



POSITION DESCRIPTION

Our organisation prides itself on getting results, training and development, valuing diversity, community partnerships and excellence in customer service.

Position Title:	Group Leader	Department:	Corporate Services
Reports to:	Director of Gwydir Day Care and Early Childhood Teacher		
Subordinate Positions:	Nil		
Classification:	Band 2 Level 1 Grade 9, Step 1 \$1,120.15 – Band 2 Level 2 Grade 10, Step 3 \$1,236.75	Additional Benefits:	9.5% Superannuation Uniform Allowance Rostered Day Off
Basis of Employment:	Permanent Full time 38 hrs per week	Location:	Gwydir Daycare and Preschool
Employment Condition:	Local Government (State) Award 2017	Vacancy Ref:	

POSITION OBJECTIVE

As a Group Leader, you are expected to be an active leader of a team which provides high quality early childhood education and care to children.

This includes:

- Providing a consistent, nurturing, caring, happy, secure, creative and active environment for all children at Gwydir Day Care and Preschool;
- Developing strong relationships with children and relationships that support and partner with families and the community;
- To treat each child with dignity and respect, taking into account any cultural, socio-economic, or other differences and their individual needs;
- Ensure a high standard of childcare and education within the Centre by being an appropriate role model at all times; and
- Working with other staff towards continuous improvement in all areas of Gwydir Day Care and Preschool's operations.

OBLIGATIONS TO THE ORGANISATION

You are required to cooperate with Council in order to comply with legislative requirements under the Work Health and Safety Act 2011 and Work Health and Safety Regulations 2011, NSW Anti-Discrimination Act 1977, the Moree Plains Shire Council Code of Conduct and the Local Government Act 1993.

KEY ACCOUNTABILITIES

General Responsibilities

- To work in accordance with the requirements of the '*Children (Education and Care Services National, Education and Care Services National Regulations*' and the '*National Quality Standard for Early Education and Care*';
- Working in accordance with the '*Code of Ethics of the Early Childhood Australia*';
- Implementing our services' philosophy in undertaking all duties;
- Working in accordance with the policies and associated procedures of the organisation; and
- Provide on-going support and assistance to other staff in all areas of our services' operation.

Responsibilities in accordance with the National Quality Standard

1. Educational program and practice

- 1.1 Ensure the implementation of the Gwydir Day Care and Preschool's philosophy and that it guides the pedagogy and teaching decisions.
- 1.2 Contribute to the development of programs which reflect the *Early Years Learning Framework (EYLF)*;
- 1.3 Ensure curriculum decision making contributes to each child's learning and assist children to enhance their connection with community, wellbeing, confidence as learners and effectiveness as communicators.
- 1.4 Help children develop the outcomes of the EYLF:
 - A strong sense of their identity;
 - Connections with their world;
 - Strong sense of wellbeing;
 - Confidence and involvement in their learning; and
 - Effective communication skills.
- 1.5 Implementation a play based learning environment responsive to children's interest, strengths and abilities;
- 1.6 Lead the planning, implementation, evaluation and reflection of programs in your room which reflect the emerging skills and interests of children;
- 1.7 Implement intentional teaching strategies to scaffold and guide children's interest and learning;
- 1.8 Lead with the implementation of daily routines in your room and use routine times as opportunities for learning;
- 1.9 With the support of the director and educational leader, as required, take responsibility for planning children's learning and the documentation of this so as to make their learning visible;
- 1.10 With the support of the director and educational leader, as required, maintain on-going records of the child's development and records of children's assessments against learning outcomes;

- 1.11 Engage in critical reflection and evaluation of children's learning and this is used as a primary source of future planning;
- 1.12 Use informational technology to support and extend children's learning; and

2. Children's health and safety

- 2.1 Ensure each child's health needs are supported;
- 2.2 Ensure that children are safe and adequately supervised at all times;
- 2.3 Take responsibility to ensure a potential supervision risk are reported to other educators or Director;
- 2.4 Take responsibility for the protection and rights of children attending the service;
- 2.5 Ensure that the environment is safe, supportive, stimulating and educational for children;
- 2.6 Respond positively and consistently to children's additional needs/requirements – diet/allergies, developmental etc;
- 2.7 Ensure a high standard of hygiene is maintained in compliance with procedures and policies;
- 2.8 Administer first aid and medication in compliance with procedures and policies;
- 2.9 Ensure to keep accurate and detailed records of injury/accident/trauma and medication forms;
- 2.10 Become familiar with all policies regarding health and safety within Council;
- 2.11 Support children's individual wellbeing and comfort in sleep, rest and relaxation; and
- 2.12 Assist to ensure the service's child protection policy is implemented:
 - Inform the Director of any allegations or convictions of a child protection nature against any other employees, of which you become aware; and
 - Ensure compliance as a mandated reporter which requires reporting to Community Services, where there is reasonable grounds to suspect that a child is at risk of significant harm.

3. Physical environment

- 3.1 Ensure the service is ready for operation at the beginning of each day when rostered on an early shift;
- 3.2 Contribute to the development of an environment for children which fosters curiosity, exploration and problem solving;
- 3.3 Maintain respect for the learning environments, both indoors and outdoors and that this is viewed as the 'third teacher';
- 3.4 Maintain supplies and equipment levels for the room;
- 3.5 Assist to maintain the aesthetics of the environment along with the children;
- 3.6 Maintain a clean and safe work environment;
- 3.7 Conduct daily and other workplace inspections as per the checklists provided. Eg – opening/closing checklist, toys and equipment cleaning checklist, safe building checks etc;
- 3.8 Assist the service to ensure environmental sustainability practices is embedded in all areas of the program;
- 3.9 Support children to become environmentally responsible and show respect for the environment; and
- 3.10 Assume an equal share of cleaning duties.

4. Staffing arrangements

- 4.1 Maintain educator-to-child ratios and qualifications at all times;

- 4.2 Demonstrate Council's 'code of conduct' and the Gwydir Day Care and Preschool 'Code of Ethics' in all interactions and relationships at the service;
- 4.3 Respect and support colleagues by developing positive and ethical channels of communication that are based on principles of mutual respect, equity and fairness;
- 4.4 Fulfil requirements and documentation as the responsible person on duty as required;
- 4.5 Be proactive in supporting a healthy team environment;
- 4.6 Lead, guide and support staff to implement the program;
- 4.7 Maintain professional and ethical standards at all times when dealing with families, educators and the children;
- 4.8 Act as a mentor and role model for other educators;
- 4.9 Participate in on-going professional development and training programs; and
- 4.10 Attend staff meetings as required and contribute to these meetings through shared observations of children and sharing new ideas.

5. Relationships with children

- 5.1 Ensure each child has a sense of belong, being and becoming within the service;
- 5.2 Maintain respectful, equitable and genuine relationships with all children;
- 5.3 View and respect children as competent, capable and engage in meaningful interactions through shared decision making with them;
- 5.4 Each child is supported to manage their own behaviour and this is encouraged with positive behaviour guidance strategies;
- 5.5 Role model positive interactions and behaviour guidance strategies;
- 5.6 Respect children's similarities, differences, cultures and diversities;
- 5.7 Ensure each child's dignity and their rights are maintained;
- 5.8 Respond to the emotional, social and wellbeing needs of each child;
- 5.9 Provide physical care, assisting children in toileting, dressing and meal times; and all of these opportunities are viewed as teachable moments;
- 5.10 Form positive, comforting and nurturing relationships with children; and
- 5.11 Assist in maintaining up to date records of the children within your group.

6. Collaborative partnerships with families and communities

- 6.1 Develop and maintain positive and respectful relationships with families;
- 6.2 All families are supported and child rearing practices and beliefs are respected which contributes to joint partnerships being consistently implemented;
- 6.3 With guidance from the Director or Early Childhood Teacher, engage positively in the orientation, enrolment and transition processes for families and children;
- 6.4 Share information with families relating to their child and the daily activities of the service;
- 6.5 Create a safe, supportive and informative environment for families;
- 6.6 Act as a resource person for families;
- 6.7 Maintain the confidentiality policy on children, families and educators at all times;
- 6.8 Encourage families to contribute to the community of the centre;

- 6.9 Be an advocate for high quality services for children in our community;
- 6.10 With guidance from the Director, ensure families are supported to access inclusion support and assistance; and
- 6.11 Ensure students on placement are positively welcomed, supported and assisted.

7. Leadership and service management

- 7.1 Become familiar with all relevant Council and Centre policies and procedures;
- 7.2 Ensure the Director is informed of any problem arising, which would affect the children, service approval or rating, regulatory and legal compliance or the smooth running of the service;
- 7.3 Be involved in the service's *Quality Improvement Plan* and assist to implement this as directed;
- 7.4 Positively promote the centre to families and the community;
- 7.5 Contribute towards the review, development and updating of Centre policies, procedures and documentation; and
- 7.6 Keep up to date with current developments in the early childhood education and care sector and engage in professional development opportunities.
- 7.7 Contribute towards long term planning for the Centre in conjunction with the Director and other staff members.

Other Responsibilities

- To be a "Responsible Person (PIDTDC)" for the Centre.
- To apply knowledge and skills learnt from studies and on the job in your daily work practices.
- To be able to carry out any other duties, as required and within your limits of skill, competence and training.

SELECTION CRITERIA

Essential Criteria

- Be 18 years of age or older, have a Bachelor of Teaching (Early Childhood), hold a current First Aid Certificate, have a current Working with Children Check number and have experience working with young children in a group setting.
- Have a good understanding of the National Quality Framework, the relevant Acts and Regulations.
- Demonstrated ability to observe, record and evaluate children's development.
- Demonstrated ability to develop a creative and stimulating program based on the needs and interests of the children.
- The demonstrated ability to relate in a positive and caring manner and meet the individual needs of children ranging in ages 8 weeks to 5 years.
- The demonstrated ability to communicate positively and effectively with adults and children.
- Effective supervisory and organisational skills, the ability to work as part of a team and maintain confidentiality.

Common Criteria

- Be prepared to work under Council's Policies and procedures including Work Health and Safety, Equal Employment Opportunity and Code of Conduct.
- Demonstrated commitment to reconciliation, and to working constructively and respectfully with Aboriginal and Torres Strait Islander individuals and communities.
- Be willing to commit to further training and development, as required.
- Have a Unique Student Identifier code. (This can be obtained at <http://usi.gov.au/create-your-USI/Pages/default.aspx>).

Desirable Criteria

- Previous experience working in Group Leader role in an early childcare environment.
- Anaphylaxis and Asthma Management training.
- Class C Drivers Licence.
- Hold a WHS General Construction Induction Card.

Please note:

- *As a new employee of Moree Plains Shire Council (MPSC) you will be required to fully comply with MPSC's drug and alcohol policy and procedures. Your Council induction will include the requirements of these documents.*
- *Non-Australian applicants for all positions with Moree Plains Shire Council must be eligible for an Australian Working Visa.*
- *All employees of Council are required to hold a WHS General Construction Induction Card and have a current Unique Student Identifier (USI) code.*

AUTHORISATION

Developed by: Mitchell Johnson
Director Corporate Services

Date: December 2017

Authorised by: Lester Rodgers
General Manager

Date: December 2017