

ROLE PROFILE

Profile Number/Version _____

UnitingCare Wesley Bowden

A. ROLE DETAILS:			
Role Title:	Children's Services Educator (Diploma)	Reporting to:	Director TCCC
Division/Program:	Torrensville Community Childcare Centre/Child and Family Services	Location:	Torrensville Community Childcare Centre
Award/Level:	Children's Services Award Level 3.4	Date/approval:	23/03/2021

B. ROLE PURPOSE

The Children's Services Educator (Diploma) works as a member of the Torrensville Community Childcare Centre within the Child & Family Specialist Services Division and is responsible for assistance with the preparation, implementation and evaluation of a developmentally appropriate program for individual children and groups.

This role is expected to:

- Assist with the implementation of educational and developmental experiences and activities programmed to assist children in reaching their full potential, intellectually, physically, emotionally and socially.
- Act and behave with integrity and in accordance with the organisation's code of conduct and values.

Primary responsibilities:

- Support the delivery of quality care and programs to optimise learning, safety, engagement and growth of children.
- Support team work and development to promote and deliver high standards of care to children.
- High standard of administration support provided to team members.
- Ensure compliance with relevant legislation and codes of practice to ensure a safe and productive environment for staff/volunteers, contractors and children.

This position is a mandated notifier as identified in the Childrens' Protection Act.

As with all staff, the Children's Services Educator will be required to work in a manner that is consistent with UCWB's:

- Aspiration, Purpose and Values
- Our Frameworks
- Work, health and safety requirements
- Child safe environments
- Inclusive practices as it relates to persons with disability and those who come from culturally diverse backgrounds.
- Policies and procedures

C: ROLE ACCOUNTABILITIES	D: KEY PERFORMANCE INDICATORS
<p>1. Support the delivery of quality care and programs to optimise learning, safety, engagement and growth of children.</p>	<ol style="list-style-type: none"> 1. Contributes to and assists with the implementation of the Early Years Learning Framework for individual children and groups as required. There is evidence that the programme is delivered and children are engaged. 2. Records observations of children for the purposes of program planning to support children’s learning. Evidence that observations are documented into summative assessments. 3. There is evidence of appropriate programming and experiences to support the inclusion of children with additional needs, including children with disabilities, children with complex health support needs, Aboriginal children and children from culturally and linguistically diverse. 4. Evidence that daily care routines are implemented. 5. Evidence that food safety regulations are adhered to. 6. Actively undertakes and implements the requirements of QA. 7. Demonstrates commitment to duty of care to children.
<p>2. Support team work and development to promote and deliver high standards of care to children.</p>	<ol style="list-style-type: none"> 1. Supports the Team Leader and participates in the development of strong team work skills and a supportive team environment, evidenced through staff surveys and feedback. 2. Participates in training as required and provides evidence of successfully completed training. 3. Assists in the direction and support of lower classified team members. This will be evidenced through performance reviews and feedback. 4. There is evidence that staff working individually with one child or with groups of children are doing so in an energetic, fun and patient manner to create a safe, comfortable, and creative environment in which children can grow and learn.
<p>3. High standard of administration support provided to team members to ensure that documentation and reporting requirements comply with accepted standards</p>	<ol style="list-style-type: none"> 1. Compliance with the appropriate reporting procedures and requirements as required under the Centre’s processes and policy, and by legislation and other formal requirements. 2. There is evidence that all documentation recorded through observations is clear and easy to read. 3. Evidence that all facts on accident reports are clearly written and accurately documented.
<p>4. Ensure compliance with relevant legislation and codes of practice to ensure a safe and productive environment for staff/volunteers, contractors and children.</p>	<ol style="list-style-type: none"> 1. Thorough understanding of and adherence to UCWB policies and procedures. 2. Demonstrate commitment to health and safety of self and others in the workplace. This is evidenced by

	<p>responding appropriately when actual or potential risks/incidence occur.</p> <ol style="list-style-type: none"> 3. Evidence that allocated WHS mandatory training has been completed in a timely manner. 4. Evidence of participation in the UCWB Performance Development (Grow) process annually.
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E: SCOPE OF ROLE

Decision Making

- Exercises judgment in scheduling activities. This includes planning, coordinating and evaluating outcomes as they relate to children.
- Is cognisant of appropriate interaction needs consistent with the developmental needs of children.

Communication

- Maintains effective communication with parents and caregivers

Working Relationships

- Reports to the Director TCCC
- Works collaboratively with other team members regarding service and support required for children at the centre

Planning

- Coordinates own activities across the centre

F: ROLE FACTS AND FIGURES

- The Children’s Services Educator (Diploma) is responsible for the delivery of high standards of child care and development activities in accordance with the Centre and legislative requirements.
- Attendance at out of hours meetings, training and Service functions may be required.

G: EXPERIENCE AND QUALIFICATIONS

Minimum Experience & Essential Knowledge

- Current First Aid and CPR qualifications (or willingness to obtain in first 6 months of employment at this level)
- Proven ability to interact with children in a positive, sensitive and respectful manner
- Ability to demonstrate positive behaviour strategies and support children’s learning of same
- Ability to work with other team members in the inclusion, support and care of all children
- Knowledge of current child care practices and the Early Years Learning Framework
- Knowledge of UCWB QA principles
- Knowledge of Licensing Regulations under the relevant Act
- Knowledge of maintenance of health and safety of children in care
- Experience interacting with groups of children up to school age
- Effective interpersonal skills
- Effective verbal and written communication skills
- Current DHS Working With Children Check

- Current Police Clearance
- Successful completion of relevant responding to abuse and neglect training
- Appropriate skills, knowledge and training in food safety and hygienic handling of food and equipment as required under the Food Safety Legislation 2001

Preferable (non-essential)

- Current Driver's License would be an advantage

Minimum Entry Qualifications

- Diploma in Children's Services or equivalent (for work at CSE Level 3.4)

H: BEHAVIOURAL COMPETENCIES

The Children's Services Educator (Diploma) is expected to demonstrate evidence of the following behavioural competencies:

Customer Focus

- Determines the needs of customers by listening and questioning, offering achievable options
- Follows through on customer enquiries promptly
- Prioritises tasks that impact on the customer
- Resolves customer questions and complaints within agreed timeframes

Demonstrates Initiative

- Initiates action and takes responsibility without waiting to be asked
- Anticipates opportunities and obstacles to achieve own goals, negotiates and implements solutions
- Volunteers to help and shares information and ideas
- Enquires about processes and/or tasks and suggests ideas for improvement
- Looks for win-win solutions to problems

Communication

- Uses the most appropriate form of communication, according to purpose and the audience
- Actively listens and consults with others to build a collaborative and inclusive team
- Communicates concisely whilst adopting an appropriate level of detail
- Provides full, relevant and timely responses to questions

Leading Self

- Manages emotions and reactions, remaining calm during stressful or pressured situations and behaving in a way that is sensitive to others
- Reprioritises workload to incorporate additional demands and new information without difficulty
- Approaches unexpected obstacles and deals with setbacks in a positive way
- Diplomatically handles challenging or tense interpersonal situations

NOTE: Behavioural Competencies at this level are influenced by personal and Departmental need, and may change.

J: ACCEPTANCE

I understand this Role Profile is a description of the duties and responsibilities assigned to the position that I occupy:

[#if [acceptance_calc] != "--"]

ACCEPTED for and on behalf of the EMPLOYEE:

Acceptance of Employee

[acceptance_status]

Name of Employee

[candidate_name]

Date

[acceptance_calc]

[#else]

CONTRACT NOT ACCEPTED AS YET

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