



Early Education Centre Director

POSITION PROFILE

Division	Shire Services	Status	Full time, permanent
Unit	Children's Services	Salary Grade	
Reports to	Quality Practice Manager Children's Services Manager	Reviewed	December 2022

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

Educational Program and Practice

A quality early learning program is implemented for individuals and groups to extend all children's education whilst in attendance.

Teaching practices at the centre reflect contemporary research and best practice.

Children's Health and Safety

To ensure the wellbeing and safety of all children within the centre, ensuring children are protected and their rights are upheld at all times.

Physical Environment

Ensuring that the physical environment provided to children is safe and secure, whilst providing a stimulating play-based environment to promote and encourage learning and development.

Staffing Arrangements

To communicate effectively and ethically with members of the team and share knowledge to ensure contemporary research based practices are occurring that meet legislative requirements.

Relationships with Children

To ensure that all children are provided with a warm, welcoming and nurturing environment and supported in their relationships with educators, themselves and other children.

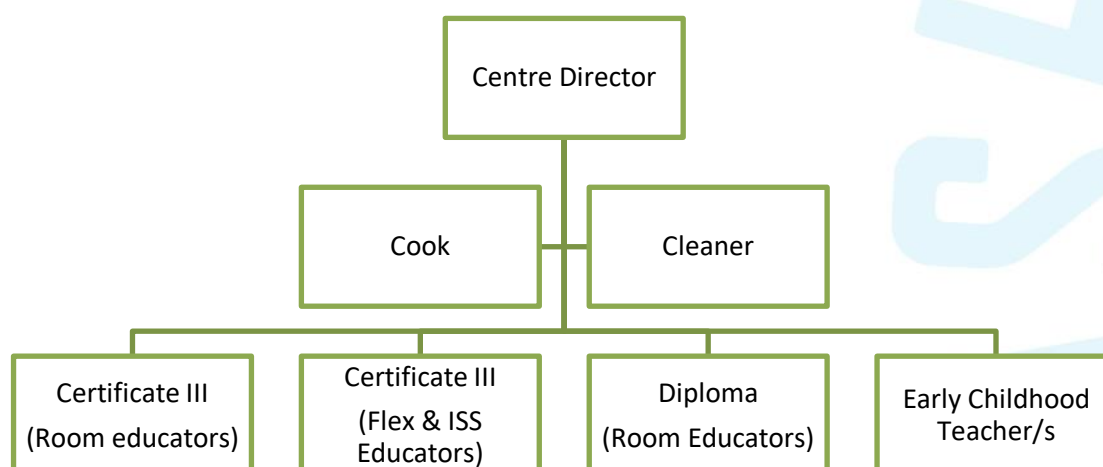
Collaborative partnerships with families and communities

To liaise with communities and families to advocate for and promote early education and care ensuring a collaborative approach to educating children.

Leadership and Service Management

To lead, guide and support educators at the centre with critical reflection on the practices of the centre and guide the development of a Quality Improvement Plan.

STRUCTURE



POSITION OUTCOMES AND ACCOUNTABILITIES

OUTCOME TO BE DELIVERED	PERFORMANCE STANDARD
Work in accordance with regulatory requirements	
To work in accordance with the requirements of the <i>Children (Education and Care Services National Law Application) Bill 2012, Education and Care Services National Regulations</i> and the <i>National Quality Standard for Early Education and Care</i> .	<ul style="list-style-type: none"> The requirements under <i>Children (Education and Care Services National Law Application) Bill 2012, Education and Care Services National Regulations</i> and the <i>National Quality Standard for Early Education and Care</i> are maintained at all times.
Working in accordance with the <i>Code of Ethics of the Early Childhood Australia</i> .	<ul style="list-style-type: none"> Knowledge of the <i>Code of Ethics of the Early Childhood Australia</i> is evident and is followed in everyday practice.
Implement and uphold the service's philosophy in undertaking all other duties.	<ul style="list-style-type: none"> Philosophy of the centre is upheld and taken into consideration regularly.
Working in accordance with the policies and associated procedures of Sutherland Shire Council.	<ul style="list-style-type: none"> All policies and associated procedures are followed in daily practice.
Facilitate the implementation of contemporary, research based practices at the service.	<ul style="list-style-type: none"> Practices at the centre are based on contemporary research and this is communicated to all educators.
Provide ongoing support and assistance to other staff in all areas of service operation.	<ul style="list-style-type: none"> All educators at the services are supported in their roles.
Educational Program and Practice	
Oversee & guide the program of planning, implementing and evaluating which reflects the emerging skills, interests, developmental requirements of children & recognises social & cultural diversity	<ul style="list-style-type: none"> Comprehensive developmental records are maintained for each child and records give evidence of progress in children's learning. Program provided reflects social and cultural diversity. Critical reflection of learning is undertaken.

OUTCOME TO BE DELIVERED	PERFORMANCE STANDARD
Ensure child development knowledge and the outcomes, principles and practices of the Early Years Learning Framework (EYLF) are integrated in the day to day programming/reflection of the services	<ul style="list-style-type: none"> All aspects of curriculum have reflection of the outcomes, principles and practices identified in the Early Years Learning Framework
Ensure staff foster children's learning through modelling and the implementation of a play based learning environment responsive to children's interests, strengths and abilities.	<ul style="list-style-type: none"> Interactions with children are consistent and positive, the environment is developmentally appropriate for all children. There is regular reflection with staff individually and as a group on the environment and activities provided to children
Implement the services statement of philosophy and ensure that it guides pedagogy and teaching decisions.	<ul style="list-style-type: none"> Philosophy is upheld, and is considered when undertaking teaching decisions.
Take responsibility for developing, implementing and evaluating behaviour guidance programs for children when necessary. Provide ongoing support of staff in their work with children with behaviour challenges	<ul style="list-style-type: none"> A positive collaborative approach in relation to behaviour guidance is utilised. Families and other agencies (where applicable) are met with and consulted regarding children's behaviour. A behaviour management plan is developed and reviewed in conjunction with families and other professionals (where applicable) Educators are provided with up to date knowledge and strategies in relation to behaviour guidance. All behaviour management plans are discussed with all Educators; strategies discussed to ensure consistency and are reflected upon regularly
Reflect upon the curriculum provided to children in relation to theories, best practice and current research, making changes as necessary.	<ul style="list-style-type: none"> Evidence that all aspects of curriculum are reflected upon, theorists/best practice/current research is evident. Any changes made are recorded and evaluated.
Ensure that daily care routines, are used for opportunities for learning and are developed, implemented, maintained and followed.	<ul style="list-style-type: none"> Procedures are in place to ensure that the daily care routines of all children are followed, evidence that these procedures are completed consistently.
Design & oversee the implementation of Individual education plans (IEP) for children with additional needs Provide ongoing support of staff in their work with children with additional needs	<ul style="list-style-type: none"> Funding and structural support is accessed for children attending the services with additional needs. Families & external agencies are engaged in the development of an IEP Clear goals, outcomes, timeframes & responsibilities documented Evaluation occurs quarterly
Conduct regular mentoring sessions with educators to guide their practice, knowledge and skills.	<ul style="list-style-type: none"> Regular meetings are held and documented Staff report that they feel supported & they have developed professionally from the guidance provided
Undertake the role of Educational Leader <ul style="list-style-type: none"> Implement and maintain a high quality program Promote and support educators in sourcing professional development and building capacity in relation to curriculum. Ensure educational programs provided to all children are equitable based on children's interests, developmentally appropriate and reflective of current best practice and theories. 	<ul style="list-style-type: none"> Educational program is reflective of the curriculum frameworks Developmental records are maintained for each child and records give evidence of progress in children's learning Intentional teaching & reflective practices are evident Program reflects social & cultural diversity Interactions with children are consistent and positive, the environment is developmentally appropriate for all children.

OUTCOME TO BE DELIVERED	PERFORMANCE STANDARD
- Mentor and guide Educators in their development of their educational program.	<ul style="list-style-type: none"> Evidence that all aspects of curriculum are reflected upon, theorists/best practice/current research is evident. Any changes made are recorded and evaluated Procedures are in place to ensure that the daily care routines of all children are followed, evidence that these procedures are completed consistently Staff report that they have extended their knowledge & skills in regards to programming & planning as a result of the mentoring provided.
Children's Health and Safety	
Ensure each child's health needs are supported	<ul style="list-style-type: none"> All children's health requirements (i.e. medication, sleep, allergies) are supported and maintained.
Ensure the nutritional requirements for all children are met	<ul style="list-style-type: none"> Menus meet the standards required for nutrition
Ensure that children are safe and adequately supervised at all times	<ul style="list-style-type: none"> Supervision policy and plan are implemented and followed at all times. Risk assessments are completed
Document and act upon potential risk	<ul style="list-style-type: none"> Any risks to supervision are identified and communicated. Modifications are made to practices as required.
Take responsibility for the protection rights of children attending the centre.	<ul style="list-style-type: none"> Children's safety and security are upheld and maintained at all times.
Ensure a high standard of hygiene & safe food handling is maintained in compliance with policies and procedures	<ul style="list-style-type: none"> Associated hygiene policies and procedures are maintained.
Ensure that accurate and detailed records of injury/accident/trauma and medication forms are kept.	<ul style="list-style-type: none"> Records are completed within required timeframes and kept in secure location and that confidentiality is maintained.
Support children's individual wellbeing and comfort in sleep, rest and relaxation.	<ul style="list-style-type: none"> Effective rest and relaxation times to meet all children's needs are implemented.
Undertake role as a mandatory reporter under child protection legislation	<ul style="list-style-type: none"> Child protection concerns notified Understanding of the Council policy , Child Protection legislation & keep them safe guidelines is demonstrated Referrals made to support agencies
Physical Environment	
Ensure the services are ready for operation at the beginning of each day	<ul style="list-style-type: none"> Environments are set up Appropriate equipment, resources & food is available
Maintain respect for the learning environments both indoors and outdoors, as this is viewed as the 'third teacher'	<ul style="list-style-type: none"> Learning environments are maintained, faulty equipment is disposed of.
Maintain supplies and equipment levels for all services	<ul style="list-style-type: none"> Adequate materials and equipment is available Inventory for all equipment is maintained
Maintain a clean and safe work environment.	<ul style="list-style-type: none"> Environment is clean and safe, WHS requirements are followed in the environment.
Conduct daily workplace inspections and participate in risk assessments as per policy requirements.	<ul style="list-style-type: none"> Daily WHS checks are completed, Any required risk assessments are completed.
Assist the service to ensure environmental sustainability practices are embedded in all areas of the program.	<ul style="list-style-type: none"> Services sustainability practices are implemented and embedded across the program.
Ensure physical activity is incorporated through the daily program	<ul style="list-style-type: none"> Munch & move is embedded within daily practice
Staffing Arrangements	

OUTCOME TO BE DELIVERED	PERFORMANCE STANDARD
Complete all payroll requirements	<ul style="list-style-type: none"> ▪ Authorise timesheets ▪ Authorise leave & higher grade pay
Value staff skills & competencies	<ul style="list-style-type: none"> ▪ Recognition of their strengths ▪ Provide positive recognition for achievements ▪ Nominate for awards, utilise opportunities for recognition through newsletters & articles
Active involvement in recruitment of staff	<ul style="list-style-type: none"> ▪ Requisitions submitted as required ▪ Applications are culled promptly ▪ Involvement in the interview & selection process
Ensure an effective induction process is undertaken for all staff	<ul style="list-style-type: none"> ▪ Staff report satisfaction on their induction
Facilitate the resolution of conflicts	<ul style="list-style-type: none"> ▪ Provide a mediating role to support staff in conflict resolution ▪ Conflicts or problems are dealt with at an appropriate time & place using joint decision making wherever possible
Retain staff, maintain satisfaction & productivity	<ul style="list-style-type: none"> ▪ Satisfaction is greater than 80% ▪ Staff retention is maintained & improved ▪ Output is continuous & meets organisational needs & agreed unit outcomes
Assist in the maintenance of a harmonious work environment through working collaboratively with the management team, supervisors, Administration & staff	<ul style="list-style-type: none"> ▪ Collaborative partnership exists ▪ Attendance and contributions in meetings and discussions ▪
Coordinate staff rosters ensuring educator-to-child ratios and qualifications are adhered to	<ul style="list-style-type: none"> ▪ Ratios & qualifications are maintained
Facilitate a team approach and work with staff to achieve services & unit's aims and goals.	<ul style="list-style-type: none"> ▪ Individual appraisals/goals, compliment unit goals and directions ▪ Work collaboratively with other team members.
Respect and support staff by developing positive and ethical channels of communication that are based on principles of mutual respect, equity and fairness.	<ul style="list-style-type: none"> ▪ All communication is ethical and based on respect and fairness.
Act as a role model for other educators	<ul style="list-style-type: none"> ▪ Practices reflect best practice at all times.
Relationships with Children	
Ensure that each child has a sense of belonging, being and becoming	<ul style="list-style-type: none"> ▪ Interactions with children are warm and responsive at all times.
Ensure respectful, equitable and genuine relationships with all children are conducted	<ul style="list-style-type: none"> ▪ All children are treated equitably and fairly.
Ensure children are viewed and respected as competent, capable beings	<ul style="list-style-type: none"> ▪ Children are engaged in the decision making process.
Ensure each child's dignity and the rights of the child are maintained at all times.	<ul style="list-style-type: none"> ▪ Interactions of staff demonstrate respect for the rights of children
Ensure each child is supported to manage their own behaviour and this is encouraged with behaviour guidance strategies.	<ul style="list-style-type: none"> ▪ The positive behaviour guidance policy is implemented and followed by all staff
Collaborative Partnerships with Families and Communities	
Liaise with and support families; respecting child rearing practices and beliefs.	<ul style="list-style-type: none"> ▪ Communication is conducted with families regarding their child/rens progress and requirements in a respectful and reciprocal manner, respecting the families' beliefs. ▪ Referral pathways provided ▪ Support & strategies provided to assist parents in their role

OUTCOME TO BE DELIVERED	PERFORMANCE STANDARD
Provide effective service to Council customers, internal customers and the community	<ul style="list-style-type: none"> ▪ Needs of customers are identified and confirmed with the customer ▪ Customer needs are satisfied and actioned in accordance to timeframes set within the corporate policies ▪ A calm & consistent approach is used in all customer dealings ▪ Positive image is presented
Continually reflect on customer service	<ul style="list-style-type: none"> ▪ Complaints are reflected upon, corrective actions implemented & recorded within Council's CRMS system ▪ Proactive approach taken to address survey responses (exit survey & customer surveys) ▪ Feedback is used to make changes to practice ▪ Reflective practice systems are well documented ▪ Customer satisfaction is greater than 80%
Create partnerships with families	<ul style="list-style-type: none"> ▪ Systems are developed & monitored which ensure the establishment , implementation & evaluation of effective parent partnerships ▪ Important information & notifications are provided to families through regular correspondence – emails, newsletters, face to face discussions ▪ Family events are coordinated professionally ▪ Family involvement exists ▪ Systems are implemented to ensure families receive regular information about their child's day in the service ▪ Guidance is provided to staff on improving partnerships with families & necessary adjustments are made to the services quality improvement plans ▪ Practices reflect inclusiveness of diversity in the community
Promote the services to the community	<ul style="list-style-type: none"> ▪ Implement marketing initiatives ▪ Promote the service professionally ▪ Contribute to promotional ideas ▪ Provide opportunities for families to view the service ▪ Facilitate orientation & enrolment sessions
Build links with Community service providers, government departments, industry partners, other internal services & FDC educators	<ul style="list-style-type: none"> ▪ Network relations exist & are utilised to share information, build capacity, increase knowledge & skills ▪ Knowledgeable of referral pathways to support vulnerable children & families ▪ Knowledgeable of referral pathways to support children with additional needs ▪ Collaborative arrangements exist between services
Leadership and Service Management	
Provide leadership , coordinate service operations & performance	<ul style="list-style-type: none"> ▪ Service output reflects an established environment of motivation & staff development ▪ Self-performance & professional competence is continuously improved through engagement in a range of professional activities

OUTCOME TO BE DELIVERED	PERFORMANCE STANDARD
	<ul style="list-style-type: none"> Awareness of industry change / issues & ensure staff are kept informed Positive role modelling & effective communication is demonstrated Councils Strategic goals and directions are accurately represented
Represent Children's Services professionally	<ul style="list-style-type: none"> Active participant at industry forums Industry information conveyed to staff Professional liaison with all stakeholders
Manage the performance of individuals directly reporting to the role	<ul style="list-style-type: none"> Performance appraisal completed annually & reflected upon at a minimum bi monthly Regular feedback provided, incorporating ways to progress forward Work plans developed & outcomes evaluated Key performance indicators are monitored & addressed as necessary, disciplinary action is initiated if required Staff report that they feel supported in their role
Identify & act on training needs & career development opportunities for individual staff & the team	<ul style="list-style-type: none"> Training plans are developed annually for individuals & the team & utilised to guide nominations in consultation with the Professional Learning coordinator. Staff are given the opportunity to take on challenges through task variety & projects Team development opportunities are provided
Plan, allocate & monitor work projects for direct reports & take responsibility for & manage own work	<ul style="list-style-type: none"> All projects & work tasks are completed within allocated timeframes Follow ups are undertaken if required & addressed if reoccurring Strategies to cope with unexpected demands or time constraints are developed
Facilitate, organise & attend meetings	<ul style="list-style-type: none"> Organisation and attendance at meetings Meetings are well prepared , convened professionally, documented, actions addressed & change initiated
Maintain confidentiality at all times	<ul style="list-style-type: none"> Understanding & commitment to confidentiality in all issues is consistently demonstrated
Demonstrate regular positive written and verbal communication with all stakeholders	<ul style="list-style-type: none"> Communication is clear, concise, positive & facilitating Respect for others opinions & suggestions & effective listening skills are demonstrated Staff report that they feel informed & are given opportunities for engagement Communication systems are developed & implemented to manage recurrent communication to families, schools, entertainment providers etc
Take on the role of Nominated supervisor <ul style="list-style-type: none"> To work in accordance with the requirements of the Education and Care Services National Law and the Education and Care Services National Regulations 	<ul style="list-style-type: none"> The service maintains compliance with regulations & Standards Legislative requirements are acknowledged and adhered to at all times, demonstrating a complete understanding of and value for these Role of the nominated supervisors is fulfilled

OUTCOME TO BE DELIVERED	PERFORMANCE STANDARD
	<ul style="list-style-type: none"> ▪ Notifications are provided to the Operations & Region Manager within the required timeframe & when necessary investigation is undertaken
Build the capacity of staff through: <ul style="list-style-type: none"> - Coaching - Training provision - Feedback - Provision of reading material - Clear systems & accountabilities - Guidance & support - Performance management systems 	<ul style="list-style-type: none"> ▪ Staff report that they have increased their knowledge, skills & confidence as a result of the support & guidance they have received in their role
Identify potential areas of compliance vulnerability and risk.	<ul style="list-style-type: none"> ▪ Areas of compliance risk identified & addressed ▪ Risk assessments are completed & supervision plans maintained
Ensure compliance with quality procedures, policies & systems	<ul style="list-style-type: none"> ▪ Policies , procedures & systems are embedded within the service
Develop, Implement & monitor the services QIP	<ul style="list-style-type: none"> ▪ QIP are developed, implemented & evaluated regularly
Review and monitor the budget expenditure	<ul style="list-style-type: none"> ▪ Income & expenditure is monitored monthly ▪ Report on any variations to the expenditure & revenue monthly & reasons for the variances
Petty cash compliance is maintained	<ul style="list-style-type: none"> ▪ Petty cash is monitored monthly
Review occupancy for the service & recommend actions to address vacancies	<ul style="list-style-type: none"> ▪ Occupancy is maintained above budget estimates
Consider opportunities for efficiency gains & control expenditure	<ul style="list-style-type: none"> ▪ Efficiency gains recognised & reported on ▪ Expenditure controlled & prioritised – opportunities for managing staff leave, purchasing, suppliers & staff replacement is utilised
Actively participate & engage in strategic planning, projects and policy review for the entire Children's Services unit	<ul style="list-style-type: none"> ▪ Contribution to development & planning ▪ take responsibility for project outcomes that relate to the role ▪ undertake required research
Develop & implement action plans in response to investigations, survey feedback, business unit initiatives, performance & policy changes	<ul style="list-style-type: none"> ▪ Action plans are implemented, with objectives achieved within timeframes specified. ▪ Continuous improvements are reflective within the relevant QIP's
Ensure all administrative functions are adhered to	<ul style="list-style-type: none"> ▪ Systems are implemented ▪ All administration requirements are completed within timeframes specified
Maintain effective processes & systems such as <ul style="list-style-type: none"> - Liaison with external stakeholders - Enrolments - Staff rostering - Equipment & resources - Curriculum planning - Events - Meetings - Documentation 	<ul style="list-style-type: none"> ▪ Systems & processes are evaluated regularly ▪ Reflection demonstrates improved outcomes
Work Collaboratively with the Business Operations Team Leader and the Asset team on facility maintenance, renewals & upgrades	<ul style="list-style-type: none"> ▪ Maintenance issues identified ▪ Resources & equipment renewed as required within budget allocation ▪ Quality assurance controls implemented for facility maintenance – gardeners & cleaners ▪ Facilities monitored & issues raised with the Operations Manager

SELECTION CRITERIA / SUCCESS PROFILE

Qualifications, Certificates or Licences	Essential	<ul style="list-style-type: none"> ▪ Degree Qualification in Early Education ECT trained or Diploma qualified and having commenced or willing to commence Early Education degree within 3 months of employment (for a full list of recognised Early Childhood Teaching Degree's http://www.acecqa.gov.au/Qualifications.aspx) ▪ Current First Aid Qualification i.e. HLTAID004 or Equivalent (For a full list see http://www.acecqa.gov.au/Qualifications.aspx) ▪ Current Child Protection Training i.e. CHCPRT001 or Equivalent (For A full list of approved courses see http://www.dec.nsw.gov.au/documents/15060385/15385042/child-protection-qualifications.pdf) ▪ Working with Children Check Number to be provided for verification ▪ Criminal record check / National police Check ▪ Ability to be approved as Nominated Supervisor ▪ Current Drivers Licence ▪ New South Wales Education Standards Authority (NESA) Early Childhood Teacher Accreditation <p>When submitting your application, the copies of your qualifications and certificates <u>must</u> be certified copies witnessed and signed by a Justice of the Peace. Please ensure you lodge these witnessed qualifications and certificates with your application.</p>
	Desirable	<ul style="list-style-type: none"> ▪ Current Drivers licence ▪ Certificate IV In Workplace Training and Assessment (TAE40110)
	Essential	<ul style="list-style-type: none"> ▪ Experience working with children 0-5 years of age ▪ Proven experience leading & developing a team ▪ Comprehensive working knowledge AND experience in implementing the National Quality Framework including the National Quality Standards, Early Years Learning Framework (EYLF) and Education and Care National Regulations ▪ Demonstrated knowledge of legislations governing Early Education & Care including Child Protection legislation. ▪ Excellent interpersonal, written and communication skills ▪ Knowledge of and ability to apply Work Health and Safety and Equal Employment Opportunity principles ▪ Demonstrated experience in the development and implementation of an Early Education program that caters for the interests, needs and abilities for children & is based on current research & best practice
	Desirable	<ul style="list-style-type: none"> ▪ Demonstrated experience managing a budget ▪ Comprehensive computer skills ▪ Demonstrated skills in interacting positively and effectively with community members and clients ▪ Experience working with additional needs children and families from a non-English speaking background ▪ Ability to achieve in a demanding, diverse, fast paced environment with competing priorities
Experience or skills		

CORE CAPABILITIES

Personal Attributes	<ul style="list-style-type: none"> ▪ Manage self – Show drive and motivation, an awareness of strengths and weaknesses, and a commitment to learning ▪ Display resilience & adaptability – Express own views, persevere through challenges, and be flexible and willing to change ▪ Act with Integrity - Be honest, ethical and professional, and prepared to speak up for what is right ▪ Demonstrate Accountability – Take responsibility for own actions, commit to safety, and act in line with legislation and policy
Relationships	<ul style="list-style-type: none"> ▪ Communicate & engage - Communicate clearly and respectfully, listen, and encourage input from others ▪ Community & customer focus – Commit to delivering customer and community focussed services in line with strategic objectives ▪ Work collaboratively – Be a respectful, inclusive and reliable team member, collaborate with others and value diversity ▪ Influence and negotiate – Persuade and gain commitment from others and resolve issues and conflicts
Results	<ul style="list-style-type: none"> ▪ Plan & prioritise – Plan and organise work in line with organisational goals, and adjust to changing priorities ▪ Think & solve problems – Think, analyse and consider the broader context to develop practical solutions ▪ Create and innovate – Encourage and suggest new ideas and show commitment to improving services and ways of working ▪ Deliver results – Achieve results through efficient use of resources and a commitment to quality outcomes
Resources	<ul style="list-style-type: none"> ▪ Finance – Be a responsible custodian of Council funds and apply processes in line with legislation and policy ▪ Assets and tools – Use, allocate and maintain work tools appropriately and manage community assets responsibly ▪ Technology and information – Use technology and information to maximise efficiency and effectiveness ▪ Procurement and contracts – Understand and apply procurement processes to ensure effective purchasing and contract performance
Workforce Leadership	<ul style="list-style-type: none"> ▪ Manage and Develop People – engage and motivate staff, develop capability and potential in others ▪ Inspire Direction and Purpose – Communicate organisational goals, priorities and vision and recognise achievements ▪ Optimise Workforce contribution – Hire and deploy people effectively and apply sound workforce planning principles ▪ Lead and manage change - Initiate, support and champion change, assist others to accept and engage with change

OUR VALUES

Behaviours	<ul style="list-style-type: none"> ▪ Collaborative - be open and welcoming, genuinely connect to others, include others, work together as one ▪ Achieving - be enthusiastic and optimistic, make a positive contribution, set goals to be the best you can be, deliver every day ▪ Respectful – be honest and trustworthy, do what you say you will put yourself in the other person's shoes, listen to what's important to others
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- **Evolving** – stay up to date, take on new opportunities, think creatively about solutions, be a big picture thinker

CORPORATE OBLIGATIONS

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

SPECIFIC CONDITIONS OF EMPLOYMENT

Sutherland Shire Council's Child Protection Policy	<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"> - 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. - Compulsory Training must be undertaken if Child Protection Legislation changes occur. This will be completed online via Aurion OR through mandatory training sessions
Children's Services employment	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.