

Position Description

Title:	Service Leader, Outside School Hours Care
Business unit:	Early Learning
Location:	As per employment agreement
Employment type:	As per employment agreement
Reports to:	As per employment agreement

About Uniting

Uniting Vic.Tas is the community services organisation of the Uniting Church. We've been supporting people and families for over 100 years. We work alongside people of all ages in local communities in Victoria and Tasmania. Our services reach to Albury-Wodonga in the north, Mallacoota in East Gippsland, the Wimmera region in the west, and across Tasmania.

We empower children, young people and families to learn and thrive. We're there for people experiencing homelessness, drug and alcohol addiction or mental illness. We support people with disability to live the life they choose. We assist older people to maintain their independence and enjoy life. We provide opportunities to access training and meaningful employment. We're proud to welcome and support asylum seekers to our community. We work to empower people with the information, skills and tools they need to live a healthy, happy life.

As an organisation, we work in solidarity with Aboriginal and Torres Strait Islander people as Australia's First Peoples and as the traditional owners and custodians of this land.

We celebrate diversity and value the lived experience of people of every ethnicity, faith, age, disability, culture, language, gender identity, sex and sexual orientation. We welcome lesbian, gay, bisexual, transgender, gender diverse and non-binary, intersex, and queer (LGBTIQ+) people at our services. We pledge to provide inclusive and non-discriminatory services.

Our purpose: To inspire people, enliven communities and confront injustice

Our values: We are imaginative, respectful, compassionate and bold

1. Position purpose

As the Service Leader, you are expected to support the leadership of a team which provides high quality early childhood education and care to children. You will lead a service with 3 or less rooms (or equivalent) with a focus on both operational management and time spent as part of the ratioed team providing direct service.

This includes:

- Adhere to, lead and monitor the requirements of the Education and Care Services National Law Act and Regulations, the Kindergarten Funding Guidelines, the National Quality Standards Framework, Child Safe Standards and organisational policies and procedures.
- Work collaboratively as part of a large passionate professional team ensuring the provision of quality Early Childhood programs at the service.
- Provide an environment which reflects a safe, inclusive, responsive and supportive program where the interests and needs of the child are the foundation for the creation of the educational programs.
- Demonstrate a commitment to participating in ongoing reflective practice and continuous improvement.
- Contribute to a positive professional team and organisational culture.

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Under the National Law and Regulations, services are required to base their educational program on an approved learning framework. Through the relevant framework, this position focuses on addressing the developmental needs, interests and experiences of each child, while taking into account individual differences.

Each service works to one of the national or Victorian early learning framework which outline practices that support and promote children's learning. These frameworks include:

- Belonging, Being and Becoming: The Early Years Learning Framework for Australia (EYLF) - This the nationally approved learning framework under the NQF for young children from birth to five years of age.
- My Time, Our Place: Framework for School Age Care in Australia - This the nationally approved learning framework under the NQF for school age children.
- The approved learning framework specific to Victoria is the Victorian Early Years Learning and Development Framework (VEYLDF).

2. Scope

Budget:

Nil

People:

- Educators
- Students and Volunteers as needed.

3. Relationships

Internal

- Early Learning Program Managers
- Early Learning Senior Managers
- Early Learning Teachers and Educators
- Finance, ICT and P&C team(s) as required
- Other Uniting employees as required.

External

- Children
- Families and caregivers
- Other early childhood professionals
- Department of Education and Training
- Other community service organisations as required
- Commonwealth and State Government as required through direction of management
- Other service providers as required.

4. Key responsibility areas

Educational program and practice:

- Implement the service statement of philosophy that guides the pedagogy and teaching decisions.
- Plan, implement, and modify a quality and diverse educational program based on an approved curriculum framework.
- In developing the educational program promote children's agency, choice and influence so that the program meets the interests and abilities of each child.
- Document and analyse children's learning in line with an approved curriculum framework.

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- Actively engage with every child to participate in the program.
- Utilise a variety of teaching strategies including intentional teaching and reflective practice in daily work.

Health and safety of children:

- Immediately raise the awareness of any concerns regarding the health, safety or wellbeing of a child.
- Provide a safe and stimulating physical environment where all children are protected from harm or hazards.
- Ensure that children's health, wellbeing and physical needs are met.
- Demonstrate effective health and hygiene practices that meet all legislative and policy and procedural requirements and support children to do the same.
- Ensure that all children have access to nutritious food and fresh drinking water that meets the children's specific dietary and allergy requirements inclusive of culture and families' choices.

Collaborative partnerships with families and communities:

- Develop and maintain respectful, supportive, collaborative and responsive relationships with children and their families.
- Consult with families regarding their child's learning and development.
- Ensure effective induction and orientation processes for new families, children and educators, including workplace students and volunteers.
- Contribute to the establishment and maintenance of links with local networks and community, resource agencies, local foundation programs/schools and other relevant organisations.
- Create a safe, supportive, and informative environment for families.
- Act as a resource person for families.
- Adhere to the service's Privacy and Confidentiality Policy on children, families, and educators.
- Encourage families to contribute to the service.
- Advocate for high quality services for children in our community.
- Welcome, support and assist students on placement and volunteers engaged with the service.

Administration and management:

- Ensure all legal, funder and statutory requirements pertaining to the position are met including serious incidents, reportable conduct and mandatory reporting (child safety).
- Foster a culture where risks are identified and appropriately managed.
- Report areas of serious risk to next level supervisor and work together to mitigate those risks.
- Assist the Centre Director in matters relating to, pedagogical leadership, management support, and service administration.
- In consultation with the Centre Director, drive the ongoing continuous improvement of the service through reflective practice.
- Ensure accurate records are documented and maintained to meet legislative requirements.
- Support the Centre Director in all matters relating to service operation and development and review and service administration as required.
- Stay informed about current trends in educational practice within the sector.
- Actively participate in employee performance review process.
- Assist in planning and monitoring Return to Work Plans for injured employees.
- In the absence of the Centre Director assume the tasks and responsibilities linked to the Centre Director role, ensuring all aspects of the service are managed and maintained.
- Other duties as directed.

People and teams:

- Monitor and support the practice of all educators to ensure they are in accordance with the Education and Care Services National Law Act and Regulations, the Kindergarten Funding Guidelines, the National Quality Framework and reflect the philosophy, policies and procedures of the service.

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- Attend and actively participate in staff, educator and network meetings and professional development opportunities as appropriate or as directed by the Centre Director.
- Establish, lead, coach and inspire an engaged and productive team.
- Lead the team in leading practices and effective process governance.
- Provide support, guidance, coaching, leadership, and empowerment to the team including feedback through performance reviews and regular supervision.
- Undertake regular supervision and performance review with line manager, providing feedback to promote collaborative working relationships.
- Promote and maintain a positive, respectful and enthusiastic work environment.
- Provide authentic team leadership and the highest level of professional conduct in alignment with Uniting's values.
- Work cooperatively, ethically and respectfully with educators and other Uniting staff (including the Management team) to deliver high quality services for children and families.
- As appropriate delegate tasks to and monitor performance of educators, students and volunteers.
- All Early childhood educators are required to agree to act as a responsible person as per the *Education and Care Services National Regulations*. Responsible persons are placed in charge of the day-to-day operational management of the service if the approved provider or nominated supervisor is not present and you are nominated as the responsible person.

Legal requirements and risk management:

- Ensure all legal, funder and statutory requirements pertaining to the position are met including serious incidents, reportable conduct, and mandatory reporting (child safety).
- Foster a culture where risks are identified and appropriately managed.
- Report areas of serious risk to next level supervisor and work together to mitigate those risks.

Personal accountability:

- Compliance with Uniting's values, code of conduct, policies and procedures and relevant government legislation and standards where relevant.
 - Cooperate with strategies to actively ensure the safety, protection and well-being of children who come into association with us.
 - Ensure appropriate use of resources.
 - Work collaboratively with Uniting (Victoria Tasmania) employees and external stakeholders in accordance with Uniting's values and professional standards of behaviour.
 - Actively participate in initiatives to maintain, build upon and promote a positive and collaborative workplace.
 - Identify opportunities to integrate and work collaboratively across teams.
 - Take reasonable care for your own health and safety, and health and safety of others (to the extent required).
 - Promote a positive safety culture by contributing to health and safety consultation and communication.
 - Promptly respond to and report health and safety hazards, incidents and near misses to line management
 - Attend mandatory training sessions (i.e. equal employment opportunity, health, and safety) and mandatory training specific to position.
 - Declare anything that you become aware of through the course of your engagement which may impede your suitability to work with children and/or young people.
 - Declare any potential or actual conflict of interest that you become aware of through the course of your engagement:
 - Based on a relationship with a current member of Uniting's workforce
 - Based on my ongoing work with another organization.
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5. Performance indicators

- To be determined in conversation with Line Manager
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6. Person specification

Qualifications

- Approved Australian Children's Education and Care Quality Authority qualification:
 - Associate Diploma in Arts- Fitness, Recreation or Leadership
 - Bachelor of Applied Science (Physical Education)
 - Bachelor of Arts (major in Youth Studies)
 - Bachelor of Arts (Recreation)
 - Bachelor of Arts (Youth Affairs)
 - Bachelor of Arts (Youth Studies)
 - Bachelor of Physical Education
 - Bachelor of Social Science (Youth Work)
 - Bachelor of Sport Science (Exercise Science)
 - Certificate of/in Teaching or Education (early childhood, primary or secondary) requiring at least two years of full time or part time equivalent study
 - Diploma/Bachelor of Youth Work
 - Bachelor of Social Work
 - Post-secondary qualification in the fields of Teaching/Education (primary/secondary) at diploma level or above.
 - Diploma of Children's Services (Outside School Hours Care)
 - Diploma of Early Childhood Education and Care
 - Diploma of Out of School Hours Care
 - Diploma of School Age Education and Care
 - Diploma of/in Education Support requiring at least two years of full time or part time equivalent study
 - Diploma of Community Services
 - Diploma of Community Welfare Work
 - Teacher Registration
- Current First Aid, CPR, Anaphylaxis and Asthma Certificates*
- Current Employee Working with Children Check / Working with Vulnerable Persons Check*
**Must be applicable for the State in which the service operates.*

Experience

- Minimum two years' experience in the Early Childhood field.
- Ability to gain approval as an Authorised Supervisor.
- Demonstrated ability to manage, lead and support staff with a team orientation.
- Demonstrated experience and skills in conflict resolution and negotiation.
- Ability to identify areas for improvement, formulate solutions and lead and manage change.

Core selection criteria

- Values alignment:** ability to demonstrate and authentically promote Uniting's values; respect the uniqueness and value of every individual; establish and maintain right relationships that enable people to be influential in their own support arrangement and ensure they are treated with dignity and respect; build on strengths and abilities of all; demonstrate transparency and accountability.
- Communication:** strong and clear communication skills with the ability to build positive professional relationships with families, educators and other professionals; excellent interpersonal skills; high level written and verbal communication skills.
- Teamwork:** cooperates and works well with others in pursuit of team goals; collaborates and shares information; shows consideration, concern and respect for others' feelings and ideas; accommodates and works well with the different working styles of others; encourages

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resolution of conflict within the group; willingness to be proactive and help others; contributes to the continuous improvement of a positive, collaborative and effective work environment.

- **Quality assurance:** ability to support the development and implementation of a developmentally appropriate educational program for children; committed to continuing individual learning and development and improvement of inter-professional practice; ability to operate in an inclusive and supportive learning environment.
 - **Problem solving:** demonstrates creativity and innovation; can be flexible and resilient and quickly adapt to the work environment; be aware of, and work with, the different strengths of each child; have developed skills in engaging children and families in a number of ways.
 - Demonstrated ability to provide safe environments for children and young people and protect them from abuse and neglect.
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7. We are a child safe organisation

Uniting is a child safe organisation and is committed in everyday practice to ensure the safety and wellbeing of all children, at all times. As a child safe organisation, employment with Uniting is subject to a satisfactory national (and international where relevant) police check and relevant Working With Children Check (and NDIS Worker Screening Check where relevant) to your State prior to commencement of any paid or unpaid work and/or participation in any service or undertaking.

This position description is subject to review and may change in accordance with Uniting's operational, service and consumer requirements.

8. Acknowledgement

I have read, understood, and accepted the above Position Description

Employee

Name:

Signature:

Date: