



# Early childhood educator – Early Childhood Teacher (ECT)

## POSITION PROFILE

Division	Shire Services	Status	Full-time / Part-time
Unit	Children's Services	Salary Grade	
Reports to	Service Director	Reviewed	Jan 2021

## STRATEGIC INTENT

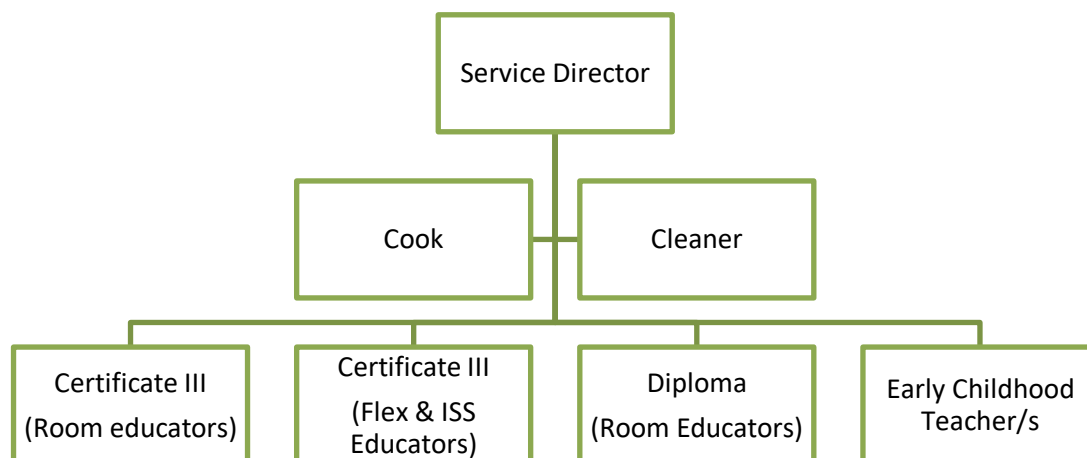
Grow and deliver a range of high quality Children's Services that meet the needs of the community ensuring equity of access, while maintaining financial sustainability as a business unit within Council

## POSITION PURPOSE

The Early Childhood Teacher provides leadership in delivering high quality, inclusive and environmentally responsible educational programs. The teacher leads the implementation of the educational curriculum through role-modelling of pedagogical practices and supports the Service Director (Nominated Supervisor) to ensure all elements of the National Quality Framework are met in service operations and practices.

A thorough, in-depth understanding of the Education and Care National Law and Regulations, the National Quality Standard and the Early Years Learning Framework is essential.

## STRUCTURE



## POSITION OUTCOMES AND ACCOUNTABILITIES

OUTCOME TO BE DELIVERED	PERFORMANCE STANDARD
<b>Work in accordance with regulatory requirements</b>	
To work in accordance with the requirements of the <i>National Quality Framework (NQF)</i>	<ul style="list-style-type: none"> <li>The requirements under the <i>NQF including the Education and Care Services National Law, National Regulations, National Quality Standard and the Early Years Learning Framework</i> are maintained at all times.</li> </ul>
To work in accordance with the <i>Code of Ethics of Early Childhood Australia (ECA)</i> .	<ul style="list-style-type: none"> <li>Thorough knowledge of the <i>ECA Code of Ethics</i> is evident and is applied in everyday practice.</li> </ul>
Service's philosophy implemented	<ul style="list-style-type: none"> <li>Philosophy of the centre is upheld while undertaking duties.</li> <li>Participate in the annual review of the centre philosophy</li> </ul>
Responsible Person role is undertaken according to the requirements of the Education and Care National Regulations	<ul style="list-style-type: none"> <li>Responsible Person role fulfilled at all times</li> <li>Guide and direct other educators in accordance with responsible person duties</li> </ul>
To work in accordance with the policies, guidelines and associated procedures of Sutherland Shire Council and Children's services unit guidelines	<ul style="list-style-type: none"> <li>Comprehensive understanding of Responsible Person role</li> <li>All policies, guidelines and associated procedures are followed in daily practice.</li> <li>Support and direct other team members in their understanding and application of policies, guidelines and associated procedures.</li> </ul>
Directors role and second in charge duties	<ul style="list-style-type: none"> <li>Second in charge (2IC) duties are fulfilled effectively</li> <li>Relieve in the position of the Director when required</li> <li>On-going support, guidance and assistance is provided to other team members in all areas of service operations</li> </ul>
<b>Children's Health &amp; Safety</b>	
Children are safe and adequately supervised at all times	<ul style="list-style-type: none"> <li>Educator to child ratios are maintained at all times and non – compliance is rectified</li> <li>Awareness of requirements in maintaining 50% qualified educators</li> <li>Supervision Guideline and plans are implemented, monitored and followed at all times.</li> </ul>
A safe environment through hazard / risk identification is maintained	<ul style="list-style-type: none"> <li>Checks completed as required</li> <li>Hazards or risks are identified and communicated.</li> <li>Plans to manage emergencies are implemented and followed</li> <li>Modifications are made to practices as required.</li> </ul>
Organisations Child Protection Policy is implemented.	<ul style="list-style-type: none"> <li>Children's safety and security are upheld and maintained at all times.</li> <li>Child protection qualifications are maintained.</li> <li>Child Protection Policy is followed at all times</li> <li>Role of mandatory reporter is undertaken at all times.</li> </ul>
High standard of hygiene is maintained	<ul style="list-style-type: none"> <li>Hygiene guidelines and procedures are followed for personal and environmental hygiene</li> <li>Children are supported to implement good health and hygiene practices</li> </ul>

OUTCOME TO BE DELIVERED	PERFORMANCE STANDARD
Each child's health needs are supported	<ul style="list-style-type: none"> <li>All children's health requirements including medical conditions, sleep and rest, diet, allergies are met.</li> <li>Any changes to a child's needs are communicated to the other educators</li> </ul>
Accurate and detailed records of illness / injury / accident / trauma and medication forms are kept.	<ul style="list-style-type: none"> <li>Records are completed within required timeframes</li> <li>Records are kept in secure location and confidentiality is maintained.</li> <li>Illness, injury, accidents, trauma or any other concerns related to a child's health or wellbeing are reported to the nominated supervisor or responsible person</li> <li>Medication and first aid is provided according to the guidelines and procedures</li> </ul>
Serious incidents are reported and guideline procedures implemented.	<ul style="list-style-type: none"> <li>Follow all required actions in regards to a serious incidents</li> <li>Serious Incidents are reported within specified timeframes to the regulatory body, approved provider and nominated supervisor as required.</li> <li>Support to other team members is provided to complete documentation and manage incident</li> <li>Corrective actions are implemented</li> </ul>
<b>Physical Environment</b>	
Maintain a clean and safe environment.	<ul style="list-style-type: none"> <li>Complete shift duties to ensure a clean and safe environment</li> <li>Undertake an equal share of cleaning and maintenance responsibilities</li> <li>Report any hazards or risks in and around the environment</li> <li>Support children to care for and keep the environment clean and safe</li> </ul>
Conduct workplace inspections and participate in risk assessments as per policy and guideline requirements.	<ul style="list-style-type: none"> <li>Daily WHS checks are completed</li> <li>Checklists are completed throughout operational practices</li> <li>Any required risk assessments are followed and completed when delegated.</li> </ul>
Organise and engage in the various environments at the service	<ul style="list-style-type: none"> <li>Learning environments are organised, clean and maintained</li> <li>Faulty / damaged equipment is removed.</li> <li>Learning environments are adapted to support every child's participation</li> <li>Indoor and outdoor environments are planned for and utilised throughout the program and day.</li> <li>Children are guided and supported in the environments, with sustainable practices and in respecting their environments.</li> <li>Changes to the environment are made through critical reflection with the team and documented</li> <li>Lead the development and implementation of inclusive environments and experiences</li> </ul>
Ensure the service is ready for operation at the beginning of each day	<ul style="list-style-type: none"> <li>Follow and complete the shifts duties and documented program to ensure that all activities and environments are set up prior to the centre opening.</li> </ul>
Supplies and equipment levels for the room meet operational requirements	<ul style="list-style-type: none"> <li>Adequate materials and equipment are set up for the children to use</li> <li>Additional / replacement needs or requirements are communicated to the Nominated Supervisor.</li> </ul>

OUTCOME TO BE DELIVERED	PERFORMANCE STANDARD
	<ul style="list-style-type: none"> <li>• Requests for additional equipment / supplies to enhance program are made to Service Director</li> <li>• Suggestions for additional materials / resources are given to improve, or extend on, learning experiences for children's engagement and learning</li> </ul>
<b>Educational Program Practice</b>	
The services' statement of philosophy is implemented	<ul style="list-style-type: none"> <li>• Philosophy is upheld and considered when undertaking pedagogical / teaching decisions.</li> </ul>
Quality early learning program is implemented	<ul style="list-style-type: none"> <li>• Undertake and provide support to other educators with planning, implementation and evaluation of programs which reflect the emerging skills, interests and developmental requirements of children</li> <li>• The programming cycle of observe, plan, do, review is undertaken for all allocated children.</li> <li>• Comprehensive developmental records are maintained for allocated children</li> <li>• Records give evidence of assessment and progress in children's learning.</li> <li>• Other educators are supported through role modelling and discussion</li> <li>• Learning program is enhanced by regular suggestions for improvements and extension of learning</li> <li>• Learning program is based on contemporary research, best practice and reflect current pedagogical practices and theories</li> </ul>
Child development knowledge reflected through programming	<ul style="list-style-type: none"> <li>• Observations relate to developmental domains</li> <li>• Observations and reflections contain evidence of comprehensive theoretical knowledge in child development</li> <li>• Links to Early Years Learning Framework and theorists are evident</li> <li>• Role model and mentor other educators to build their knowledge and skills</li> </ul>
Children's learning fostered through modelling and the implementation of a play based learning environment	<ul style="list-style-type: none"> <li>• Interactions with children are consistent and positive.</li> <li>• Environment is developmentally appropriate for all children.</li> <li>• Adaptations are made to environment and experiences to accommodate individual needs, strengths and interests</li> <li>• Children's interests are monitored and fostered with learning experiences reflecting identified interests</li> </ul>
Intentional teaching strategies are implemented	<ul style="list-style-type: none"> <li>• Understanding of scaffolding and intentional teaching strategies is evident</li> <li>• Strategies are used to build and develop children's skills and knowledge</li> <li>• Scaffolding and intentional teaching is role modelled</li> </ul>
Curriculum decision making and evaluation	<ul style="list-style-type: none"> <li>• Lead and participate in discussions on the curriculum provided to children</li> <li>• Suggestions for changes and improvements are given and implemented</li> <li>• Any changes made are recorded.</li> </ul>

OUTCOME TO BE DELIVERED	PERFORMANCE STANDARD
Critical reflection and evaluation of children's learning	<ul style="list-style-type: none"> <li>• Critical reflection of learning is undertaken</li> <li>• Evidence that all aspects of curriculum are reflected upon</li> <li>• Evaluations of children's learning and development is evident</li> <li>• Evaluation of learning environment is evident</li> <li>• Links to theories, best practice and current research is evident</li> <li>• Evidence that critical reflection and evaluation is used as primary source for future planning</li> <li>• Reflections include reference to contemporary research and theory</li> </ul>
Program recognises social and cultural diversity for individual children and groups.	<ul style="list-style-type: none"> <li>• Contributions made to program reflect social and cultural diversity.</li> <li>• Program evaluations include reflection on social &amp; cultural diversity aspects</li> </ul>
Practices reflect a child focussed approach	<ul style="list-style-type: none"> <li>• Daily routines and priorities are set to maintain a child focussed approach</li> <li>• Child focussed approach and strategies are role modelled and discussed with other educators</li> </ul>
Service embeds sustainable and environmentally responsible practices in all areas of the program.	<ul style="list-style-type: none"> <li>• Services sustainability practices are followed</li> <li>• Suggestions for change or improvements to existing programs are shared and implemented</li> <li>• Casual or visiting educators are supported to implement practices</li> </ul>
Behaviour guidance programs are implemented for children when necessary.	<ul style="list-style-type: none"> <li>• Behaviour guidance programs are developed and implemented</li> <li>• Program strategies are shared with educators</li> <li>• A positive, collaborative approach in relation to behaviour guidance is evident</li> <li>• Children are supported to understand their own and others emotions.</li> <li>• Information about behaviour guidance strategies is discussed with families and other professionals as required.</li> </ul>
Mentor and teach educators	<ul style="list-style-type: none"> <li>• Lead discussions and undertake observations on team members pedagogical practices</li> <li>• Constructive feedback is provided to develop curriculum, pedagogical practices and skills</li> </ul>
<b>Staffing Arrangements</b>	
Collaborative approach to achieve centre's aims and goals.	<ul style="list-style-type: none"> <li>• Participate in implementing aims and goals from the Quality Improvement Plan</li> <li>• Individual performance appraisals and goals align to centres goals and directions</li> <li>• Evidence of collaboration with other team members.</li> <li>• Mentor other educators in daily practices and operational requirements</li> <li>• Facilitate a team approach</li> </ul>
Respect and support colleagues through positive team approach	<ul style="list-style-type: none"> <li>• All communication is professional, ethical and based on respect and fairness.</li> <li>• Support and guidance to team members is provided</li> </ul>
Act as a role model for other educators	<ul style="list-style-type: none"> <li>• Practices reflect best practice at all times.</li> <li>• Facilitate discussions around best practice</li> </ul>



OUTCOME TO BE DELIVERED	PERFORMANCE STANDARD
	<ul style="list-style-type: none"> <li>Mentor other educators in supporting best practice</li> </ul>
Staff rosters are implemented	<ul style="list-style-type: none"> <li>Shifts times are followed</li> <li>Breaks are completed punctually</li> <li>Information is shared when issues arise</li> <li>Timesheets and staffing records are completed accurately and within required timeframes</li> <li>Rostering issues are resolved promptly</li> </ul>
Staff and other networking meetings attended as required	<ul style="list-style-type: none"> <li>Attendance is documented.</li> <li>Contributions on observed children's learning and new ideas are shared</li> <li>Meetings attended and conversations are evident in the meeting minutes.</li> <li>Take on service 'Champion' role for specific projects</li> <li>Lead team meetings as required</li> </ul>
Participation in ongoing professional development and training programs.	<ul style="list-style-type: none"> <li>Training courses are actively sought out and attended to ensure knowledge is kept up to date</li> <li>Mandatory training undertaken</li> <li>Suggestions discussed with other team members on further training opportunities</li> </ul>
Participation in performance appraisal and mentoring meetings	<ul style="list-style-type: none"> <li>Reflect on own performance and goals</li> <li>Participate positively in performance and mentor meetings and sharing ideas</li> </ul>
<b>Relationships with Children</b>	
Each child has a sense of belonging, being and becoming within the service.	<ul style="list-style-type: none"> <li>Interactions with children are warm and responsive at all times.</li> <li>Practices reflect best practice at all times</li> <li>Interactions used as opportunity to role model appropriate strategies</li> </ul>
Respectful, equitable and genuine relationships with all children are established and maintained.	<ul style="list-style-type: none"> <li>All children are treated equitably and fairly.</li> <li>Children are supported and encouraged in building relationships with each other and the educators</li> <li>Strategies are role modelled to other educators</li> </ul>
Children are viewed and respected as competent, capable beings	<ul style="list-style-type: none"> <li>Children are engaged in shared decision making processes.</li> <li>There is comprehensive knowledge on the rights of the child.</li> <li>Children's dignity is upheld at all times</li> </ul>
Each child is supported to manage their own behaviour and this is encouraged with behaviour guidance strategies.	<ul style="list-style-type: none"> <li>Self – regulation strategies are followed</li> <li>Any concerns regarding a child's behaviour are communicated with the Nominated Supervisor</li> <li>Detailed and comprehensive records kept to support behaviour plans</li> <li>Support and mentoring provided to other educators in managing children's behaviours</li> </ul>

OUTCOME TO BE DELIVERED	PERFORMANCE STANDARD
Provide physical care.	<ul style="list-style-type: none"> <li>• Daily care routines of all children are developed, implemented, maintained and followed</li> <li>• Support children in toileting, sleep/rest, dressing and meal times</li> <li>• Evidence that these procedures are completed consistently</li> <li>• Interactions with children during routine times are treated as teachable moments with genuine interactions occurring.</li> <li>• Individual care routines are discussed regularly with families</li> <li>• Changes to individual care routines are shared with the team</li> </ul>
Inclusion of children with additional needs.	<ul style="list-style-type: none"> <li>• Suggestions and observations are shared with other team members in regards to the strategies being implemented</li> <li>• Awareness of funding and structure of Strategic Inclusion Plan (SIP / ISS)</li> <li>• Sound knowledge is demonstrated on strategies and implemented</li> <li>• Support provided to other educators in implementing SIP</li> <li>• Families are involved in discussions and decisions</li> </ul>
Child centred programs	<ul style="list-style-type: none"> <li>• Underpinning knowledge of current chronic conditions, child behaviour management and trauma theory is developed</li> <li>• Awareness of specific support programs (eg Circle of Security) is developed</li> <li>• Reactions to behaviour are positive and reflect current best practices</li> <li>• Role modelling and support provided to other team members</li> </ul>
<b>Collaborative Partnerships with Families and Communities</b>	
Communicate with families	<ul style="list-style-type: none"> <li>• Information about the centre's daily happenings is confidently shared</li> <li>• Liaise with and support families through regular positive communication and feedback</li> <li>• Respect of child rearing practices and beliefs of families is evident</li> </ul>
Share information on child's progress and well-being	<ul style="list-style-type: none"> <li>• Formal and information communication is conducted with families regarding their child/rens progress and requirements</li> <li>• Information shared is done so in a respectful manner</li> <li>• Concerns around developmental assessment are shared positively and respectfully.</li> </ul>
Conflict resolution and feedback	<ul style="list-style-type: none"> <li>• Proactive steps are taken to manage challenging situations and minimise dissatisfaction / complaints</li> <li>• Customer and staff queries or issues are resolved promptly</li> </ul>

OUTCOME TO BE DELIVERED	PERFORMANCE STANDARD
Positive orientation, enrolment and transition processes for families and children are implemented.	<ul style="list-style-type: none"> <li>Attendance and participation in orientation and /or enrolment events</li> <li>Support given to families during orientation/play visits and transition program followed for children.</li> </ul>
Meetings with families and relevant external support agencies	<ul style="list-style-type: none"> <li>When necessary, meetings are planned and conducted, with action plans developed and implemented.</li> <li>Referral pathways are suggested for families</li> </ul>
Liaise with other professionals within Children's Services	<ul style="list-style-type: none"> <li>Professional ties with other staff members / teams are professional</li> <li>Collaborations with children's support workers are evident.</li> </ul>
Local community connections are built	<ul style="list-style-type: none"> <li>Lead in the development of relationships and experiences that encourage engagement with the immediate and wider community</li> <li>Strong, positive relationships and referral pathways are built and maintained</li> </ul>
<b>Leadership and Service Management</b>	
Administrative duties	<ul style="list-style-type: none"> <li>Administration tasks are completed as requested</li> <li>Administrative duties are completed in a timely manner.</li> <li>Feedback provided to the Nominated Supervisor</li> </ul>
Work environment culture	<ul style="list-style-type: none"> <li>Professional work ethic displayed</li> <li>Role models and contributes to a positive work culture</li> </ul>
Leadership skills	<ul style="list-style-type: none"> <li>Display and use effective verbal communication</li> <li>Share information with all relevant stakeholders</li> <li>Interpersonal skills reflect respect and inclusiveness for all stakeholders</li> <li>Difficult discussions are undertaken when needed</li> <li>Conflict resolution techniques utilised</li> <li>Prioritise conflicting needs to ensure tasks are completed to required standard and within timeframes</li> <li>Decisions made take into account all viewpoints, desired outcome and best interests of parties and service</li> </ul>
Governance responsibilities are upheld	<ul style="list-style-type: none"> <li>Any issues are communicated with the Nominated Supervisor and/or the management team as they occur.</li> <li>Ensure the Nominated Supervisor and/or management is informed of any problems arising which may affect the children, service approval or rating, regulatory and legal compliance or the smooth running of the centre.</li> </ul>
Continuous improvement actions	<ul style="list-style-type: none"> <li>Implement corrective actions arising from compliance checks, audits and/or serious incident investigations</li> <li>Implement continuous improvement strategies</li> </ul>
Quality Improvement Plan is implemented	<ul style="list-style-type: none"> <li>Participate in reflective discussions to contribute to a comprehensive Quality Improvement Plan</li> <li>Ensure the QIP is implemented in practice</li> </ul>



OUTCOME TO BE DELIVERED	PERFORMANCE STANDARD
Advocate for children and their families.	<ul style="list-style-type: none"> <li>Confidentiality is upheld at all times</li> <li>The importance of early education is communicated to families and the local community when necessary</li> <li>Provide any information to the Nominated Supervisor that maybe needed to advocate for a child/family.</li> <li>Information given to families and discussions held reflect the needs of the child and their family</li> </ul>
Currency in Early Education field	<ul style="list-style-type: none"> <li>Current developments and best practice research is undertaken</li> <li>New information is shared with team</li> </ul>
Collaborate with other organisations via formal and informal networks	<ul style="list-style-type: none"> <li>Participation in appropriate local government forums / groups if requested</li> <li>Engage with internal service providers and external stakeholders</li> </ul>

## SELECTION CRITERIA / SUCCESS PROFILE

Qualifications, Certificates or Licences	Essential	<ul style="list-style-type: none"> <li><b>Certified copy</b> Bachelor degree in Early Childhood or equivalent. For a full list of approved qualifications please see <a href="https://www.acecqa.gov.au/qualifications/nqf-approved">https://www.acecqa.gov.au/qualifications/nqf-approved</a></li> <li><b>Certified copy</b> Current First Aid Qualification i.e. HLTAID004 or equivalent. For a full list please see <a href="https://www.acecqa.gov.au/qualifications/nqf-approved">https://www.acecqa.gov.au/qualifications/nqf-approved</a></li> <li>A Working with Children Check Clearance must be obtained prior to offer of employment. For more information on obtaining this clearance visit <a href="https://www.cccp.nsw.gov.au/Applicants/Application">https://www.cccp.nsw.gov.au/Applicants/Application</a></li> <li>Current Child Protection Training i.e. CHCPRT001 or equivalent. For a full list of approved courses see <a href="https://education.nsw.gov.au/early-childhood-education/working-in-early-childhood-education/child-protection-training-requirements">https://education.nsw.gov.au/early-childhood-education/working-in-early-childhood-education/child-protection-training-requirements</a></li> <li>Current National Education Standards Association (NESA) Teacher Accreditation registration</li> </ul>
	Desirable	<ul style="list-style-type: none"> <li>Current Drivers licence</li> </ul>
	Essential	<ul style="list-style-type: none"> <li>Comprehensive understanding of programming and planning an Early Education program based on current research and practice.</li> <li>Comprehensive knowledge of National Quality Framework (NQF) including the Education and Care National Law and Regulations, National Quality Standard (NQS) and the Early Years Learning Framework (Belonging, Being, Becoming)</li> <li>Excellent interpersonal, written and communication skills.</li> <li>Comprehensive computer skills</li> </ul>
Experience or skills	Desirable	<ul style="list-style-type: none"> <li>Prior experience working with children Birth - 6 years in an Early Education setting</li> <li>Experience in leading and developing a team of staff in an Early Education setting</li> <li>Knowledge and understanding of inclusive and sustainable practices.</li> </ul>

## CORE CAPABILITIES

Personal Attributes	<ul style="list-style-type: none"> <li>▪ <b>Manage self</b> - show drive and motivation, an awareness of strengths and weaknesses, and a commitment to learning</li> <li>▪ <b>Display resilience and Adaptability</b> – express own views, persevere through challenges, and be flexible and willing to change</li> <li>▪ <b>Act with Integrity</b> – be honest, ethical and professional, and prepared to speak up for what is right</li> <li>▪ <b>Demonstrate Accountability</b> – take responsibility for own actions, commit to safety, and act in line with legislation and policy</li> </ul>
Relationships	<ul style="list-style-type: none"> <li>▪ <b>Communicate and Engage</b> – communicate clearly and respectfully, listen, and encourage input from others</li> <li>▪ <b>Community and Customer Focus</b> – Commit to delivering customer and community focussed services in line with strategic objectives</li> <li>▪ <b>Work collaboratively</b> – Be a respectful, inclusive and reliable team member, collaborate with others, and value diversity</li> <li>▪ <b>Influence and Negotiate</b> – Persuade and gain commitment from others, and resolve issues and conflicts</li> </ul>
Results	<ul style="list-style-type: none"> <li>▪ <b>Plan and Prioritise</b> – Plan and organise work in line with organisational goals, and adjust to changing priorities</li> <li>▪ <b>Think and Solve Problems</b> – Think, analyse and consider the broader context to develop practical solutions</li> <li>▪ <b>Create and Innovate</b> – Encourage and suggest new ideas and show commitment to improving services and ways of working</li> <li>▪ <b>Deliver results</b> – Achieve results through efficient use of resources and a commitment to quality outcomes</li> </ul>
Resources	<ul style="list-style-type: none"> <li>▪ <b>Finance</b> - Be a responsible custodian of council funds and apply processes in line with legislation and policy</li> <li>▪ <b>Assets and tools</b> – use, allocate and maintain work tools appropriately and manage community assets responsibly</li> <li>▪ <b>Technology and Information</b> – Use technology and information to maximise efficiency and effectiveness</li> </ul>
Workforce Leadership	<ul style="list-style-type: none"> <li>▪ <b>Manage and Develop People</b> – Engage and motivate staff, develop capability and potential in others</li> <li>▪ <b>Inspire Direction and Purpose</b> – Communicate organisational goals, priorities and vision and recognise achievements</li> </ul>

## OUR VALUES

Behaviours	<ul style="list-style-type: none"> <li>▪ <b>Collaborate</b> – We are a united team. We work together to deliver great outcomes for our community</li> <li>▪ <b>Achieve</b>- We have a can-do attitude and deliver on our commitments. We pursue excellence and believe in making a positive contribution to our community</li> <li>▪ <b>Respect</b> – We communicate openly, act with integrity and are inclusive</li> <li>▪ <b>Evolve</b> – We look for opportunities and embrace change, championing new ideas, and celebrating solutions.</li> </ul>
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## CORPORATE OBLIGATIONS

Employees	No direct reports. Unit structure attached.
Delegations	Authority to operate within the Delegations attached to the position
Risk Management	Managing work practices to mitigate all identified risks, identifying and reporting additional risk and threats and assist in devising strategies to mitigate these risks.

<b>Financial Management</b>	Managing budgets and expenditure, undertaking relevant checks and applying rules, regulation, process and procedures in dealing with financial matters
<b>Workplace Health and Safety</b>	Comply and co-operate with WHS policies, procedures, instructions and safe systems of work.
<b>Code of Conduct</b>	All employees are responsible for adhering to Council's Code of Conduct and the policies and procedures that support it
<b>Workplace Behaviour &amp; EEO</b>	All activities must comply with Council's Workplace Behaviour Guidelines.
<b>Enterprise Content Management</b>	Comply with Council's Enterprise Content Management Determination and associated guidelines including creation of appropriate records in Council's records management system and proper custodianship of records to ensure against loss, removal or destruction
<b>Continuous Improvement</b>	Identify obsolete and inefficient practices and recommend changes where appropriate
<b>Customer Focus</b>	Championing an exceptional customer experience, and evaluating customer satisfaction in order to continually improve service delivery
<b>Procurement</b>	Activities are conducted in accordance with the Purchasing Policy and Procedures to provide transparency and cost effectiveness in procurement

## **SPECIFIC CONDITIONS OF EMPLOYMENT**

<b>Sutherland Shire Council's Child Protection Policy</b>	<p><u>This is a child-related position under the Definition of Council's Child Protection Policy. As such the following items apply:</u></p> <p>A current Working With Children Check Clearance must be provided prior to offer of employment.</p> <ul style="list-style-type: none"> <li>- Mandatory training in relation to child protection must be undertaken. This is completed online via Aurion "Child Protection". This MUST be completed at the latest on induction.</li> <li>- Compulsory Training must be undertaken if Child Protection Legislation changes occur. This will be completed online via Aurion OR through mandatory training sessions</li> </ul>
<b>Children's Services employment</b>	You are employed by Sutherland Shire Council, not one particular Centre. Council reserves the right to transfer you between Centres as the operational need arises.