

# Role Description

## Centre Director



<b>Title</b>	Centre Director
<b>Classification/Grade/Band</b>	Band 3 Level 2
<b>Group/Unit/Section</b>	Community and Recreation Services / Libraries and Education / Education and Care
<b>Reports to</b>	Section Manager Education and Care

### Vision

A vibrant organisation doing great things.

### Purpose

To provide valuable services that strengthens and supports the Central Coast Community.

### Values

Decisions, actions and behaviours are governed by our Corporate Values; Be Safe, Serve, Collaborate, Improve, Be Your Best and Be Positive. All employees have a responsibility to uphold and champion these values.

### Primary Role Statement

In assisting to drive the overarching vision and purpose, the role of Centre Director is to oversee the day-to-day work and functioning of the team undertaking operational work or service provision, and to collaborate with others to complete the programs and projects of the section. This will be achieved through ensuring the facility operates in an ethical and professional manner committed to community inclusion and continual improvement.

The Centre Director is required to engage with employees, providing quality customer service and creating value for the community.

### Key Duties and Responsibilities

- Manage the service delivery of long day care and occasional care (where applicable) to meet the needs of up to 59 children aged 0 – 6 years and their families;



- Commitment to the implementation of the 10 Child Safe Standards and the ongoing process improvement and review in order to keep children safe,;
- Monitor all children's health, well-being and development, and identify and resource children's developmental needs with families and external agencies;
- Manage the financial interface of all facets of the service, including procurement, management of fees and financial records, ensuring the budgetary processes are adhered to and expenditure is maintained within approved levels and as aligned with legislative requirements;
- Effective management and mentoring of team members in relation to ongoing education commitments and development opportunities including accredited course attendance, training, regular feedback and appraisal;
- Manage centre shift responsibilities in relation to relief staff, students and volunteers, ensuring required checks and procedures are in place;
- Comply with the National Quality Framework including the National Regulations, National Standards and Early Years Learning Framework and other regulatory/legislative requirements and the principles for Child Protection Intervention;
- Perform any other duties, tasks or projects the employer may assign, having regard to the incumbent's skills, training and experience.

### **Authority and Accountability**

- Take care of your own health and safety and that of others. Comply with any reasonable instructions and apply Council's Safe Systems of Work consistent with the Responsibilities, Authorities and Accountabilities of your role;
- Policy and procedures are readily available but the Centre Director is required to choose the appropriate processes. Unusual problems may be referred for clarity of policy or direction;
- Decisions affect the work and activities of others within the section or from a specific project team;
- The work of the Centre Director influences the community within a specified service line through the application of technical skill or application of regulatory requirements;
- The Centre Director is responsible for ensuring the operational safety standard or other requirements are met at an operational level;



- Identifies requirements as an input to budget development;
- Monitor budgetary spending within work area, against pre-determined targets. Weigh up options on a cost basis in order to make recommendations and continuously look for greater efficiency within work area.

### **Personal Attributes**

- Give frank and honest feedback/ advice and seek to listen and understand when ideas are challenged;
- Set an example for others to follow and identify and explain ethical issues, and act to prevent and report illegal and inappropriate behavior;
- Demonstrate a high level of personal motivation, take opportunities to learn new skills, develop strengths and examine and reflect on own performance;
- Be responsive to the input of others and work to understand their perspectives.

### **Interpersonal Skills**

- Actively listen and clearly explain complex concepts and arguments to individuals and groups;
- Take responsibility for delivering high quality customer-focused services;
- Identify opportunities to work collaboratively with other teams/ units to solve issues, develop better processes and approaches to work and share lessons learned;
- Identify and resolve issues with other staff and stakeholders and respond constructively to conflict and disagreements.

### **Business Enablers and Technical Skills**

- Make sure team / unit understand expected goals, take responsibility for delivering on intended outcomes and acknowledge success;
- Ensure current work plans and activities support and are consistent with organisational change initiatives;
- Anticipate, identify and address issues and potential problems working towards sustainable solutions and outcomes;



- Ensure that actions of self and others are focused on achieving organisational outcomes;
- Take account of financial implications and return on investment when planning financial transactions;
- Identify ways to leverage the value of technology to achieve team/ unit outcomes, using the existing technology of the business;
- Be aware of procurement and contract management risks and actions to mitigate these;
- Evaluate progress and identify improvements for future projects.

### **Leadership / Management**

- Provide timely feedback to staff and address and resolve performance issues that impact on team outcomes;
- Promote a sense of purpose by ensuring the team understands the performance outcomes and the strategic direction of the business;
- Monitor and communicate performance standards to desired outcomes;
- Provide guidance, coaching and engage staff in change process and recognise cultural barriers that undermine change.

### **QUALIFICATIONS**

#### **Essential**

- Bachelor Degree in Early Childhood Education combined with ongoing professional development;
- Current Identify and Respond to Children and Young People at Risk Accreditation;
- Current Provide First Aid qualification (HLTAID 011);
- Current Provide Cardiopulmonary Resuscitation (CPR) Certificate (HLTAID 009);
- Current Certificate in Anaphylaxis and Asthma Management;
- Provisional or Proficient Teacher Accreditation;



- Current Working with Children Check;
- Provide evidence of Boostrix (Whooping Cough, Tetanus, Diphtheria); MMR (Measles, Mumps, Rubella) and Hepatitis A & B or the commencement of these vaccinations prior to commencement.
- Current Class C Driver's Licence.

## EXPERIENCE

- Demonstrated ability to participate and actively contribute to a management team and play an organisational leadership role;
- Demonstrated knowledge of and compliance with the National Quality Framework for a Nominated Supervisor, Legislation and Regulations;
- Experience using Child Care Management System (CCMS) or similar;
- Demonstrated knowledge regarding providing advice and referrals to Child Care Centre clients;
- Well-developed performance improvement and consultation skills;
- Demonstrated leadership behaviours, including active communication with the team in regard to performance, business strategy, diversity, coaching and mentoring and change management;
- Demonstrated ability to build strong, credible relationships and influence, persuade or negotiate outcomes that are of benefit or add value, to all or part of the organisation;
- Proven ability to assess, interpret and judge information or situations, and formulate recommendations, provide specialist advice or deliver a service, based on the findings.

## Key Relationships

Internal	External
Unit Managers / ELT	Members of the Public/residents/ratepayers
Section Managers/Team Leaders	Commercial/industrial/development representatives (e.g. Vendors, builders, clients)
Other Council employees (not including direct reports)	Community Organisations – service clubs etc.
	Professional/Industry associations including Unions



	State and Federal Government Agencies
	Local Business

