

DIRECTOR/ NOMINATED SUPERVISOR

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service.
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

New Day Kids Early Learning Centre	
POSITION	Director/ Nominated Supervisor
SUPERVISOR	Approved Provider/Board
DIRECT REPORTS	Assistant Director, Educational Leader, Educators, Staff
QUALIFICATIONS	- Degree in Early Childhood from a recognised University (as listed on the approved qualification list by ACECQA), <i>or</i>: - Diploma of Early Childhood Education and Care (or equivalent) - Current <i>Provide an Emergency First Aid response in an Education and Care Setting</i> qualification - Current ACECQA approved Anaphylaxis and emergency asthma management training - Valid Working with Children Check - Accredited Child Protection Training - National Child Safety Training (Gecko Training)
ESSENTIAL EXPERIENCE	- Minimum 3 years' experience in a Nominated Supervisor position in an Early Childhood Service or Minimum 5 years' experience in a leadership position in an Early Childhood Service - Proven ability in all areas of administrative procedure, curriculum development, parent and community liaison, staff professional development and training, team leadership and management of staff. - Understanding and working knowledge of WHS legislation - Demonstrated knowledge of service's requirements of the Child Care Subsidy (CCS) system and ability to perform software application for compliance - Be willing to accept the role of Nominated Supervisor under the Education and Care Services National Law Application Bill 2010 and Education and Care Services National Regulations - Demonstrated knowledge of the Early Years Learning Framework and/or My Time Our Place Framework, Education and Care Services National Law (2010), Education and Care Services National Regulations (2011), Family Assistance Law (Child Care Subsidy 2018)

	• Previous experience in successfully managing a budget for an early education and care service
UP TO DATE KNOWLEDGE AND COMPLIANCE OF THE FOLLOWING LAW-REGULATIONS-ACTS	• Service Policies and Procedures • Education and Care Services National Law (2010) • Education and Care Services National Regulation (2011) • National Quality Standard (NQS) • Early Years Learning Framework (EYLF) • ECA Code of Ethics • Work Health and Safety Act 2009 • Commonwealth Privacy Act 1988 and the Australian Privacy Principles (APPs) (2014) • Fair Work Act • Family Assistance Law • Child Protection legislation • National Principles of Child Safe Organisations or relevant Child Safe Standards • Other relevant state and federal legislation and regulations as required • In accordance with Section 3AA of the Children's Guardian Act 2019 (NSW), the safety, welfare and wellbeing of children are the paramount consideration in all decisions, actions and governance practices of this service.
POSITION OBJECTIVES	• Provide leadership and management to educators and staff regarding all aspects of the operation of the service in line with relevant regulations, policies and procedures • Liaise closely with and provide periodical reports to the Approved Provider regarding matters relating to the operation of the service • Support educators and staff with professional training and mentoring to effectively manage the service, whilst providing feedback regarding performance on a regular systematic basis

ROLE DIMENSIONS- KEY PERFORMANCE AREAS

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1	Program	The educational program enhances each child's learning and development.
1.2	Practice	Educators facilitate and extend each child's learning and development.
1.3	Assessment and planning	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

Educational Program & Practice Key Tasks:

- ensure New Day Kids facilitates a play-based learning environment and develops learning programs responsive to children's ideas, strengths and abilities that inspire independent learners
- monitor and mentor the Education Leader/s to facilitate the successful planning, implementation and evaluation of a program for the service that is reflective of an approved learning framework; the Early Years Learning Framework (EYLF)
- provide support to the Educational Leader to ensure the early childhood program meets the goals of the approved learning framework (EYLF) to help children develop:
 - a strong sense of their identity
 - connections with their world
 - strong sense of wellbeing
 - confidence and involvement in their learning; and
 - effective communication skills
- implement inclusive practice and lead an environment which honours diversity
- be proactive in ensuring currency in best early childhood practice
- initiate and facilitate with the development, implementation and review of a service philosophy; and;
- facilitate the development, implementation and update of the Quality Improvement Plan for the service in collaboration with the Approved Provider and Educational Leader.

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.2	Safety	Each child is protected.

Children's Health and Safety Key Tasks:

- promote child wellbeing and prevent harm to children and young people by adopting and adhering to the National Principles of Child Safe Organisations or relevant Child Safe Standards

- maintain and demonstrate an extensive knowledge of Child Protection legislation and its implications for the care and protection of children
- ensure compliance as a mandated reporter in accordance with the service Child Protection policy and procedures
- assist educators and staff to comply with child safety and child protection in the workplace
- recognise and report misconduct, illegal or inappropriate behaviour to the Approved Provider
- inform the Approved Provider of all allegations or convictions of a child protection nature against an employee, of which you become aware
- recognise and report all relevant events per the Reportable Conduct Scheme or similar as applicable
- ensure policies and procedures are adhered to ensure the children are safe and adequately supervised at all times
- ensure compliance as a mandated reporter in accordance with the service Child Protection policy and procedures
- ensure the recruitment process includes the compliance with the Working with Children Check guidelines, ACECQA- approved qualifications and reference checks (minimum 2)
- provide support and guidance to educators and staff to ensure children are protected from harm and hazard and are not subjected to corporal punishment or unreasonable discipline in line with policies and procedures
- review policies and procedures and ensure educators and staff follow procedures to ensure children do not leave the service premises except in accordance with National Regulations- with a parent or authorised nominee or in the case of an emergency evacuation situation, risk assessed excursion, regular outing or transportation
- maintain and demonstrate an extensive knowledge of Workplace Health and Safety (WHS) legislation and safety issues relating to children and educators and staff
- provide information regarding correct manual handling techniques and procedures to educators and staff to ensure policies and procedures are followed and assist by identifying manual handling hazards and risks within the service
- ensure all educators and staff are aware of and respond positively and consistently to children's additional needs including adjustments and requirements; diet and allergies; developmental needs etc.
- lead, guide and mentor educators and staff to a high standard of hygiene in compliance with procedures and policies

- lead, guide and mentor educators and staff to ensure adequate health and hygiene practice regarding safe food handling procedures are implemented at the service and ensure the preparation and storage of food adhere to relevant food safety standards
- supervise and support educators and staff to ensure the administration of first aid or medication in compliance with relevant policies and procedures
- provide support and supervision to educators and staff to ensure accurate and detailed records of injury/illness/accident/trauma of individual children are recorded and families are notified within 24 hours of any injury/accident/accident/trauma
- ensure reporting of serious incidents to the regulatory authority within 24 hours in accordance with Education and Care Services National Regulations
- Personal digital devices (including mobile phones, smartwatches, tablets, cameras and recording devices) must not be used in any children's environment. All personal devices must be stored in staff lockers or the office during shifts. Only service-approved devices may be used for documentation, communication or emergencies. Compliance will be monitored by the Director/Nominated Supervisor as part of regular supervision and child-safe practices.

QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1	Design	The design of the facilities is appropriate for the operation of a service.
3.2	Use	The service environment is inclusive, promotes competence and supports exploration and play-based learning.

Physical Environment Key Tasks:

- monitor and mentor Lead Educators to lead, guide and support educators to create a safe, supportive, stimulating and educational environment for all children
- respond, document and develop a plan of action for any situation that may constitute a hazard to the health and safety to children, families, educators, staff or visitors that has been reported by lead educators/educators. If required, report to the Area Manager/Approved Provider.
- resource the services with appropriate equipment and ensure the team maintain the aesthetics of the environment and ensure all resources and equipment are respected and maintained
- in conjunction with the Approved Provider facilitate timely repairs and maintenance
- ensure the physical environment complies with the licensing requirements of the National Regulations, the Building Code of Australia (BCA) and Australian Safety Standards for all equipment and resources
- ensure effective processes are in place to meet WHS requirements

- ensure the service strives towards environmental sustainability in all areas through sustainability action plans; and
- assist educators/ staff with the indoor and outdoor environment promoting commitment to continual improvement to the quality of care and experience each child and family receives.

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1	Staffing Arrangements	Staffing arrangements enhance children's learning and development.
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.

Staffing Arrangements Key Tasks:

- facilitate the induction process of new educators and staff within the organisation in line with the *Probation and Induction Orientation Policy* and procedures
- ensure educators and staff have a working knowledge of the National Quality Framework and meet these guidelines in their work practices
- help others to understand their obligations to comply with legislation, rules, policies and procedures relating to the operation of the service
- demonstrate a thorough knowledge of the Code of Ethics (Early Childhood Australia Inc.) and ensure educators and staff act within these guidelines
- ensure educator and staff qualifications and ratios meet the needs of the service in accordance with the National Quality Framework (NQF)
- contribute to the development of a *Statement of Commitment to Child Safety and Wellbeing* to demonstrate a strong culture of child safety within the Service
- ensure educators and staff adhere to our Child safe policies including *Child Safe Environment Policy*, *Child Protection Policy* at all times and take all reasonable steps to protect children from abuse and harm
- support educators and staff to ensure compliance with a zero tolerance of racism within the Service
- demonstrate strong leadership skills in education and management to effectively manage a large team
- contribute positively and effectively to the team environment within the organisation to ensure smooth operation of the service
- ensure the daily organisation of staff meet minimum qualifications and educator to child ratios at all times

- promote a healthy team environment and develop positive channels of communication to foster a cohesive team environment where educators and staff feel supported and valued
- participate in ongoing professional development and training programs and support staff to undertake further professional development in conjunction with the Educational Leader
- provide feedback to educators and staff regarding their conduct and work practices whilst creating a supportive workplace environment
- implement the service Performance Management procedures as required, to develop a continuous process of planning, mentoring and reviewing performance for educators and staff
- implement the service *Dealing with Complaints Policy* and procedures
- encourage educators and staff to follow the *Dealing with Complaints Policy* in relation to complaints or incidents
- ensure any grievances raised by educators, staff or families are reported to the Approved Provider
- keep up to date with current trends and issues in Early Childhood Education and Care and share information with the educators and staff to support research-based practices within the service
- conduct regular staff appraisals and support development of plans which will extend educators and staff abilities and practices; and
- ensure staff meetings, family meetings and management meetings are planned and held as required and be willing to attend, if required.

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and Children	Respectful and equitable relationships are maintained with each child.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.

Relationships with Children Key Tasks:

- view and respect children as competent and capable
- promote positive, comforting and nurturing relationships with children
- ensure that educators and staff provide a supportive educational environment for all children and families
- promote the cultural safety, participation and empowerment of culturally and/or linguistically diverse backgrounds, including Aboriginal and Torres Strait islander children to express their culture and enjoy their cultural rights

- provide support to educators and staff to promote the safety, participation and empowerment of children with a disability
- act as a positive role model, demonstrating appropriate behaviour and language
- communicate with children in an open, honest manner and ensure that the child's perspective is regarded as unique and special
- ensure children are respected and their rights are being met (United National Convention on the Rights of the Child- CRC).

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.

Collaborative Partnerships with Families and Communities Key Tasks:

- promote clear communication between the management team and educators, staff and families,
- build effective networks and maintain community links with early childhood practitioners within the local areas and other relevant community organisations and government agencies
- lead and support educators and staff to create a safe, supportive and informative environment for families
- be courteous and helpful to the families in the service, and ensure all educators and staff are implementing these practices
- encourage educators and staff to look for opportunities where a family may become involved e.g., multi-cultural events, craft activities, fund-raising and parent committees,
- manage information which assists families to access resources within the local and wider community
- be an advocate for high quality support services for children in our community
- manage events and experiences with children which promote awareness of our community and reflect child centred learning
- ensure students on placement are positively welcomed, supported and effectively supervised
- positively promote and oversee evaluation strategies (e.g., satisfaction survey) to determine parents communication views to use for future planning; and
- promote, support and guide educators and staff to encourage families to participate in service decision-making and experiences.

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service that is child safe.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.

Leadership and Service Management Key Tasks:

- comply with, maintain and review all service policies and procedures in accordance with the Education and Care Services National Law and National Regulations
- maintain a sound and current understanding of the National Quality Framework (NQF) and Family Assistance Law
- maintain compliance with the regulations as prescribed by the regulatory authority along with all legal and statutory requirements
- ensure New Day Kids Early Learning Centre compliance with the requirements of the Childcare Management System (CCMS), approval as a service which can receive Child Care Subsidy (CCS) on behalf of clients, Inclusion Support Subsidies, State or Federal Government funding and any other government funding received
- strive to achieve 'Service' goals (as outlined in Policy Manual) and ensure the service's/ company statement of philosophy is reflected in daily practice
- submit regular (generally monthly) reports and documents to the Approved Provider on the operation of the services; and attend meetings as directed
- receive and review regular (generally monthly) reports and documents from Lead Educators regarding the operation of each room
- provide information to Approved Provider for the preparation of annual budgets, and reviews
- ensure that the Approved Provider is informed of current issues within the service
- report directly to the Approved Provider of any problem arising, which would affect the children, service approval or rating, regulatory and legal compliance or the smooth running of the service
- positively promote and market the service including to governments and other agencies, and facilitate staff involvement in promotional activities
- ensure effective enrolment procedures and bookings
- understand processes to access additional funding and/or subsidies
- in collaboration with the Approved Provider monitor service financial performance and make necessary adjustments to ensure compliance with financial plans
- closely monitor utilisation rates and ensure vacancies are addressed immediately
- develop procedures relating to administrative functions of the service

- maintain confidentiality of sensitive information in relation to staff, families, children and the service in line with the *Privacy and Confidentiality Policy* and procedures
- provide leadership to ensure educators and staff comply with the *Privacy and Confidentiality Policy* and procedures; and
- any other duties within the scope of the role of Director/ Nominated Supervisor, under the direction of the Approved Provider. This job description may be reviewed in the future.

I have received, reviewed and understand the responsibilities as the DIRECTOR/ NOMINATED SUPERVISOR.

I also acknowledge that I am responsible for the satisfactory execution of these responsibilities and will adhere to all requirements as set out in the Job Description.

Employee Name		Date	
Employee Signature			

Supervisor Name		Date	
Supervisor Signature			