



POSITION DETAILS

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| Position Title: | School Age Care – Team Leader (Out of School Hours) | | |
| Job Type: | Part time – Full Time | | |
| Reporting to: | School Age Care Director | | |
| Location: | Wyndham or Hobson's Bay Area | | |
| Classification: | Level 5.1 | | |
| Hours: | Up to 38 hours per week (incorporating split shifts) during school term and a minimum of 30 hours during holidays | | |
| No of Direct Reports: | Up to 8 | No of Indirect Reports | Nil |

Who we are

Quantin Binnah Community Centre Inc. is a not-for-profit centre that offers a variety of services and programs to residents of the Werribee and surrounding community. These include Playgroup, 3 Yr. Kindergarten, 4 Yr. Kindergarten, Long Day Care, Before School Care, After School Care, Vacation Care, Adult Community and Further Education, a variety of Community Development programs, Maternal and Child Health services and Cafe QB.

Statement of Commitment to Child Safety

Quantin Binnah is a committed Child Safe organisation and has zero-tolerance for child abuse.

Every child and young person accessing Quantin Binnah has the right to feel safe. All Quantin Binnah employees, volunteers, contractors and community representatives have a responsibility to understand and activate their role in preventing, detecting, responding and reporting any suspicions of child abuse to the relevant authorities and maintaining a child-safe culture.

Position Purpose

To ensure the provision of high-quality education and care to school age children in before school, after school and vacation care programs by coordinating a stimulating and safe environment for staff and children and supporting a positive and cohesive team environment for Educators, children, their families and the community.

POSITION REQUIREMENTS

| Main Duties/Responsibilities | |
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| 1.1 Provision of Education and care and a Welcoming Environment | <p>1.1 Provision of education and care and a Welcoming Environment</p> <ul style="list-style-type: none"> • Ensure all staff extend a warm and welcoming approach to schools, children and families. • Responsible for the preparation, implementation and evaluation of a developmentally appropriate program for individual children or groups and tailored to the children's social, emotional, physical, creative and developmental needs. • Develop, implement and evaluate daily care routines. • Liaise with families regarding the SAC Program and relay any concerns or appreciations surrounding children's behaviour. |
| 1.2 Staff Supervision | <p>1.2 Staff Supervision</p> <ul style="list-style-type: none"> • Provide day to day supervision and support to SAC Educators and students on placement. • Oversee and evaluate educator tracks program where implemented. • Direct staff to work with individual children with particular needs. |
| 1.3 Provision of a Safe Environment | <p>1.3 Provision of a Safe Environment</p> <ul style="list-style-type: none"> • Responsible for ensuring a safe environment is maintained for all staff and children. • Ensure the site is clean and respectable at all times including safe use of storage areas. • Manual handling of boxes containing toys/blocks or moving tables and chairs to support the structure of the service requiring reasonable physical fitness |
| 1.4 Meet Compliance Standards | <p>1.4 Meet Compliance Standards</p> <ul style="list-style-type: none"> • Ensure all staff work in compliance with Child Safety Standards. • Ensure all staff work in accordance with food safety regulations. • Responsible for ensuring that records are maintained accurately for each child in education and care. • Ensure materials and resources are displayed in a manner appropriate for children and families. • Attend and contribute to team meetings. • Undertake and implement the requirements of quality assurance. • Enforce QBCC policies and procedures and ensure safety issues are elevated as necessary. • Ensure confidentiality and privacy of children and their families is maintained at all times. • All other duties as reasonably requested by Directors. |

QUALIFICATIONS, SKILLS AND ABILITIES

| Qualifications, Skills and Abilities | |
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| Key Selection Criteria Essential | A minimum Diploma of Early Childhood or Equivalent. Previous experience working in Out of School Hours Programs or working with school aged children. A passion for delivering quality inclusive care to school aged children. A flexible and personable approach with high levels of initiative. Team player and excellent communication skills. Excellent organisational skills. Commitment to ongoing professional education and attendance at training sessions which may be outside normal working hours. |
| Desirable | Experience working within a community service organisation. Information Technology skills across a range of platforms including MS Office Suite. Food handling skills. Excellent organisational skills. Experience working with children with additional needs. Current Drivers Licence. |
| Other | Current Working with Children Check. Current Covid-19 Vaccination Certificate. Satisfactory completion of National Police Check is mandatory for all new appointments. Current First Aid <u>HLTAID012</u> (Previously HLTAI014) Certificate, "Provide Emergency First Aid in an Education and Care Setting" which includes Anaphylaxis and Asthma Management. Successful completion of Mandatory Reporting eLearning Module. Commitment to QBCC policies and procedures. |

CAPABILITY FRAMEWORK

| Capability Framework | | |
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| Core Capability | Expected Behaviour and Work Standards | Frequency |
| Quality Education and Care | To supervise and support educators while providing quality education and care in a stimulating environment. | Ongoing |
| | Tailor programs through comprehensive knowledge of child development across a range of activities suitable for school aged children. | Ongoing |
| Program Development | Preparation, implementation and evaluation of developmentally appropriate programs for individual children and groups. | Daily/as identified |
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| | <p>Record observations of individual children or groups for the purpose of program planning/management.</p> <p>Promote an activity-based program suited to the children's social, physical, emotional, intellectual, creative and developmental needs through the use and display of appropriate materials and resources.</p> <p>Knowledge of child development and the broad range of activities suitable for school aged children.</p> | <p>Daily</p> <p>Ongoing</p> |
| Management and Team Work | <p>Ability to provide leadership and foster a team approach to daily tasks.</p> <p>Ability to provide day to day support and supervision to staff.</p> <p>Ability to organise and plan in an efficient manner.</p> <p>Support, direct and train new staff.</p> <p>Ability to work within a team approach.</p> <p>Ability to use initiative and judgement when confronted with unexpected situations.</p> <p>Passion for encouraging and building mutual trust, respect, and cooperation among team members.</p> <p>Commitment to attending all scheduled shifts on time.</p> | <p>Daily</p> <p>Daily</p> <p>Weekly</p> <p>As required</p> <p>Ongoing</p> <p>Daily</p> <p>Ongoing</p> <p>Daily</p> |
| Inclusive Approach | <p>Ensure all children have a sense of belonging, regardless of background, culture, needs and ability.</p> <p>Thinking creatively to adapt and tailor activities to ensure inclusiveness of all children in an area.</p> | <p>At all times</p> <p>Daily</p> |
| Administration | <p>Programming and planning for upcoming activities.</p> <p>Updating Tracks and allocating tasks.</p> <p>Coles online shopping orders.</p> <p>Development and maintenance of inventory lists.</p> <p>Organisation of learning journals and allocation to Educators.</p> <p>Quarterly reports.</p> <p>Attendance at staff education leader meetings.</p> | <p>Daily</p> <p>Weekly</p> <p>Update Daily</p> <p>Weekly</p> <p>Quarterly</p> |

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| | <p>Attendance at meetings with SAC Directors</p> <p>QIP – Quality Improvement Plan development with SAC Directors.</p> <p>Undertake daily administration requirements including, but not limited to, roll check of children present and absent.</p> <p>Monitor and care for information displays on walls for parents and children.</p> <p>Ability to write and record information effectively and accurately.</p> <p>Monitor/oversee outgoing parent communication Eg. completed incident reports/child carers/conversations</p> | <p>Fortnightly</p> <p>Monthly</p> <p>Daily</p> <p>Weekly</p> <p>Ongoing</p> <p>Daily</p> |
| Behaviour Management | <p>Ensure staff implement appropriate behaviour management strategies which both reinforce positive behaviour and modify inappropriate behaviour.</p> <p>Where necessary, direct staff to work with individual children with particular needs.</p> <p>Support children's emotional and social development by encouraging understanding of others and positive self-concepts.</p> <p>Collaborate with families to develop a Behaviour Management Plan.</p> | <p>Daily</p> <p>As required</p> <p>Daily</p> <p>As required</p> |
| Organisation Branding | <p>Create a positive image of Quantin Binnah by delivering excellent customer service to all internal and external customers.</p> <p>Implementation of quality assurance at every stage of service delivery.</p> | <p>At all times</p> <p>At all times</p> |
| National Quality Framework | <p>Working knowledge of the policies and guidelines in relation to Out of School Hours Programs, particularly the National Quality Framework.</p> <p>Commitment to work with the services, educators, families and school communities through the National Quality Standards contained in the National Quality Framework to continually improve the quality of education provided to all.</p> | <p>Developed during induction</p> <p>At all times</p> |
| Child Safety Standards | <p>Ensure up to date, functional knowledge of and commitment to Child Protection Policy and Child Safe Policies.</p> | <p>At all times</p> |

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| | <p>Ensure that reporting processes are followed for any complaints or incidences.</p> <p>Promote a shared responsibility for child safety at all levels of the organisation.</p> <p>Promote a culture where staff, volunteers, children and families feel comfortable in raising or discussing child safety concerns.</p> <p>Ensure all School Age Care Educators act in accordance with Child Protection Policy at all times.</p> | <p>At all times</p> <p>At all times</p> <p>At all times</p> <p>At all times</p> |
| Health and Safety / Cleanliness | <p>Ensure staff work in accordance with food safety regulations including but not limited to food labelling and storage, cleanliness of dishes, benches and cooking utensils/microwave, regularly cleaning all food storage areas (inside and out) and stock rotation.</p> <p>Encourage commitment to tidy work stations during and at completion of each activity to ensure safe play environment.</p> <p>Immediately document, investigate and/or mitigate reports of WHS issues from Educators as soon as they are noticed.</p> <p>Complete all COVID-19 cleaning protocols according to outlined routine.</p> <p>Physical fitness to support repetitive manual handling of boxes containing toys/blocks or moving tables and chairs to support the structure of the service.</p> <p>Physical capacity to bend to children's level and engage with them with play and physical activities.</p> <p>Physical ability to be agile and steady on your feet to be able to manage the variety of possible obstacles in a school age care environment.</p> <p>Notify Directors of any injury which may impact your ability to safely move or lift equipment.</p> <p>Organise and store toys and materials to ensure order and safety of storage areas.</p> | <p>Daily</p> <p>Daily</p> <p>Immediately</p> <p>Ongoing</p> <p>Daily</p> <p>Daily</p> <p>Daily</p> <p>Daily</p> <p>Daily</p> |
| Communication | <p>Ability to communicate effectively with children, staff and families from diverse cultures and backgrounds.</p> | <p>Daily</p> <p>Daily</p> |

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| | <p>Maintain open two - way communication with Educators and families when documenting incidents or concerns regarding children.</p> <p>Ensure open and non-judgmental communication with families when discussing the needs of individual children within the service.</p> <p>Maintain openness to collaboration with families and local community members regarding development of the needs for the service.</p> | <p>Daily</p> <p>Daily</p> |
| Physical Environment | <p>Maintain a safe and aesthetically pleasing physical and visual environment for children, family and community members entering the service.</p> <p>Uphold and extend the Quantin Binnah Community Centre brand at all times.</p> | <p>At all times</p> <p>At all times</p> |
| Ongoing Learning | <p>Eagerness to attend ongoing learning and professional development training which may be held on site and outside normal working hours.</p> <p>Attendance at staff meetings as required.</p> | <p>As required</p> <p>As required</p> |
| Any other duties as reasonably required or requested by SAC Director or Centre Management. | | |

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| Relationships | <p>Internal – SAC Directors, SAC Educators, Centre CEO.</p> <p>External – Children, Parents, School Community and QBCC staff.</p> |
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| Next Review Date: | |
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By signing this position description, I declare;

- that I have read and understood the inherent requirements of the role and verify that I hold the skills and abilities to perform the role as required; and
- that I do not have any pre-existing conditions that will inhibit my ability to perform my role, or any pre-existing conditions that may be exacerbated by my participation in the role.

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| Employee Name: | Signature: | Date: |
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| CEO Name: | Signature: | Date: |
| Christine Barca | <i>Christine Barca</i> | |