

## POSITION DESCRIPTION

<b>Position Title:</b>	Casual Childcare Worker – Cert III
<b>Position Number:</b>	2027
<b>Group:</b>	Organisation & Community Capacity
<b>Business Unit:</b>	Community Services Delivery
<b>Service Unit:</b>	Children's Services
<b>Reports To:</b>	Children's Services Team Leaders
<b>Grade:</b>	7
<b>Hours Of Work:</b>	Up to 38 hours
<b>Last Date Of Review:</b>	February 2022
<b>Last Date Of Evaluation:</b>	September 2020

### Role Function Summary

This is a high-quality customer service role responsible for assisting with the delivery of quality Children's Services for Singleton children and families.

Work is undertaken in accordance with Education and Care Services National Law Act and Regulations, working towards exceeding the National Quality Standards (NQS):

- Quality Area 1 – Educational program and practice
- Quality Area 2 – Children's health and safety
- Quality Area 3 – Physical Environment
- Quality Area 4 – Staffing arrangements
- Quality Area 5 – Relationships with children
- Quality Area 6 – Collaborative partnerships with families and communities
- Quality Area 7 – Governance and leadership.

### Key Responsibilities (Major and Essential Job Functions)

- Support abilities of individual children and group dynamics to ensure daily experiences enhance child development.
- Assist in delivering developmental programs in line with set educational curriculum for individual children that are emergent and in line with children's individual strengths and interests.
- Collaborate with others to achieve desired goals, employing clear written and verbal communication skills with children, families, and team members.
- Use appropriate behaviour management strategies and be a positive role model for children.
- Record children's voices, development, learning and thinking in line with current industry standards and reflect the content of the relevant Learning and National Quality Frameworks.
- Offer ongoing interest-based learning experiences in line with relevant curriculum that enhance the child's learning and enquiry skills, whilst maintaining appropriate environments that are stimulating, aesthetically pleasing and reflect the Service's philosophy and current room interests.
- Decisions comply with operational requirements and are guided by practices, procedures, precedent or made under the supervision of other employees, in consultation with the immediate supervisor.

This position description does not form an exhaustive list of your duties. You may be required to undertake other projects, tasks and activities as required by the business from time to time that are within the skills, competence and training of the incumbent. Singleton Council reserves the right to amend or update this position description in accordance with operational needs.

## Organisational Responsibilities:

Council's decisions, actions and behaviours are governed by its vision, mission and values. All employees of Council have an accountability to ensure their work and behaviour is aligned to these.

<b>Community Vision</b>	Singleton. Vibrant, progressive, connected, sustainable & resilient.
<b>Organisation Vision</b>	ESSP - Engaged people; Safe and Sustainable workplace; and a Performance based culture.
<b>Our Purpose</b>	To "create community".
<b>Values and Behaviours</b>	<p>Council has five values which guide behaviours and decision making. It is through these values high quality services are delivered to employees and the community. Employees play an important role in leading the way and upholding Council's values, including the Code of Conduct. Council's values are:</p> <p><b>Accountable:</b> We know what we do, and do what we say</p> <p><b>Connected:</b> We work together to create community</p> <p><b>Integrity:</b> We do the right thing</p> <p><b>Care:</b> We are people who care</p> <p><b>Adaptable:</b> We are ready to respond</p>
<b>Safe Workplace</b>	It is a requirement of employment with Singleton Council that all staff undertake their work in accordance with WHS policies and procedures. Employees will display and promote safety in the workplace at all times.
<b>Policies and Procedures</b>	<p>The responsibilities of this position are completed in line with all Council policies and procedures related to this position.</p> <p>Awareness of the principles of equity and diversity, work health and safety, environment, risk management, records management and quality assurance as they relate to this position.</p>

## Organisational Relationships

<b>Internal Relationships:</b>	<ul style="list-style-type: none"> <li>• Other team members</li> <li>• Coordinator</li> <li>• Team Leader</li> <li>• Manager</li> <li>• Other Council staff</li> </ul>
<b>External Relationships:</b>	<ul style="list-style-type: none"> <li>• Customers</li> <li>• Early intervention agencies</li> <li>• Service visitors</li> <li>• Government Departments</li> </ul>
<b>Direct Reports:</b>	NIL
<b>Indirect Reports:</b>	NIL

## Specifications and Technical Skills:

### Essential Criteria:

- Certificate III in Children's Services or equivalent, or working towards
- Current Working with Children Check (WWCC)

- Current First Aid Qualification, i.e. HLTAID004 – Provide an emergency first aid response in an education and care setting, Anaphylaxis and Asthma Management Training
- Previous experience in the care of children aged 0-5 years
- Sound knowledge of curriculum and legislative frameworks

**Desirable Criteria:**

- Experience working with children with additional needs
- Demonstrated ability to build an effective rapport with children and adults within a team environment
- Practical experience in establishing and implementing education and developmental programs for young children.

**Physical Requirements / Work Environment:**

The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the inherent requirements of the job. This position will involve work in the office environment as well as being able to navigate construction and work sites.

**Physical Requirements and Work Environment**

ACTIVITY	FREQUENCY				# OF HOURS A DAY							
	Repetitive	Frequent	Occasional	Infrequent	1	2	3	4	5	6	7	8
Sitting			✓			✓						
Walking			✓			✓						
Standing			✓			✓						
Bending				✓	✓							
Squatting				✓	✓							
Climbing				✓	✓							
Kneeling				✓	✓							
Twisting				✓	✓							
Lifting				✓	✓							
Driving			✓		✓							

If manual lifting is required ensure a risk assessment is completed each time lifting is required.

Hand Manipulation Required	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Repetitive Hand Movements	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
	<b>Right Hand</b>					<b>Left Hand</b>			
Simple Grasping (hold bottle)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Simple Grasping (hold bottle)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Power Grasping (tight grip)	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	Power Grasping (tight grip)	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Pushing Pulling (to from body)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Pushing Pulling (to from body)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Fine Manipulation (fine finger)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Fine Manipulation (fine finger)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

Tick below if these are requirements of the position:

	Operating mobile plant		Working with paints, solvents, oil, grease
✓	Light repetitive handling		Cold environment
	Dog/cat control		Climbing, working at heights
	Cattle, sheep handling		Confined spaces work
	Native Animal, reptile handling	✓	Customer contact
	Garbage collection		Screen based work (intermittent)
	Office, toilet cleaning	✓	Screen based work (constant)
✓	UV exposed	✓	Clerical deadlines
	Herbicide/Pesticide use	✓	Supervisory – clerical, planning, deadlines
	Cooking		Building trades work
✓	Walking on Slopes / Hills / Gradients		Motor trades work

✓	Walking on uneven surfaces		Child care
	Working with bitumen		Hospitality
	Working with concrete	✓	Exposure to dust or fumes

## Skills Progression and Assessment Record:

Position Title: **Casual Childcare Worker – Certificate III**

Employee:

<b>Skill Progression Requirements</b> <input checked="" type="checkbox"/> Step Achieved	<b>Salary Step</b>	<b>N/A</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Certificate III in Children's Services or equivalent	1					
Demonstrated ability to provide high quality care and education for children, including those with additional needs	1					
Ability to apply Education and Care National Law and Regulation, National Quality Framework and Learning Frameworks	1					
Manage the physical environment of the service, ensuring all areas and equipment are suitable for purpose and well maintained	1					
Demonstrated understanding of Child Protection legislation and Child Safe Standards	1					
Ability to support educators to encourage every child to participate in the program ensuring agency, choices and influence are promoted	2					
Demonstrated ability to maintain respectful, supportive, collaborative and responsive relationships with children and their families	2					
Ability to maintain effective checklists and procedures for efficient room management	2					
Ability to identify any additional needs of a child, and liaise with colleagues to provide further support and assessment	2					
Ability to assist with the delivery of special activities, eg incursions/excursions, including hazard identification and risk management	2					
Demonstrated understanding of legal ramifications dealing with privacy and confidentiality.	3					
Demonstrated ability to communicate skills through provision of information to colleagues and families	3					
Ability to identify issues and ensure all stakeholders are informed of matters which have the potential to affect operations	3					
Demonstrated ability to continuously improve practices and effectively contribute to service self-assessment	3					

Demonstrate ability to support educators to utilise a variety of teaching strategies, including intentional teaching and reflective practices in their daily work	3					
Demonstrated ability to support educators in accordance with relevant legislative requirements and reflect the philosophy, policies and procedures of the service	4					
Demonstrated knowledge of theory relating to childhood education and care and ability to apply it in delivering the program	4					
Demonstrated understanding and ability to support sustainable resource management	4					
Ability to apply critical thinking skills, including challenging conventional practice and ideas	4					
Demonstrated ability to competently act in higher position	4					

#### Authorisation:

I agree to work in accordance with the requirements and expectations outlined in this position description.

Employee Name

Signature

Date

**Skills Review Year** (eg 2018):

**Position:**

#### Annual Skills Assessment:

The following is to be completed at the time of the annual skills assessment.

**Comments on Employee's attitude and application to work:**

**Employee's Comments:**

Name

Signature

Date

**Manager / Supervisor's Comments:**

\_\_\_\_\_  
Name Signature Date

**Director's Comments:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Name Signature Date

Summary of Skills Assessment	1	2	3	4
Total number of skills at each salary step =				
Number of skills not applicable at each salary step =				
Number of skills achieved at each salary step =				
Number of skills not achieved at each salary step =				
<input checked="" type="checkbox"/> <b>Proposed Salary Step Placement</b>				