

POSITION DESCRIPTION

POSITION TITLE:		2IC/Educational Leader – Children’s Centre			
POSITION NO:		100078 / 702509	CLASSIFICATION:	Band 5	
DIVISION:		Community Wellbeing			
BRANCH:		Family, Youth and Children’s Services			
UNIT:		Children’s Services			
REPORTS TO:		Coordinator – Children’s Centre			
POLICE CHECK REQUIRED:	Yes	WORKING WITH CHILDREN CHECK REQUIRED:	Yes	PRE-EMPLOYMENT MEDICAL REQUIRED:	Yes

Yarra City Council is committed to being a child safe organisation and supports flexible and accessible working arrangements for all.

This includes people with a disability, Aboriginal and Torres Strait Islanders, culturally, religiously and linguistically diverse people, young people, older people, women, and people who identify as gay, lesbian, bisexual, transgender, intersex or queer.

We draw pride and strength from our diversity, remain open to new approaches and actively foster an inclusive workplace that celebrates the contribution made by all our people.

POSITION OBJECTIVES

- To enable and empower educators to provide high quality programs that are responsive to the needs of children and families in accordance with the National Quality Framework.
- To ensure the effective delivery of a high quality children’s program, which reflects the Early Years Learning and Development Framework / Victorian Early Years Learning and Development Framework and the National Regulations.
- To effectively partner the Coordinator of the centre to undertake the day to day operational responsibilities of the Centre, as well as the Children’s Services Leadership team to achieve broader strategic outcomes for the branch, unit and centre.
- To partner the Coordinator and the Children’s Services Leadership Team in facilitating the ongoing training, development, and mentoring of educators including delivering the Professional Development Review (PDR) process.

ORGANISATIONAL CONTEXT

The Municipality is committed to efficiently and effectively servicing the community to the highest standards, protecting, enhancing and developing the City's physical and social environment and building the population and business base. A major imperative of the Organisation is the introduction of a best value framework with an emphasis on customer service and continuous improvement.

The Family, Youth and Children's Services Branch forms part of the Community Wellbeing Division. The branch consists of the following units:

- Children's Services
- Youth and Middle Years
- Family Services
- Service Planning and Development
- Customer & Business Support

As a member of the Children's Services Unit, the incumbent is required to pursue Branch and Divisional goals through effective team work within the Branch / Unit and with colleagues in other branches and divisions. This is achieved by developing sound working relationships with a range of internal and external parties and through active contribution to actions and strategies as set out in the Municipal Early Years Plan (MEYP).

The children's centre is part of the Children's Services Unit, which consists of:

- Coordinator Children's Services
- Team Leader - Children's Services Operations - Early Years
- Staff at Council managed Children's Centres
- Quality Liaison Officer
- Preschool Field Officer
- Children's Services Administration Officer
- Central Registration and Kindergarten Support Officer

The broader Children's Services unit includes Outside School Hours Care, Occasional Care programs, and the Connie Benn Centre community hub.

ORGANISATIONAL RELATIONSHIP

Position reports to:	Centre Coordinator
Position Supervises:	Centre Educators, Staff & Students Temporary Agency Staff
Internal Relationships:	Centre Educators & Staff Children's Services Unit leadership team & staff Branch staff Wider City of Yarra Staff
External Relationships:	Children and families attending the centre and relevant children's service organisations

KEY RESPONSIBILITY AREAS AND DUTIES

Operational

- Ensure the centre is compliant with all aspects of the Education & Care Services National Law and National Regulations; the National Quality Framework; Occupational, Health and Safety Regulations; and Yarra Council and centre specific policies by supporting educators to embed compliance in daily practice.
- Support the development of a team approach to maintaining a safe, hygienic and aesthetically pleasing environment for staff, children and families.
- Report any obstacles that limit the centre's capacity to meet the above requirements to the Centre Coordinator, or act independently in the Coordinator's absence.
- Work alongside and independently of the Centre Coordinator to complete varying administrative tasks such as, but not limited to: fee collection and processing, rosters, organising staff and family meetings, ordering and purchasing of equipment, budget monitoring and reporting to Centre Coordinator.
- Assist the Centre Coordinator to facilitate Centre staff meetings, enabling input from all staff in the development of the agenda focusing on professional value to staff, and outcomes for children and families.
- Support and mentor Educators and staff in the consistent, accurate and timely completion of all Centre records in relation to the day to day functioning of the centre, including but not limited to: individual program plans and records, accident, illness, medication and attendance records, as well as records and authorisations for excursions.
- Assist the Coordinator in the development of staff roster, management of leave and the use of relief staff.
- Fulfil teaching duties when other options have been exhausted in the case of a staffing absence
- Ensure the programs reflect the diversity of the local community and families of the service.

Leadership and supervision

- Actively guide and support the implementation of a high quality curriculum that acknowledges the contexts and cultures of the centre's children and families and reflects the National Quality Framework.
- Lead the curriculum at the service to ensure the Early Years Learning Framework or the Victorian Early Years Learning and Development framework is reflected in the educators programs.
- Support the Coordinator in developing and reviewing the service Quality Improvement Plan
- Facilitate opportunities for educators to participate in reflective practice promoting the ongoing cycle of planning, documentation and evaluation
- Support the development of professional practice informed by research and encourage innovation.
- Supervise and assess early childhood students as required.
- Assist the Centre Coordinator to induct staff and support their integration into the Centre.
- Assist the Coordinator with the implementation of the annual training calendar based on professional and mandatory requirements.

Relationships

- Encourage and support educators to work in partnership with families including acknowledging the strengths and diversity of families.
- Promote the service's philosophy and children's learning and development to families

- Support educators in their daily communication with families in relation to concerns regarding the development, behaviour and/or wellbeing of the child/ren in the centre.
- Continuously liaise with the Centre Coordinator regarding challenges/issues involving staff, families and children that impact on the day to day operation of the centre and partner them to facilitate effective resolution of matters.
- Reflect on, develop, and implement centre policies and procedures to bring forth high quality outcomes for families and children.
- Act on behalf of the Centre Coordinator and collaborate with the Quality Liaison Officer, the Pre-School Field Officer, and other internal and external Early Childhood professionals, as required to achieve optimum outcomes for children and families.

ACCOUNTABILITY AND EXTENT OF AUTHORITY

- The position is accountable to the Centre Coordinator and makes independent decisions in the context of key responsibility areas as outlined.
- As part of the Children's Services Leadership team, the position has responsibility to inform the development, implementation and evaluation of the curriculum.
- The incumbent is required to consult with and report regularly to the Centre Coordinator to ensure the achievements of key performance indicators, program objectives and targets.

Safety & Risk

- Role model a safety and risk management culture, and minimise risk to self and others and support safe work practices through ensuring adherence to legislative requirements and Council policies and procedures.
- Initiate or support the development and training of appropriate safe work practices for all new processes or equipment.
- Conduct on-site safety and risk training and inductions.
- Identify hazards, assess, report and investigate incidents, train staff and where practicable, resolve any matters which may impact on the safety of Council employees, community members, or Council assets and equipment.
- Ensure consultation with staff on OH&S issues as early as practicable, and include Safety and Risk in all team meeting agendas.
- Minimise risk to self and others and support safe work practices through adherence to legislative requirements and Council policies and procedures.
- Report any matters which may impact on the safety of Council employees, community members, or Council assets and equipment.
- Yarra City Council is committed to prioritising and promoting child safety. We adhere to the Victorian Child Safe Standards as legislated in the *Child, Wellbeing and Safety Act (2005)* and have robust policies and procedures in order to meet this commitment.

Sustainability

Embrace the following Sustaining Yarra principles through day to day work:

- Protecting the Future
- Protecting the Environment
- Economic Viability
- Continuous Improvement
- Social Equity
- Cultural Vitality
- Community Development
- Integrated Approach

Yarra Values

Behave according to the following values which underpin our efforts to build a service based culture based on positive relationships with colleagues and the community:

- Accountability
- Respect
- Courage

JUDGEMENT AND DECISION MAKING

- Assess and enact the appropriate policy, procedural and reporting protocols in any urgent or emergency situation in the centre.
- Decision making within the context of the National Quality Framework and Education and Care Regulations and Law Act using professional knowledge and experience to provide appropriate advice and guidance to educators, families and children.
- Act as the certified supervisor of the centre and ensure compliance with all relevant regulations, in the absence of the Coordinator.
- Problems are occasionally complex or technical with new situations requiring some creativity and originality. Guidance and advice is usually available within time to make a choice.

SPECIALIST KNOWLEDGE AND SKILLS

- Proven ability to design, develop and implement an innovative curriculum relevant to the needs of children attending the centre.
- Thorough knowledge of curriculum development and the ability to link theoretical understanding to practice.
- Knowledge of other relevant community and early childhood services available for the support and care of children and their families.
- Knowledge and understanding of the National Quality Framework.
- Understanding of the *Information Privacy Act (2000)* and ability to assist the Centre Coordinator to incorporate these into the daily practices of educators and staff.
- Sound understanding of policies, regulations and precedents.
- Ability to communicate positively and effectively with children in a range of age groups and with adults.
- Capacity to contribute to the effective functioning of a team of staff with varied skill levels.
- Ability to give positive guidance and direction to staff with varied skill levels.
- Flexible approach to work practices.
- Sensitivity to differing parenting and cultural practices.
- Demonstrated capacity to build positive partnerships with families to support understanding of their child/ren and the educational program.

MANAGEMENT SKILLS

- Time management skills including setting priorities and planning and organising work.
- The ability to achieve specific and set objectives in the most efficient way possible within the resources available.
- The ability to implement EEO, OH&S and training and development for staff.
- Demonstrated understanding of positive management and leadership practices, including but not limited to policies, procedures and staff development.

INTERPERSONAL SKILLS

- Ability to use solution focussed approaches when interacting with families, staff and community.
- The ability to write reports in their field of expertise and/or to prepare external correspondence.
- Demonstrated strong and effective written communication skills.

QUALIFICATIONS AND EXPERIENCE

- An approved Diploma (or higher) qualification as per the approved qualifications list published on www.acecqa.gov.au
- Applicable experience in the delivery of Early Education and Care with experience in Educational Leadership
- Demonstrated competency in the use of a computer and relevant software, including but not limited to, Microsoft Office programs: Word, Outlook & Excel.
- Current Approved First Aid and CPR Certificate; Certificate in the Management of Asthma; and Certificate in the Management of Anaphylaxis as per the approved qualifications list published on www.acecqa.gov.au.
- Current and valid Working with Children Check.
- Current Victorian Driver's Licence

KEY SELECTION CRITERIA

1. Demonstrated ability in building a culture of professional inquiry with educators, coordinators and staff members to develop professional knowledge, reflect on practice and generate new ideas.
2. Demonstrated understanding and experience in collaborating with educators to implement the cycle of planning to enhance programs and practice within guidelines of the Early Years Learning Framework and/or the Victorian Early Years Learning and Development Framework.
3. Demonstrated ability as a mentor, providing a productive, safe and professional work environment for self and all team members to learn and develop.
4. Ability to communicate effectively across all levels of children's services and external stakeholders.
5. Proven ability in actively engaging families and employees in critical reflection discussions to examine the service's policies, programs and practice.
6. Demonstrated experience in administration including fee collection and processing, rosters, organising staff and family meetings, ordering and purchasing of equipment, budget monitoring and providing reports to Centre Coordinator.