

# Position Description

<b>Title</b>	Service Leader OSHC Program Victoria
<b>Business Unit</b>	Early Learning
<b>Location</b>	Victoria
<b>Employment type</b>	Part Time Ongoing
<b>Reports to</b>	OSHC Director

## 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 of the service, you are expected to oversee the operations of the service, lead, guide and support a team which provides high quality early childhood education and care to children. This includes:

- Developing strong relationships with children and families at the service
- Ensuring the services day to day operations comply with the requirements of the Education and Care services National Law Act 2010, Education and Care Services National Regulations 2011 and the National Quality Standard for Early Education and Care.
- Complying with the Uniting Early Learning policies and procedures
- Ensuring the service's Quality Improvement Plan is developed and implemented so that staff work towards exceeding the National Quality Standard for Early Education and Care
- Ensuring that the service's commitment to continuous improvement is upheld.

Each service works to one of the national 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.

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- My Time, Our Place: Framework for School Age Care in Australia - This the nationally approved learning framework under the NQF for school age children.
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## 2. Scope

**Budget:** Nil

**People:** Outside School Hours Care Educators

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## 3. Relationships

### Internal

- Nominated Supervisor
- Educational Leader
- Early Childhood Teacher/s
- Other educators
- Early Learning Management team

### External

- Children
  - Families and caregivers
  - Other early childhood professionals
  - Department of Education and Training
  - Other community service organisations as required
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## 4. Key Responsibility Areas

### General Responsibilities

- Assume all duties and responsibilities of Nominated Supervisor
- Be the Educational Leader of the service [optional inclusion- by negotiation]
- Work in accordance with the requirements of the Education and Care Services National Law Act 2010, Education and Care Services National Regulations 2011, and the National Quality Standard for Early Education and Care
- Be the responsible person in charge of the service and in absence ensure that another responsible person (as defined by the Education and Care Services National Regulations 2011) is in charge of the service
- Work in accordance with the Early Childhood Australia Code of Ethics
- Implement the services' philosophy in all duties undertaken
- Comply with the service's policies and procedures
- Ensure that the organisation is kept informed about the status of the service's administrative procedures, curriculum development, parent and community liaison, staff professional development and training, and any other areas as the need arises.

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#### Responsibilities as per the National Quality Standard

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)
- Educational program and practice
- Implement the service statement of philosophy that guides the pedagogy and teaching decisions
- Facilitate the successful implementation of the relevant early years framework
- Ensure the early childhood program meets the goals of the EYLF to help children develop:
- Ensure the service facilitates a play-based learning environment and develops learning programs responsive to children's ideas, strengths and abilities
- Implement inclusive practice and lead an environment which honours diversity
- Be proactive in ensuring currency in best early childhood practice.

#### Physical Environment

- Resource the service with appropriate equipment and ensure the team maintains the aesthetics of the environment
- Facilitate timely repairs and maintenance
- Ensure effective processes are in place to meet Workplace Health and Safety requirements
- Ensure the service strives towards embedding environmental sustainability across all areas of the service's operations, including the educational program.

#### Staffing Arrangements

- Ensure staff have a working knowledge of the National Quality Framework, in particular the Education and Care Services National Regulations 2011, and the National Quality Standard for Early Education and Care, and meet these requirements in their work practices
- Lead the professional development program within the service
- Ensure staff qualifications and ratios meet the needs of the service in accordance with the Education and Care Services National Regulations 2011
- Demonstrate strong leadership skills in education and management
- Contribute positively and effectively to the team environment
- Support and supervise all staff in their daily routines
- Promote a healthy team environment and develop positive channels of communication to ensure a smooth-running service
- Lead, guide and support staff to plan, implement and evaluate programs suitable to the individual needs, emerging skills and interests of children
- Lead, guide and support staff to create a safe, supportive, stimulating and educational environment for the children
- Lead, guide and support staff to maintain ongoing records of the child's development and daily information
- Participate in ongoing professional development and training programs and supervise staff through this process
- Conduct and document regular staff appraisals, and develop and document individual and team plans which enhance staff abilities and practices

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- Lead team and family meetings, and attend management meetings as required
- Implement the service's Workplace Health and Safety Policy
- Ensure Workplace Health and Safety procedures are followed
- Investigate workplace hazards and ensure any required changes to policies, procedures and practices are made
- Provide a consultative process for communication of Workplace Health and Safety information allowing staff input into Workplace Health and Safety issues
- Ensure staff are appropriately trained in Workplace Health and Safety, standard work method statements and risk assessments
- Provide staff with pertinent Workplace Health Safety information and updates

### Relationships with Children

- View and respect children as competent and capable
- Encourage positive, comforting and nurturing relationships with children
- Ensure programs reflect emerging skills and interests of children
- Ensure documentation of children's learning is professionally presented and is an authentic representation of children's growth and development
- Ensure that staff provide a supportive educational environment.

### Collaborative Partnerships with Families and Communities

- Promote clear communication between the organisation, managers, staff and families
- Build effective networks with early childhood practitioners within the local area and other relevant community organisations and government agencies
- Ensure the service is knowledgeable and sensitive to the needs of families and the community
- Develop and maintain positive relationships with families
- Share information with families relating to their child and the daily activities of the service
- Create a safe, supportive and informative environment for families
- Act as a resource person for families
- Encourage families to contribute to the community of the service
- Maintain current information which assists families to access resources within the local and wider community
- Be an advocate for high quality services for children in our community
- Manage events and experiences with children which promote awareness of their community and reflect child-centred learning
- Ensure students on placement are positively welcomed, supported and effectively supervised
- Implement evaluation strategies (e.g. satisfaction survey) to obtain parents' input for planning for any improvements.

### Leadership and Service Management

- Oversee the service's compliance with the requirements of the Child Care Management System and any other government funding received
- Provide regular reports to the organisation on the operation of the service
- Provide financial information, on request, to the organisation to inform the preparation of the service's annual budget
- Be conversant with the service's budget and take all steps to ensure the service works within that budget
- Ensure the organisation is informed of current issues within the service
- Ensure the organisation is informed of any problem which would affect the children, service approval or quality assurance rating, regulatory and legal compliance, or the smooth running of the service
- Lead the service in advocacy for children and their families
- Positively promote and market the service to the community, governments and other agencies, and facilitate staff involvement in promotional activities

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- Ensure effective enrolment procedures and bookings
- Possess a sound knowledge of Family Assistance Law as it relates to Child Care Benefit and an ability to report through the Child Care Management System
- Understand processes to access additional funding and/or subsidies
- Monitor the service's financial performance and make necessary adjustments to ensure compliance with service's financial plans and budget
- Closely monitor utilisation rates and ensure vacancies are addressed immediately
- Prepare reports, documents and attend meetings as directed
- Organise documentation of meetings held within the service
- Be aware of and develop skills relating to the administrative functions of the service.

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## 5. Person specification

### Qualifications

- 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

- Ability to lead the provision of a developmentally appropriate program for the children, in partnership with other educators, families and children
- An ability to plan, reflect, work and manage time effectively with minimal supervision
- Comprehensive knowledge and understanding of the National Law and Regulations
- Experience in a leadership role
- Ability to learn and understand early childhood development theories

### Core Selection Criteria

- **Values alignment:** ability to demonstrate and authentically promote Uniting's values.
- **Child protection:** demonstrated ability to provide safe environments for children and young people and protect them from abuse and neglect.
- **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 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 working with, the different strengths of each child; have developed skills in engaging children and families in a number of ways

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## 6. We are a child safe organisation

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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. It is a condition of employment that all eligible workforce receive the COVID-19 vaccination and supporting evidence may be requested in order to perform duties at any of Uniting's workplaces.

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

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## 7. Acknowledgement

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

### Employee

Name:

Signature:

Date: