

# Lachlan Shire Council



## Position Description Assistant Early Child Care Educator

Directorate	Community Services and Governance
Location	Children's Services
Classification/Grade/Band	Grade 2, Band 1 Level 2
Position Code	
Date position description approved	

### 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. The towns and villages in the Lachlan Shire capture the essence of life in the bush. All our towns and villages have unique features and attractions to explore, so come 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 Assistant 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.

Assist in the delivery of a high quality educational 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:

- Assist with the 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.
- Assist with the documentation, planning and assessment of children's developmental needs, development progress, observations and learning outcomes
- 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
- Ensure policies and procedures are adhered to and ensure the children are safe and supervised 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

## Key internal relationships

Who	Why
Director	<ul style="list-style-type: none"><li>• Receive advice and report on progress towards business objectives and discuss future directions</li></ul>

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

## Key external relationships

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

## Reports to:

Coordinator- Children's Services

## 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:




- Willingness and ability to undertake a Certificate III in Early Childhood Education and Care or current enrolment in a Certificate III in Early Childhood Education and Care
- Current Working with Children Check
- Willingness to learn elements of the Early Years Learning Framework and the Education and Care Services National Regulations (2011)
- Ability to communicate effectively with children, families, colleagues and the community
- Competent user of personal computers and Microsoft applications (e.g. Word and Outlook)
- Class C Drivers Licence


## Desirable requirements

- Current First Aid and Anaphylaxis training
- Previous experience working in the Children's Services Industry

## 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
 <b>Personal attributes</b>	Manage Self	Foundational
	Display Resilience and Adaptability	Foundational
	<b>Act with Integrity</b>	<b>Intermediate</b>
	Demonstrate Accountability	Foundational
 <b>Relationships</b>	Communicate and Engage	Intermediate
	Community and Customer Focus	Foundational
	<b>Work Collaboratively</b>	<b>Foundational</b>
	Influence and Negotiate	Foundational
 <b>Results</b>	<b>Plan and Prioritise</b>	<b>Foundational</b>
	Think and Solve Problems	Foundational
	Create and Innovate	Foundational
	<b>Deliver Results</b>	<b>Foundational</b>

Local Government Capability Framework		
Capability Group	Capability Name	Level
 <b>Resources</b>	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
<b>Personal Attributes</b> Act with Integrity	Intermediate	<ul style="list-style-type: none"> <li>• Maintains confidentiality of customer and organisational information</li> <li>• Is open, honest and consistent in words and behaviour</li> <li>• Takes steps to clarify ethical issues and seeks advice when unsure what to do</li> <li>• Helps others to understand their obligations to follow the code of conduct, legislation and policies</li> <li>• Recognises and reports inappropriate behaviour, misconduct and perceived conflicts of interest</li> </ul>
<b>Relationships</b> Work Collaboratively	Foundational	<ul style="list-style-type: none"> <li>• Keeps team and supervisor informed of what he/she is working on</li> <li>• Shares knowledge and information with team members and other staff</li> <li>• Offers to help colleagues and takes on additional tasks when workloads are high</li> <li>• Is aware of the wellbeing of co-workers and provides support as appropriate</li> <li>• Is open to input from people with different experiences, perspectives and beliefs</li> </ul>
<b>Results</b> Plan and Prioritise	Foundational	<ul style="list-style-type: none"> <li>• Understands team objectives and own contribution</li> <li>• Plans and organises own work tasks</li> <li>• Asks when unsure about the relative priority of allocated tasks</li> <li>• Manages time appropriately and re-prioritises as required</li> <li>• Identifies and informs supervisor of issues that may impact on completion of tasks</li> </ul>

## Local Government Capability Framework

Group and Capability	Level	Behavioural Indicators
<b>Results</b> Deliver Results	Foundational	<ul style="list-style-type: none"><li>• Takes the initiative to progress work tasks</li><li>• Clarifies work required and timeframe available</li><li>• Identifies what information/resources are needed to complete work tasks</li><li>• Checks own work for accuracy, quality and completeness</li><li>• Completes tasks under guidance, on time and to the required standard</li></ul>