

# Position Description

<b>Title</b>	Trainee Assistant
<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 (Childcare) or C&K Children's Services Enterprise Agreement- Trainee Rates and C&K Early Childhood Education Enterprise Agreement (Kindergarten)
<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>	The trainee assistant will assist in the implementation of a quality care and education program for babies and/or young children, in co-operation with other team members
<b>Key accountabilities</b>	<p><b>Position Responsibilities:</b></p> <ul style="list-style-type: none"> <li>Assist educators by preparing and maintaining equipment, materials and the environment as required</li> <li>Providing a safe and hygienic environment for children</li> <li>Supporting other educators and the director by providing any feedback, information and issues of concern, which will contribute to the ongoing improvement of the program</li> <li>Develop and maintain an effective team work relationship with all staff</li> <li>Maintain direct, open and effective community channels with all staff</li> <li>Share all duties involved in the care and education of the children with other educators</li> <li>Actively participate in staff meetings and training opportunities</li> <li>Willingly undertake any duties as requested by other educators or the director</li> <li>To become familiar with, contribute to, and actively assist in the delivery of the program as planned by the group leader and/or teacher</li> <li>To be flexible in following and responsive to the needs and interests of the children</li> <li>To be a good role model and follow "Guidelines for Good Practice"</li> <li>To assist in the recording of accurate and comprehensive observations of the children involved in their activities</li> </ul>

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	<ul style="list-style-type: none"> <li>• To provide encouragement and to build self-esteem in each child</li> <li>• To share with other educators in the evaluation of the program</li> <li>• To ensure that children are well supervised at all times</li> <li>• To provide comfort to any distressed child</li> <li>• Greet and welcome each child and their family into the centre everyday</li> <li>• To consult with other educators on any matters of concern with regards to any child and their family</li> <li>• To respect the individuality of each child</li> <li>• To prepare materials and activities as required by the group leader</li> <li>• To contribute to the philosophy of the Centre</li> <li>• Welcome each child and their family into the Centre every day</li> <li>• Demonstrate empathy to the attitudes and feelings of parents leaving their child at the centre</li> <li>• Develop a good rapport with families through regular open communication</li> <li>• Communicate with the families about the child's involvement in activities each day, under the direction of the supervisor</li> <li>• Actively participate in parent meetings and other Centre events where possible.</li> <li>• Know and follow the C&amp;K and Centre guidelines for sun safety; sleep &amp; rest periods; clothing and personal property; medical; and accidents/emergencies</li> <li>• Know and follow the C&amp;K and Centre guidelines for nutrition; health and hygiene; dental hygiene; seasons; and safety</li> <li>• Know and follow the C&amp;K and Centre guidelines for physical wellbeing; food and drink intake; nappy changes</li> <li>• Know and follow the C&amp;K and Centre guidelines for mealtime hygiene; social behaviour and eating habits</li> <li>• Know and follow the C&amp;K and Centre guidelines for guiding and supporting children's behaviour and child protection</li> <li>• To assist in the implementation of Building waterfalls through assisting other educators and the director in recording of ongoing and meaningful observations of the children</li> </ul> <p><b>Organisational Responsibilities:</b></p> <ul style="list-style-type: none"> <li>• To comply with all C&amp;K policies and procedures at all times</li> <li>• A commitment to meeting and exceeding customer expectations</li> <li>• To adopt and embrace the organisation's values</li> <li>• To recognise and acknowledge the constraints that affect C&amp;K and assist in making in necessary changes</li> <li>• To ensure the environment is kept in a safe and hygienic state at all times</li> <li>• To promote C&amp;K to the local and wider communities</li> <li>• A commitment to work as an effective team member</li> <li>• To assist team members in understanding and responding to challenges, change and conflict</li> <li>• To ensure that all communication is completed in a professional and polite manner</li> <li>• To follow and practice correct fire and emergency evacuation procedures</li> </ul> <p><b>Special Conditions:</b></p> <ul style="list-style-type: none"> <li>• Trainees must be willing to complete their studies towards Certificate III (Children's services), progress at the appropriate rate and complete within the required time frame.</li> <li>• As part of the training contract, there is 'release time' allocated to trainees each week (exact hours confirmed in writing by the Training College), terms and conditions apply.</li> <li>• Trainees may be required to attend certain professional/support days at Central Office in Brisbane (where required) to support their training and for networking etc (not applicable to all regions).</li> <li>• Trainees may be required to attend online learning events as part of the program (in addition to the compliance training).</li> </ul>
<p><b>Key Selection Criteria</b></p>	<ul style="list-style-type: none"> <li>• An understanding of the Childcare Industry</li> <li>• An ability to 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 behaviour and development</li> </ul>

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- An ability to work as an effective team member and to support the supervisor
- An ability to set and achieve work goals, yet maintain flexibility
- Must have well developed interpersonal oral and written communication skills
- A developing understanding of theories of early childhood development
- The applicant must not hold a Cert III or above in any discipline (to ensure they meet commonwealth funding incentive criteria)
- An understanding of 'inclusion'
- Must possess an enthusiastic attitude towards the care and education of young children
- Must serve to promote social justice and equity by demonstrating an attitude of acceptance and respect for all children and their families
- Must possess a positive attitude to the inclusion of children with special needs and those of all cultures
- Must possess empathy for the individual needs and desires of the child and their families
- A demonstrated commitment to continuing professional and personal development
- Must be willing to become familiar with the relevant Government Acts and Regulations and the ECA Code of Ethics
- A developing understanding of the provision of a safe, well planned indoor and outdoor learning environment
- An awareness of parenting issues in relation to child care

**Education Program and Practice:**

- Demonstrates an understanding of and the ability to assist with the implementation of C&K Building Waterfalls Curriculum
- Demonstrates an understanding of The Early Years Learning Framework
- Assists with planning, documenting and implementing a program for each child taking into account their strengths, capabilities, culture, interests and experiences
- Assists with monitoring, recording and evaluating children's learning and experiences and makes adjustments to the program where necessary
- Contributes to each child's C&K learning portfolio
- Supports and guides children's behaviour in positive ways
- Ability to work with and support children with additional needs
- Demonstrates recognition, acceptance and respect towards Australia's first people – Aboriginal and Torres Strait Islander people
- Assists with the implementation of experiences and the provision of an environment which aims to increase children's knowledge and understanding of Australia's first people

**Children's Health and Safety:**

- Is responsive to each child's health needs (i.e. illness, injury, allergies, medical management plans, the administration of medication) according to C&K guidelines
- Implements and encourages effective hygiene practices
- Takes appropriate steps to control the spread of infectious diseases
- Implements strategies to encourage healthy eating
- Provides experiences, conversation and routines which promote health and safety
- Assists with providing appropriate experiences and resources to encourage physical activity and development
- Demonstrates an understanding of C&K WH&S policies and procedures
- Understand what action needs to be taken when there is a suspected case of harm
- Understands the importance of and the action required if a safety risk and hazard is identified
- Assists in the completion of quarterly WH&S inspections by the required time frames
- Demonstrates effective supervision skills of children
- Participates in and provides feedback to emergency evacuation drills practised at the centre
- Is a role model of C&K policies and protection relating to sun safety

**Physical Environment:**

- Implements related C&K policies and service specific strategies to ensure furniture, premises and children's equipment are safe, clean and well maintained

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- Assists in creating an environment which is inclusive, promotes competence, independence, exploration and learning through play
- Provides an opportunity for children to take risks in a safe environment Assists in creating learning spaces which encourage children's thinking, problem solving and creativity
- Assists in creating indoor and outdoor play spaces which encourage children to learn and connect with nature

**Staffing:**

- Communicates effectively & works collaboratively with colleagues
- Supports a positive team environment based on trust, respect and honesty
- Ensures professional standards guide practice, interactions and relationships
- Interactions and relationships with colleagues convey respect, equity and displays recognition of each other's strengths and skills Contributes to and participates in discussion at team meetings
- Acknowledges and values the personal strengths, professional experience and diversity of colleagues

**Relationships with Children:**

- Relationships and interactions with children are genuine, warm and responsive
- Engages in interactions with children which are meaningful that supports learning
- Encourages children to interact with others with care, empathy and respect
- Demonstrates the ability to guide children's behaviour in a positive way
- Respect each child's needs, background, culture and abilities
- Treats all children equitably

**Collaborative Partnership with Families and Communities:**

- Displays a high level of customer service skills
- Effectively communicates and demonstrates the ability to form collaborative relationships with families
- Takes part in genuine meaningful conversations with families about children's learning
- Regularly attends C&K events and conferences
- Listens, ask questions & invites families to share ideas about their child's learning Assists in the review of service philosophy and goals
- Assists in providing learning experiences for children which raises their understanding of sustainability

**Leadership and Service Management:**

- Demonstrates a support of C&K's values, goals and objectives
- Demonstrates knowledge and understanding of C&K policies and procedures
- Assists in creating a welcoming environment
- Develops a rapport with a diverse range of people
- Displays good interpersonal skills
- Collaborates with team members for in-house professional development
- Displays a good level of oral, written and presentation skills

**System Software Competencies:**

- KIOSK
- GoToTraining
- C&K's online learning system (eAcademy)
- Use of technology to enable effective implementation of the Building Waterfalls curriculum

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#### Additional information

The successful applicant will be required to travel, as necessary. Hold a positive (Blue Card) working with children check; current First Aid and CPR, Asthma & Anaphylaxis; 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

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