and working hard to deliver on our vision - <i>to guide children's learning journey and maximise their life outcomes</i> - while providing additional support and care to families and the wider community.</p> <p>C&amp;K's guiding principle is that <i>children come first</i>. The C&amp;K team aims to ensure this principle is at the forefront of everything we do.</p> <p>Our values of: Integrity, Respect, Collaboration, Courage and Safety underpin the way that we work with our colleagues, partners, children, families and communities. These values guide us in building strong working relationships and help us to promote a working environment where our people are engaged, feel valued and are committed to C&amp;K.</p>	
<b>Purpose</b>	Provide leadership in the development and implementation of a quality care and education program for young children.
<b>Key accountabilities</b>	<p><b>Education and Practice:</b></p> <ul style="list-style-type: none"> <li>• Develop a thorough understanding of C&amp;K's Building waterfalls and engage in a collaborative curriculum approach</li> <li>• Lead the implementation of C&amp;K's Building waterfalls, with the Early Years Learning Framework, by contributing to documentation that makes each individual child's learning and growth visible, undertaking assessment, engaging in ongoing reflective practice and building collaborative partnerships with families and colleagues to enrich children's learning.</li> <li>• Participate in all care and education duties as required with all children at the service</li> <li>• Plan and implement programs based on knowledge of the child, children and curriculum frameworks</li> <li>• Model and support team/room educators to utilise a variety of teaching strategies including intentional teaching and reflective practice in daily work.</li> <li>• Develop an understanding of relevant legislation, frameworks, C&amp;K policies, procedures and guidelines to ensure the service meets all compliance obligations.</li> <li>• Maintain and present an engaging, safe and aesthetic learning environment and undertake general cleaning tasks to maintain overall cleanliness of the room and service (i.e. sweeping/vacuuming floors, mopping floors, wiping tables, cleaning toilets)</li> </ul>

## Where children come first

	<p><b>Relationships with children:</b></p> <ul style="list-style-type: none"> <li>Promote the development of secure relationships with babies/toddlers assigned by assuring primary and continuity of care. Relate to babies and toddlers in a calm, caring, nurturing, soothing manner, responding to all cries, babbles, and talks, using appropriate child guiding guidance techniques at all times. Stay involved with the children at all times during the day.</li> <li>Treat all children with dignity and respect, embracing each child's unique family and background maintaining an environment that is tolerant and respectful of child and family cultures, values and differences. Assist Non-English speaking families.</li> <li>Demonstrate the ability to guide children's behaviour in a positive way and encourage children to interact with others with care, empathy, kindness and respect.</li> </ul> <p><b>Personal accountability:</b></p> <ul style="list-style-type: none"> <li>Implement all child protection, health and safety policies and procedures and take all reasonable care to ensure actions do not impact on the health and safety of employees, children and visitors.</li> <li>Exemplify personal drive and integrity – take personal responsibility for meeting objectives, showing initiative and committing energy to see that goals are achieved</li> <li>Work cooperatively, ethically and respectfully with other educators, and support each other's professional development.</li> <li>Contribute to the continuous improvement of the service through reflective practice and as directed by the director/ coordinator and educational leader.</li> <li>Demonstrate resilience and professional conduct under pressure and scrutiny and show strong commitment to professional learning and self-development</li> <li>Model C&amp;K values and demonstrate standards of excellence in professional practice and ethical behaviour</li> </ul>
<p><b>Key Selection Criteria</b></p>	<p><b>Qualifications:</b> Diploma of Early Childhood Education and Care (or equivalent qualification)</p> <p><b>Education and Practice:</b></p> <ul style="list-style-type: none"> <li>An ability to drive and implement a planned program, ensuring the needs of individual children and the group are met</li> <li>An ability to document and assess children's learning behaviour and development</li> <li>Maintain and demonstrate current working knowledge and theories relevant to early childhood education</li> <li>Demonstrated understanding of the provision of a safe, engaging, well planned indoor and outdoor learning environment</li> </ul> <p><b>Relationships with children:</b></p> <ul style="list-style-type: none"> <li>Demonstrated experience in providing practical guidance and interaction that ensures quality outcomes for children</li> <li>Demonstrated experience building and maintaining positive relationships with families that supports each child's needs</li> </ul> <p><b>Personal accountability:</b> Evidence of demonstrated or developing experience that shows:</p> <ul style="list-style-type: none"> <li>Initiative and strong sense of personal responsibility for meeting objectives and managing health and safety risks;</li> <li>Models professional and ethical behavior;</li> <li>Commits to personal development; and</li> <li>Displays courage in the provision of advice and decision making.</li> </ul>

## Where children come first

#### Additional information

The successful applicant will be required to travel, as necessary. Hold a positive notice (Blue Card) working with children check; current First Aid and CPR; and a current driver's licence. The information above is not intended to be an all-inclusive list of the responsibilities of the job described. Rather, they are intended only to describe the general nature of the job. C&K is a growing organisation; to support the vision for the business it is expected that the incumbent will evolve the position over time in alignment with the dynamic nature of the business and the region.

#### Workplace Health and Safety

Physical Job Demands Profile	
Physical Factor	Frequency and Duration
Standing and/or walking	<b>Frequent</b> - performed for 1/3 to 2/3 of work day, 101-500 repetitions per day, or 11-63 repetitions per hour
Sitting	<b>Constant</b> - performed for more than 2/3 of work day, or more than 500 repetitions per day, or more than 63 repetitions per hour
Lifting	<b>Occasional</b> - performed for up to 1/3 of work day, or 1-100 repetitions per day, or 1-12 repetitions per hour
Carrying	<b>Occasional</b> - performed for up to 1/3 of work day, or 1-100 repetitions per day, or 1-12 repetitions per hour
Pushing and/or pulling	<b>Occasional</b> - performed for up to 1/3 of work day, or 1-100 repetitions per day, or 1-12 repetitions per hour
Climbing	<b>Rare</b> - performed for less than 5% of a work day or less than once per day e.g. once per week
Bending and twisting	<b>Occasional</b> - performed for up to 1/3 of work day, or 1-100 repetitions per day, or 1-12 repetitions per hour
Kneeling, crouching and squatting	<b>Occasional</b> - performed for up to 1/3 of work day, or 1-100 repetitions per day, or 1-12 repetitions per hour
Reaching	<b>Occasional</b> - performed for up to 1/3 of work day, or 1-100 repetitions per day, or 1-12 repetitions per hour
Handling and gripping - low items	<b>Constant</b> - performed for more than 2/3 of work day, or more than 500 repetitions per day, or more than 63 repetitions per hour
Handling and gripping - high exertion	<b>Rare</b> - performed for less than 5% of a work day or less than once per day e.g. once per week

Cognitive Job Demands Profile	
Cognitive and Psycho-Social Factors	Frequency and Duration
Cognitive processing	<b>Constant</b> - performed for more than 2/3 of work day, or more than 500 repetitions per day, or more than 63 repetitions per hour
Exposure to time pressure, changes to work direction and/or reduced personal control of work	<b>Constant</b> - performed for more than 2/3 of work day, or more than 500 repetitions per day, or more than 63 repetitions per hour
Exposure to emotional situations	<b>Occasional</b> - performed for up to 1/3 of work day, or 1-100 repetitions per day, or 1-12 repetitions per hour
Communication	<b>Constant</b> - performed for more than 2/3 of work day, or more than 500 repetitions per day, or more than 63 repetitions per hour
Responsibility	<b>Constant</b> - performed for more than 2/3 of work day, or more than 500 repetitions per day, or more than 63 repetitions per hour

## Where children come first

# Position Description

<b>Title</b>	Early Childhood Teacher (ECT)
<b>Position Location</b>	Various
<b>Reports to</b>	Director
<b>Direct Reports</b>	Nil
<b>Classification</b>	C&K Children's Services Enterprise Agreement
<p>The Crèche and Kindergarten Association Limited (C&amp;K) is a not-for-profit early childhood provider with more than 350 early childhood education and care services located across Queensland. C&amp;K acknowledges that each child and family have unique early education and care requirements and so we provide a range of different programs including childcare, kindergarten, limited hours and outside school hours' care.</p> <p>C&amp;K reinvests our surplus to benefit children and educators across all C&amp;K services. We are committed to, and working hard to deliver on our vision - <i>to guide children's learning journey and maximise their life outcomes</i> - while providing additional support and care to families and the wider community.</p> <p>C&amp;K's guiding principle is that <i>children come first</i>. The C&amp;K team aims to ensure this principle is at the forefront of everything we do.</p> <p>Our values of: Integrity, Respect, Collaboration, Courage and Safety underpin the way that we work with our colleagues, partners, children, families and communities. These values guide us in building strong working relationships and help us to promote a working environment where our people are engaged, feel valued and are committed to C&amp;K.</p>	
<b>Purpose</b>	Lead the implementation of a quality care and education program for young children.
<b>Key accountabilities</b>	<p><b>Education and Practice:</b></p> <ul style="list-style-type: none"> <li>• Develop a thorough understanding of C&amp;K's Building waterfalls and engage in a collaborative curriculum approach</li> <li>• Lead the implementation of C&amp;K's Building waterfalls, with the Early Years Learning Framework, by contributing to documentation that makes each individual child's learning and growth visible, undertaking assessment, engaging in ongoing reflective practice and collaborative partnerships with families and colleagues to enrich children's learning</li> <li>• Participate in all care and education duties as required with all children at the service</li> <li>• Plan and implement programs based on knowledge of the child, children and curriculum frameworks</li> <li>• Model and support team/room educators to utilise a variety of teaching strategies including intentional teaching and reflective practice in daily work.</li> <li>• Develop an understanding of relevant legislation, frameworks, C&amp;K policies, procedures and guidelines to ensure the service meets all compliance obligations.</li> <li>• Establish and maintain links with C&amp;K Children's Services Team, local networks, resource agencies and other relevant organisations (as appropriate),</li> </ul>

## Where children come first

	<ul style="list-style-type: none"> <li>Maintain and present an engaging, safe and aesthetic learning environment and undertake general cleaning tasks to maintain overall cleanliness of the room and service (i.e. sweeping/vacuuming floors, mopping floors, wiping tables, cleaning toilets)</li> </ul> <p><b>Relationships with children:</b></p> <ul style="list-style-type: none"> <li>Demonstrate a genuine interest in children and focus on fostering a sense of belonging, being and becoming in daily interactions and practices</li> <li>Treat all children with dignity and respect, embracing each child's unique family and background, maintaining an environment that is tolerant and respectful of child and family cultures, values and differences. Assist Non-English speaking families.</li> <li>Demonstrate the ability to guide children's behaviour in a positive way and encourage children to interact with others with care, kindness, empathy and respect</li> </ul> <p><b>Personal accountability:</b></p> <ul style="list-style-type: none"> <li>Implement all child protection, health and safety policies and procedures and take all reasonable care to ensure actions do not impact on the health and safety of employees, children and visitors.</li> <li>Exemplify personal drive and integrity – take personal responsibility for meeting objectives, showing initiative and committing energy to see that goals are achieved</li> <li>Work cooperatively, ethically and respectfully with other educators, and support each other's professional development.</li> <li>Contribute to the continuous improvement of the service through reflective practice and as directed by the director/ coordinator and educational leader.</li> <li>Demonstrate resilience and professional conduct under pressure and scrutiny and show strong commitment to professional learning and self-development</li> <li>Model C&amp;K values and demonstrate standards of excellence in professional practice and ethical behaviour</li> </ul>
<p><b>Key Selection Criteria</b></p>	<p><b>Qualifications:</b> Bachelor of education (early childhood) or equivalent to early childhood qualification.</p> <p><b>Education and Practice:</b></p> <ul style="list-style-type: none"> <li>An ability to lead the implementation of a planned program, ensuring the needs of individual children and the group are met</li> <li>An ability to document and assess children's learning behaviour and development</li> <li>Maintain and demonstrate current working knowledge and theories relevant to early childhood education</li> <li>Demonstrated understanding of the provision of a safe, engaging, well planned indoor and outdoor learning environment</li> <li>Participate in professional learning and development to enhance individual leadership and management capability and facilitate learning opportunities for the team.</li> </ul> <p><b>Relationships with children:</b></p> <ul style="list-style-type: none"> <li>Demonstrated experience in providing practical guidance and interaction that ensures quality outcomes for children</li> <li>Demonstrated experience building and maintaining positive relationships with families that supports each child's needs</li> </ul> <p><b>Personal accountability:</b> Evidence of demonstrated or developing experience that shows:</p> <ul style="list-style-type: none"> <li>Initiative and strong sense of personal responsibility for meeting objectives and managing health and safety risks;</li> <li>Models professional and ethical behavior;</li> <li>Commits to personal development; and</li> <li>Displays courage in the provision of advice and decision making.</li> </ul>

## Where children come first



#### Additional information

The successful applicant will be required to travel, as necessary. Hold a positive notice (Blue Card) working with children check; current First Aid and CPR, Asthma & Anaphylaxis; and a current driver's license. The information above is not intended to be an all-inclusive list of the responsibilities of the job described. Rather, they are intended only to describe the general nature of the job. C&K is a growing organisation; to support the vision for the business it is expected that the incumbent will evolve the position over time in alignment with the dynamic nature of the business and the region.

#### Workplace Health and Safety

Physical Job Demands Profile	
Physical Factor	Frequency and Duration
Standing and/or walking	<b>Frequent</b> - performed for 1/3 to 2/3 of work day, 101-500 repetitions per day, or 11-63 repetitions per hour
Sitting	<b>Constant</b> – performed for more than 2/3 of work day, or more than 500 repetitions per day, or more than 63 repetitions per hour
Lifting	<b>Occasional</b> – performed for up to 1/3 of work day, or 1-100 repetitions per day, or 1-12 repetitions per hour
Carrying	<b>Occasional</b> – performed for up to 1/3 of work day, or 1-100 repetitions per day, or 1-12 repetitions per hour
Pushing and/or pulling	<b>Occasional</b> – performed for up to 1/3 of work day, or 1-100 repetitions per day, or 1-12 repetitions per hour
Climbing	<b>Rare</b> – performed for less than 5% of a work day or less than once per day e.g. once per week
Bending and twisting	<b>Occasional</b> – performed for up to 1/3 of work day, or 1-100 repetitions per day, or 1-12 repetitions per hour
Kneeling, crouching and squatting	<b>Occasional</b> – performed for up to 1/3 of work day, or 1-100 repetitions per day, or 1-12 repetitions per hour
Reaching	<b>Occasional</b> – performed for up to 1/3 of work day, or 1-100 repetitions per day, or 1-12 repetitions per hour
Handling and gripping – low items	<b>Constant</b> – performed for more than 2/3 of work day, or more than 500 repetitions per day, or more than 63 repetitions per hour
Handling and gripping – high exertion	<b>Rare</b> – performed for less than 5% of a work day or less than once per day e.g. once per week

Cognitive Job Demands Profile	
Cognitive and Psycho-Social Factors	Frequency and Duration
Cognitive processing	<b>Constant</b> – performed for more than 2/3 of work day, or more than 500 repetitions per day, or more than 63 repetitions per hour
Exposure to time pressure, changes to work direction and/or reduced personal control of work	<b>Constant</b> – performed for more than 2/3 of work day, or more than 500 repetitions per day, or more than 63 repetitions per hour
Exposure to emotional situations	<b>Occasional</b> – performed for up to 1/3 of work day, or 1-100 repetitions per day, or 1-12 repetitions per hour
Communication	<b>Constant</b> – performed for more than 2/3 of work day, or more than 500 repetitions per day, or more than 63 repetitions per hour
Responsibility	<b>Constant</b> – performed for more than 2/3 of work day, or more than 500 repetitions per day, or more than 63 repetitions per hour

## Where children come first