

Lachlan Shire Council



Position Description

Advanced Early Child Care Educator

Directorate	Community Services and Governance
Location	Children's Services
Classification/Grade/Band	Grade 6 - Band 1/Level 3 & Band 1/Level 4
Position Code	
Date position description approved	19 December 2022

Council overview

The Heart of NSW encompasses the local government area of the Lachlan Shire and is well known for its natural beauty, friendly and welcoming locals and relaxed bush lifestyle. All our towns and villages capture the essence of living in the bush and have unique features and attractions to explore, come and see some of the most beautiful country in Australia.

Council values

COOPERATIVE

Team work is the key, all working together towards a common goal

RESPONSIVE

Committed to the needs of the Organisation and the Community

RESPECT

We treat others with kindness, fairness and tolerance in all our professional and personal interactions

EFFECTIVE

We accomplish a purpose, we produce the expected result and are effective workers without wasting time and effort

PROUD

We take pride in our work and doing the best job we can. We are proud of Council and its achievements

Primary purpose of the position

The role of the Advanced Early Child Care Educator is to build and maintain positive relationships with children, families, educators, staff and management to deliver best outcomes for families and children.

Contributing to the educational program under the direction of the Educational Leader and Coordinator to provide a high quality program for all children working across all services including: Mobile, Pre-School, After School Care, Vacation Care, playgroups and other activities that arise from time to time.

Key accountabilities

Within the area of responsibility, this role is required to:

- Preparation and participation in age-appropriate activities that aim to promote and develop the social, emotional, physical and cognitive needs of the children and provide positive interactions with the children. Providing a program that will assist this and be inclusive to all children
- Documentation of children's developmental needs, interest, experiences and participation in the educational programs
- Assessment of children's development progress against the learning outcomes, establishing further goals
- Assessment and planning cycle to design programs that enhance and extend each child's learning and development including observation, analysing learning, documentation, planning, implementation and reflection.
- Promote child wellbeing and prevent harm to children and young people by adhering to the National Principles of Child Safe Organisations or relevant Child Safe Standards
- Implementing the services' philosophy in undertaking all other duties. Also work in accordance with the centres policies and procedures
- To work in accordance with the requirements of the Children (Education and Care Services National Law & Regulations), National Quality Standard, Code of Ethics of Early Childhood Australia for Early Education and Care
- Maintain confidentiality and demonstrate professional conduct at all times
- Transporting children from school to care facility or between facilities
- Ensure all Council WH&S policies and procedures are adhered to at all times
- In accordance with Clause 9 (ii) Local Government (State) Award, the employer may direct the employee to carry out such duties that are within the limits of the employee's skill, competence and training

Key challenges

- Sharing relevant records and observations with parents, as well as seeking their involvement in developing and implementing service programs and policies.
- Time management for completion of observations and paperwork required for the position
- Budgetary restraints

Key internal relationships

Who	Why
Director	<ul style="list-style-type: none"> • Receive advice and report on progress towards business objectives and discuss future directions • Provide expert advice and support and contribute to decision making. • Identify emerging issues/risks and their implications and propose solutions.
Coordinator	<ul style="list-style-type: none"> • Guide, support, coach and mentor team members • Lead discussions and decisions regarding service goals and outcomes.
Educational Leader	<ul style="list-style-type: none"> • Guide, support, coach and mentor team members • Lead discussions and decisions regarding service goals and outcomes
Educators	<ul style="list-style-type: none"> • Lead, direct, manage and support performance and development. • Guide, support, coach and mentor
Stakeholders	<ul style="list-style-type: none"> • Provide expert advice on a range of project related issues and strategies. • Optimise engagement to achieve defined outcomes • Manage expectations and resolve issues.

Key external relationships

Who	Why
Stakeholders	<ul style="list-style-type: none"> • Engage in, consult and negotiate the development, delivery and evaluation of projects • Manage expectations and resolve issues.
Service Providers, Funding Bodies and Consultants	<ul style="list-style-type: none"> • Communicate needs, facilitate routine business transactions and resolve issues. • Negotiate and approve contracts and service agreements • Manage and monitor the provision of service to ensure compliance with external bodies are met.

Reports to:

Coordinator- Children's Services and/or Educational Leader

Legislative Requirements:

Vaccinations

It is a requirement of this position to comply with the vaccination requirements of any relevant Public Health Orders, and subsequent amendments, that pertain to workers in the Education or Child Care sectors.

Working with Children's Check

The Working With Children Check (WWCC) is a requirement for anyone who works or volunteers in child-related work in NSW.

Essential requirements:




- Diploma of Early Childhood Education and Care
- Valid Working with Children Check clearance
- Knowledge and Understanding of Early Years Learning Framework
- Ability to communicate effectively with children, families, colleagues and the community
- Competent user of personal computers and Microsoft applications (e.g. Word and Outlook)
- Accredited Child Protection Training
- Current First Aid Certificate and Anaphylaxis training
- Class C Drivers Licence


Desirable requirements:

- Previous experience working in the Children's Services
- Manual Handling Certificate

Capabilities for the role

The Local Government Capability Framework describes the core knowledge, skills and abilities expressed as behaviours, which set out clear expectations about performance in local government: "how we do things around here". It builds on organisational values and creates a common sense of purpose for elected members and all levels of the workforce.

Local Government Capability Framework		
Capability Group	Capability Name	Level
 Personal attributes	Manage Self	Intermediate
	Display Resilience and Adaptability	Intermediate
	Act with Integrity	Intermediate
	Demonstrate Accountability	Intermediate
 Relationships	Communicate and Engage	Intermediate
	Community and Customer Focus	Intermediate
	Work Collaboratively	Intermediate
	Influence and Negotiate	Intermediate
 Results	Plan and Prioritise	Intermediate
	Think and Solve Problems	Intermediate
	Create and Innovate	Foundational
	Deliver Results	Intermediate

Local Government Capability Framework		
Capability Group	Capability Name	Level
 Resources	Finance	Foundational
	Assets and Tools	Foundational
	Technology and Information	Foundational
	Procurement and Contracts	Foundational

Focus capabilities

The focus capabilities for the position are those judged to be most important at the time of recruiting to the position. That is, the ones that must be met at least at satisfactory level for a candidate to be suitable for appointment.

Local Government Capability Framework		
Group and Capability	Level	Behavioural Indicators
Personal Attributes Act with Integrity	Intermediate	<ul style="list-style-type: none"> • Maintains confidentiality of customer and organisational information • Is open, honest and consistent in words and behaviour • Takes steps to clarify ethical issues and seeks advice when unsure what to do • Helps others to understand their obligations to follow the code of conduct, legislation and policies • Recognises and reports inappropriate behaviour, misconduct and perceived conflicts of interest
Relationships Work Collaboratively	Intermediate	<ul style="list-style-type: none"> • Encourages an inclusive, supportive and co-operative team environment • Shares information and learning within and across teams • Works well with other teams on shared problems and initiatives • Looks out for the wellbeing of team members and other colleagues • Encourages input from people with different experiences, perspectives and beliefs • Show sensitivity to others workloads and challenges when asking for input and contributions

Local Government Capability Framework

Group and Capability	Level	Behavioural Indicators
Results Plan and Prioritise	Intermediate	<ul style="list-style-type: none"> • Participates constructively in unit planning and goal setting • Helps plan and allocate work tasks in line with team/project objectives • Checks progress against schedules • Identifies and escalates issues impacting on ability to meet schedules • Provides feedback to inform future planning and work schedules
Results Deliver Results	Intermediate	<ul style="list-style-type: none"> • Takes the initiative to progress own and team work tasks. • Contributes to the allocation of responsibilities and resources to achieve team/project goals. • Consistently delivers high quality work with minimal supervision. • Consistently delivers key work outputs on time and on budget.
Resources Technology and Information	Foundational	<ul style="list-style-type: none"> • Shows confidence in using the technology required in the role • Uses technology appropriately, in line with acceptable use policies • Completes work tasks in line with records, information and knowledge management policies