Position Description

Position Title:	Child Care Aide
Grade:	Grade D
Department:	Children's Services
Date:	January 2023

Position Purpose

To support the holistic development and recreation of children from 0-12 years through provision of a high quality program in a team based environment.

Department Structure

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                    │   Director    │
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│ Child Care    │ │ Child    │ │ Early         │ │ Cook   │
│ Assistant     │ │ Care Aide│ │ Childhood     │ │        │
│               │ │          │ │ Teacher       │ │        │
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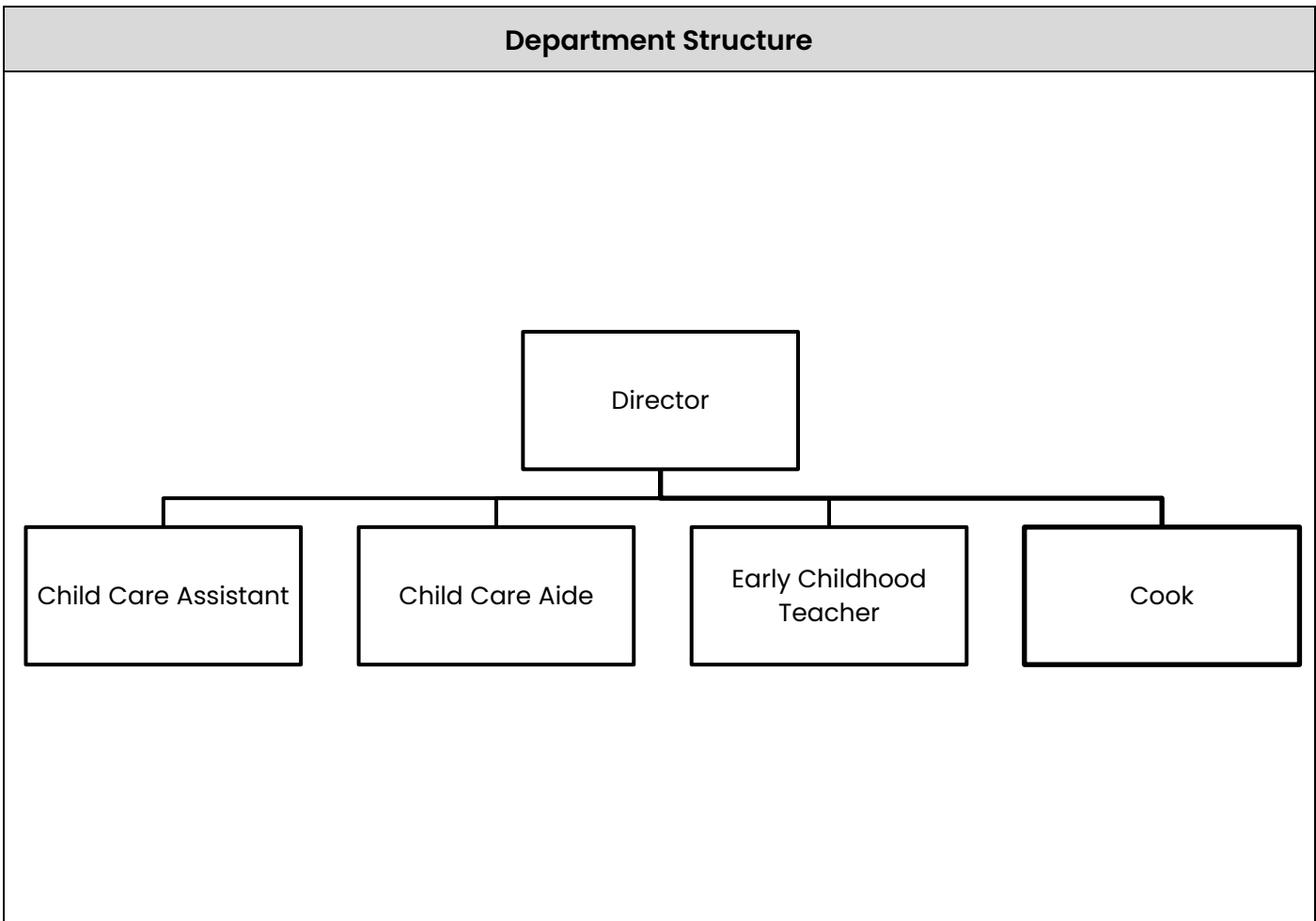
Key Result Areas

1. Child Supervision and Support

Major Actions
- Constantly and consistently use positive communication skills to interact with all children
- Ensure the supervision of children reflects the required legislation and written centre supervision plans
- Demonstrate flexibility as children physically move throughout the environment
- Demonstrate an understanding of the importance of children's emotional and social development
- Recognise and respond to each child's need to be valued, and emotionally and physically nurtured in the service

2. Program Facilitation

Major Actions
- Observe, write, implement and evaluate programs that holistically develop individual children and the assigned group
- Incorporate best practice and contemporary early and middle childhood practices within the program development
- Recommend and make improvements to existing methods and techniques

3. Communication with Families and Community

Major Actions
- Create partnerships with each family that recognise the value of, and rights they have to be involved in the care and education of their child
- Ensure practices are inclusive of the diverse community
- Contribute to the planning of major transitions e.g. to school are planned and resourced
- Contribute to building social capital within the community

4. Communication with Staff Team and Council

Major Actions
- Follow communication channels set down by Penrith City Council
- Demonstrate positive written and verbal communication, including active listening skills, within the team environment
- Demonstrate a proactive approach to communication
- Ensure all attempts are made to effectively resolve conflicts within the team environment
- Advise Director of any significant information pertaining to the daily happenings in the centre
- Attend staff meetings
- Maintain confidentiality at all times

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Key Result Areas

5. Environment for the Children

Major Actions
- Set out, pack up, clean and maintain an environment that meets the needs of all children in care and the relevant legislative requirements

6. Customer Service

Major Actions
- Provide effective service to Council customers and the community
- Provide effective service to internal customers
- Accurately identify the needs of customers
- Take action to satisfy customer needs
- Present a positive image of Council

7. Corporate Governance and Effective Work Practices

Major Actions
- Carry out work inline with relevant legislative and statutory requirements and /or industry codes, practices and standards
- Adhere to Code of Conduct, EEO and anti discrimination policies
- Take responsibility for and manage own work and contribute to a productive work environment
- Accept and contribute to workplace change
- Undertake workplace tasks as directed
- Work cooperatively with others to facilitate workplace learning
- Work in an ethical manner and comply with Council's code of conduct and other governance documents adopted by the organisation from time to time
- Resolves workplace conflict in line with council policy
- Undertake recordkeeping activities in accordance with Council's Records Management business rules, procedures, policies and State Records Legislation

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Individuals with NO Staff reporting to them

8.	Work Health and Safety (WHS)

Major Actions
- Attend training as required
- Perform work in accordance with WHS policies and procedures
- Participate in consultative processes for the management of WHS

Qualifications, Experience and Specialist Skills & Knowledge

Essential
- A Diploma in Early Childhood Education and Care
- A current First Aid certificate including Asthma and Anaphylaxis Certificate
- Centre based experience with 0-12 year old children
- Understanding of The National Quality Standards Including Contemporary Curriculum Frameworks
- An understanding of The Education and Care Services National Law and Regulations
- Demonstrated written and verbal communication and teamwork skills
- A commitment to caring for children with disabilities/additional needs

Desirable
- Experience in implementing contemporary early and middle childhood practices
- Child Protection Certificate (Identify and Respond to Child

PENRITH CITY COUNCIL CAPABILITY FRAMEWORK

Our Capability Framework provides a set of 25 capabilities, expressed as behaviours, which set out clear expectations about performance and articulates what 'good' looks like in our organisation. The capabilities are underpinned by our core values and are grouped into 5 clusters: 'Leading Best Self,' 'Leading Human Connection,' 'Leading Optimal Results,' 'Leading People Authentically' and 'Leading Strategic Direction.' The capabilities act like building blocks and increase in complexity from the bottom to the top, as well as from left to right, across the framework. The capabilities are shaded according to the expectation for the role, being 'Core', 'Growth', 'Assumed' or 'Not in Scope' capabilities. The cumulative nature of the capabilities under each cluster, means an employee should be able to demonstrate the behaviours required of each capability, up to and including the capability deemed 'Core' for their role.

CHILD CARE AIDE CAPABILITY MAPPING

LEADING BEST SELF	LEADING HUMAN CONNECTION	LEADING OPTIMAL RESULTS	LEADING PEOPLE AUTHENTICALLY	LEADING STRATEGIC DIRECTION
INNOVATING Creative thinker that finds and implements new ways of doing things	**INFLUENCING** Can think on their feet and persuade a group of individuals towards their ideas and thinking	**LEADING PROJECTS AND CHANGE** Leads projects and change initiatives, demonstrating the 'art' and 'science' of project and change management	**LEADING ORGANISATIONAL CULTURE** Emanates inspirational and authentic leadership, walking the talk, creating a culture of trust and leading through ambiguity	**CREATING ORGANISATIONAL VISON AND STRATEGY** Creates a compelling vision and strategy to meet the needs of the community both now and into the future
EMBRACING CHANGE Open to change, takes on a positive outlook and adapts well to new ways of doing things	**FACILITATING DISCUSSION** Confident in presenting ideas to a group, facilitating discussion and managing group dynamics	**WORKING COLLABORATIVELY** Actively networks, builds relationships and works with others cross-functionally and/or with a broad range of stakeholders, to drive stronger results	**FOSTERING TEAM EFFECTIVENESS** Builds a supportive and collaborative team environment, fosters team spirit and trust	**DEMOSTRATING BUSINESS ACUMEN AND PLANNING** Understands business principles and financial implications and uses this to optimise business performance and inform strategic planning
MAINTAINING COMPOSURE Stays calm under pressure and practices self-care to manage stress	**DELIVERING THE 'CUSOMER PROMISE'** Dedicated to serving the customer needs, both internal and external, and other stakeholders	**CONTINUOUSLY IMPROVING** Committed to improving the quality, efficiency and effectiveness of work processes and projects	**LEADING WITH COURAGE** Confident in having difficult conversations and is able to provide constructive feedback whilst maintaining the relationship	**DECISION MAKING** Makes decisions which are strategic and likely to have long-term impacts
DEVELOPING SELF Committed to self-improvement, welcomes feedback, seeks learning opportunities and is self-aware	**WORKING TOGETHER** Team player who helps and cooperates with others	**PROBLEM SOLVING** Uses sound judgement and logic to solve day-to-day problems	**LEADING A TEAM** Leads a team to perform by delegating effectively, setting clear expectations and providing feedback on performance and behaviour	**MANAGING RESOURCES** Effectively manages budgets, time, costs and other resources
TAKING ACCOUNTABILITY Reliably contributes, follows policies and procedures, upholds organisational values and keeps promises	**COMMUNICATING** Effective communicator (verbal and written) including the use of appropriate body language	**PLANNING AND ORGANISING** Prioritises tasks and works in an organised way to get things done effectively	**MENTORING OTHERS** Mentors others to help them learn and develop	**ANALYSING AND INTERPRETING** Uses analytical thinking to critically evaluate information and data in order to provide meaningful insights

KEY:	ASSUMED CAPABILITY	CORE CAPABILITY	GROWTH CAPABILITY	NOT IN SCOPE

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CAPABILITY FRAMEWORK – BEHAVIOURAL DESCRIPTORS

Each capability has a set of 'Behavioural Descriptors' which describes the types of behaviours (the 'how') linked to each capability. The table below outlines the day to day 'behavioural expectations' of the 'Core' and 'Growth' capabilities of a proficient employee in the role. It also details the 'Enhancing Behaviours' to articulate what 'going the extra mile' or 'above and beyond' looks like. The list of 'Behavioural Descriptors' are not intended to be exhaustive, rather they are provided as examples of the types of behaviours expected, to help bring the capability to life.

CAPABILITY	BEHAVIOURAL EXPECTATIONS	ENHANCING BEHAVIOURS
MAINTAINING COMPOSURE Stays calm under pressure and practices self-care to manage stress LEADING **BEST SELF**	• Can handle stressful situations calmly • Stays focused on the issues at hand • Does not allow anger, frustration or anxiety to get the better of them • Does not allow emotion to cloud their judgement • Actively listens and responds appropriately • Seeks support and takes time out when necessary • Does not take things personally • Maintains a positive attitude to neutralise disruption • Includes self-care practices in their day-to-day routine	• Calming influence on others • Reliable and can be counted on in tough times • Shows appropriate vulnerability • Demonstrates emotional intelligence • Solution driven and looks for ways to keep moving forward • Speaks with conviction and confidence • Is in tune with their emotional and mental reserves and finds balance to alleviate stress
EMBRACING CHANGE Open to change, takes on a positive outlook and adapts well to new ways of doing things LEADING **BEST SELF**	• Shows openness • Willing to try a new approach • Copes with ambiguity • Easily transitions to the new and different • Supports change initiatives • Open to hearing diverse points of view • Focuses on and shares the benefits • Maintains a positive outlook • Enthusiastic and excited by new ideas	• Learns new things quickly • Resilient and persists when faced with challenges and setbacks • Shifts gears and pivots easily • Acts as a change advocate • Willing to be the only champion for an idea or position • Will stand up and be counted • Challenges constructively but then supports change, even if they do not totally agree • Actively supports and shows empathy towards people who are struggling with the change

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INNOVATING Creative thinker that finds and implements new ways of doing things LEADING **BEST SELF**	• Creative, original thinker • Generates new ideas • Recognises the value of individual differences to support broader thinking • Adds value in brainstorming settings • Is focused on solutions • Draws on multiple sources for ideas and inspiration	• Shows initiative, implements new ideas • Shows courage • Challenges the status quo • Fosters diversity and inclusion to encourage innovative thinking • Looks at problems from different angles – is not limited by the thoughts or approaches of others • Finds ways to do more with less • Believes they can make a difference • Thinks expansively, combining or drawing out ideas
WORKING TOGETHER Team player who helps and cooperates with others LEADING **HUMAN CONNECTION**	• Is open and relates well to others • Respects diversity and is inclusive • Shows genuine care and concern for others • Co-operates and is flexible • Readily shares ideas • Shares the load and the credit • Treats others as equal partners • Has their team members' backs	• Assumes positive intent in others • Puts team goals ahead of individual goals • Gets onboard with team decisions, even if they initially disagreed • Candid and solves problems with peers discreetly • Prioritises human connection and relationships • Creates diverse opportunities to connect with others • Leverages technology to bring people together • Creates a culture of belonging

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DELIVERING THE 'CUSTOMER PROMISE' Dedicated to serving the customer needs, both internal and external, and other stakeholders	• Greets promptly, reaches out to help and gives full attention • Presents a positive image of Council • Builds rapport and respectful relationships • Polite, friendly, smiles and uses the customer's name (when available) • Uses appropriate body language • Actively listens, shows empathy and uses effective questioning • Acts promptly in routine situations and agrees on a clear course of action in non-routine situations • Takes ownership of a problem and customises the best solution • Understands that anyone who contacts you is a customer • Puts the customer at the centre – both internal and external customers • Keeps things simple and shares quality information • Is professional and calm when dealing with difficult customers • Hears the customer out, empathising, apologising and taking personal responsibility for the resolution of the customer's problems/issues	• Establishes a strong personal brand with key stakeholders • Builds customer loyalty and 'promoters' • Learns and uses a customer's name (even when not readily available) • Takes opportunities to exceed customer expectations without making unreasonable commitments • Monitors and evaluates customer concerns, issues, and satisfaction • Gets first-hand customer exposure and uses it for improvements • Involves the customer in decisions that impact them (when appropriate) • Promptly de-escalates upset customers • Uses effective conflict resolution skills
LEADING **HUMAN CONNECTION**		
FACILITATING DISCUSSION Confident in presenting ideas to a group, facilitating discussion and managing group dynamics	• Confident leading a group discussion or presenting • Commands attention and keeps the group focused on the agenda • Creates opportunities to include all members of the group • Engages the group with analogies, humour, confidence, eye contact, hand gestures, body language, voice inflection etc. at the appropriate times • Adjusts for different learning styles • Draws questions and input from the audience • Can change tack when something isn't working • Leverages presentation technology to engage and encourage participation	• Incites the best from others in order to generate meaningful dialogue • Responsive to and in control of group dynamics • Demonstrates emotional intelligence • Able to deliver a difficult message while maintaining relationships • Calmly deals with hecklers • Leads impactful group activities • Innovative delivery of key messages • Gets the group thinking with effective questions • Handles a range of questions well • Acts quickly when problems arise
LEADING **HUMAN CONNECTION**		

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INFLUENCING		
INFLUENCING Can think on their feet and persuade a group of individuals towards their ideas and thinking LEADING **HUMAN CONNECTION**	• Presents a persuasive and sound argument, backed up by data, research, best practice and expert opinions • Creates a clear, influential message • Establishes credibility quickly • Strong reputation and personal brand • Anticipates and addresses key concerns • Can think on their feet and provide strong counter arguments • Adjusts their style to fit the audience • Can influence and gain commitment at all levels • Knows the right thing to do and say, to the right people • Speaks up in a respectful way, irrespective of the seniority of their audience	• Makes a strong impact and has an inspirational personal brand • Excels in pressure situations • Anticipates resistance and adapts/plans accordingly • Is able to effectively respond when thrown a curve ball • Strong negotiator • Achieves a 'win/win' outcome • Politically savvy • Effectively manages up
PLANNING AND ORGANISING Prioritises tasks and works in an organised way to get things done effectively LEADING **OPTIMAL RESULTS**	• Plans and works to a schedule • Works in a structured and organised way • Sets goals and stays focused on the end goal • Prioritises critical tasks and adjusts them appropriately • Reaches out for help if needed • Uses time effectively • Able to effectively delegate as needed • Plans ahead and anticipates obstacles • Stays on top of priority initiatives without dropping the ball on the smaller/routine tasks	• Able to effectively multi-task • Gets things done • Re-prioritises tasks when required and keeps stakeholders updated • Manages competing priorities • Pushes back and able to say 'no' if it conflicts with strategic priorities • Gets more done in less time
PROBLEM SOLVING Uses sound judgement and logic to solve day-to-day problems LEADING **OPTIMAL RESULTS**	• Ask questions to better understand and pinpoint the problem • Gives an honest assessment • Breaks down issues • Seeks different views and perspectives • Generates workable solutions in a timely manner • Escalates more complex problems to the right people, at the right time • Uses effective and logical decision making skills to plan, organise and navigate day-to-day problems • Sets clear goals and plans out how to execute them based on logic	• Addresses underlying issues and finds the best possible course of action • Anticipates problems and addresses them before they become major issues • Evaluates each option on its merits, risks and issues • Conducts analysis to understand the root cause of the problem • Looks beyond the obvious and doesn't stop at the first answer • Applies innovative problem solving • Sees problems as opportunities • Demonstrates experience and seen as the 'go-to' person for successful troubleshooting

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CONTINUOUSLY IMPROVING Committed to improving the quality, efficiency and effectiveness of work processes and projects LEADING **OPTIMAL RESULTS**	• Strives towards best practice • Committed to continuous improvement • Spots opportunities to do things differently • Uses technology to generate efficiencies • Seeks expert opinions and advice • Uses business data and trends to inform improvements • Focused on results and desired outcomes • Values diversity – leveraging on individual/ personal and professional differences to come up with creative solutions	• Sets a high standard for quality • Driven by excellence • Re-engineers processes to optimise them • Creates opportunities for others to contribute to discussion and debate • Creates a safe learning environment and encourages experimentation • Finds innovative ways to measure, review and implement improvements • Values and engages people with cognitive diversity to foster creative problem solving and innovation
WORKING COLLABORATIVELY Actively networks, builds relationships and works with others cross-functionally and/or with a broad range of stakeholders, to drive stronger results LEADING **OPTIMAL RESULTS**	• Identifies key relationships for optimal results • Values collaboration • Consults broadly and with great thought • Strong diplomacy • Builds relationships quickly • Relates well to, and builds networks with, a wide spectrum of people, inside and outside of the organisation • Makes a positive impression on stakeholders • Resolves conflicts quickly • Leverages appropriate technology to collaborate and share information • Uses informal networks to get things done (whilst adhering to process) • Listens and responds empathetically to understand different points of view	• Actively breaks down silos • Builds strategic alliances • Demonstrates inclusiveness by seeking input from diverse perspectives to foster creative thinking • Challenges in a positive way • Leverages networks for quality outcomes • Fosters psychological safety, by ensuring those involved feel included, safe to contribute and safe to challenge • Creates an atmosphere of high trust through honest and transparent communication

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MENTORING OTHERS Mentors others to help them learn and develop LEADING **PEOPLE AUTHENTICALLY**	• Generous with their time and energy when mentoring others • Invests time and resources in people development • Shows people how to do things by role modelling the behaviours themselves • Gives advice (if asked) that adds value • Good listener who refrains from jumping in with advice too quickly • Facilitates solving difficult problems • Sets clear boundaries around the mentoring relationship • Supports others development • Fosters others strengths • Helps others set goals for themselves and supports their goal achievement	• Can spot individuals with high potential and provides appropriate support • Inspires others • Asks questions that challenge the individual's thinking • Empowers others to experiment and learn through making mistakes • Gives insightful feedback (where appropriate) that helps others elevate their performance • Aware of the career goals of those they mentor/coach/lead • Encourages diversity of thought • Able to leverage networks and resources to assist in setting others on a path to success
LEADING A TEAM Leads a team to perform by delegating effectively, setting clear expectations and providing feedback on performance and behaviour LEADING **PEOPLE AUTHENTICALLY**	• Leads by example in all they do • Creates a common team purpose • Keeps team members informed • Conducts effective team meetings • Sets clear expectations for performance and behaviour • Communicates roles and responsibilities • Delegates work appropriately • Provides ongoing support and guidance • Makes sure team members have the right tools and resources for the job • Gives timely, appropriate and regular feedback on both strengths and development areas • Holds people accountable • Recognises achievements • Prioritises team members safety and wellbeing • Shows genuine care and concern	• Fosters teamwork • Helps team members understand how their role fits with the vision and strategy • Works collaboratively with team members to set clear performance and development goals • Provides stretch tasks and growth assignments • Strives to set tasks that are meaningful, challenging and varied • Applies 'situational leadership' by adjusting their leadership style to suit the team, individual, and the context • Communicates the 'what' and 'why' and leaves the 'how' up to team members (where appropriate) • Coaches and empowers team members to realise their full potential • Addresses under performance quickly and in appropriate forums • Shares wins and celebrates successes • Actively and consistently finds ways to demonstrate genuine care and concern for their team members' well being

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| **ANALYSING AND INTERPRETING**
Uses analytical thinking to critically evaluate information and data in order to provide meaningful insights

LEADING
STRATEGIC DIRECTION | • Researches and integrates information from a variety of sources
• Uses best practice methodologies
• Able to think analytically
• Considers information from multiple angles
• Conscientiously focuses on getting details right when it matters most
• Reports accurate and reliable data or information | • Critically evaluates information and data and remains objective
• Identifies patterns, trends, associations and cause-effect relationships
• Draws logical conclusions based on the data
• Provides insights that add value to the business
• Reports findings in a meaningful way to help inform strategic direction
• Makes appropriate recommendations based on the available evidence |