



Cooloola Christian College



Position Description – Assistant Educator and Responsible Person

1. OVERALL OBJECTIVES

The broad purpose of the role of Responsible Person is to work as a member of a team that generates and maintains a play based learning environment for children from 15 months to 12 years. A Responsible Person, is also supporting the Director of the Early Learning Centre by being Person in day-to-day charge when the Director and 2IC are absent from the Service.

2. ACCOUNTABILITY

The position:

- is directly responsible to: Director of Early Learning Centre
- is accountable to: Director/Nominated Supervisor, Principal
- relates to: Director, teachers, educators, staff and children's families

3. QUALIFICATIONS

Diploma in Children's Services or similar

4. SPECIAL CONDITIONS

Working with Children Blue Card; Current First Aid Certificate, Anaphylaxis, Asthma Management Certificates

5. AWARD

Education Services (Schools) General Award 2020

6. ATTRIBUTES

These are generally personal in nature and reflect the desired attributes of staff, including:

- demonstrated ability to function effectively as part of a team;
- a helpful attitude, with necessary firmness;
- ability to maintain confidentiality
- work in a positive, encouraging and friendly demeanour;
- punctuality and willingness to comply with current College dress code;
- ability to maintain a tidy work space and make effective use of time;
- commitment to upholding College rules and regulations;
- ability to communicate via written and oral instructions;
- ability to be a good role model to children, staff and families

7. RESPONSIBILITIES

As Responsible Person, you are expected to be an active team member of a team which provides high quality early childhood education and care to children. This includes:

- 7.1 Supporting the philosophy, vision and mission of the College;

- 7.2 Developing strong positive relationships with children at the service;
- 7.3 Support and partner with families and the College and the community;
- 7.4 Implementing the policies and associated procedures of Cooloola Christian College Early Learning Centre;
- 7.5 Working with other staff towards continuous improvement in all areas of the service's operation.

8. KEY ACCOUNTABILITIES

- 8.1 Work in accordance with the requirements of the Education and Care Services National Law 2010, Education and Care Services National Regulations 2013 and the National Quality Standard for Early Education and Care; the Children and Young Persons (Care and Protection) Act 1998, and child protection legislation, WH&S legislation and requirements;
- 8.2 Work in accordance with the Code of Ethics of Early Childhood Australia;
- 8.3 Implement the Centre's philosophy in undertaking all other duties;
- 8.4 Work in accordance with the policies and associated procedures of Cooloola Christian College Early Learning Centre;
- 8.5 Provide ongoing support and assistance to other staff in all areas of service operation especially in maintaining a safe clean and healthy environment.
- 8.6 Primary responsibility is to fulfil the role of the Lead Educator as per National Quality Standards;
- 8.7 As an Assistant Educator plan, prepare and deliver a play based program for children 15 months to 12 years of age, with the intent to achieve the outcomes of the Early Years Learning Framework;
- 8.8 In addition to the role of Assistant Educator and with guidance from the Director, perform minor administration duties – answer telephone calls, account enquiries, along with ensuring child / staff ratios and the smooth running of the centre in the absence of the Director and 2IC.
- 8.9 As per National Quality Standards assume an equal share of the cleaning duties within the centre.

9. WORKPLACE HEALTH & SAFETY

The position is responsible to:

- Comply with the WHS policy, safe work procedures, instructions and rules, particularly in the correct use of equipment;
- Identify any unsafe behaviour, or unsafe or unhealthy conditions, and report these to the person's supervisor;
- Adopt risk management strategies to minimise the risk of injury to people and property in the workplace;
- Be responsible for own health and safety and that of others in the workplace who may be affected by his/her acts or omissions at work;
- Cooperate with his/her Principal or other person so far as is reasonably practicable to enable compliance with any requirements under the Queensland Work Health and Safety Act 2011 and Work Health and Safety Regulation 2011 or other legislation that is imposed in the interests of health, safety and welfare on any person;
- Cooperate, so far as is reasonably practicable, with any consultation process undertaken for the health and safety of all persons in the workplace;
- Attend WHS information, instruction and training opportunities, as provided, and apply learning;

- Co-operate in the annual OHS auditing process.

10. REFERENCE DOCUMENTS

- Letter of Appointment
- Cooloola Christian College Staff Handbook
- Workplace Health & Safety Manual.
- CCC Early Learning Centre Policies:
 - 40.1 Educational Program Policy
 - 40.2 Health & Safety Policy
 - 40.3 Physical Environment Policy
 - 40.4 Staffing Policy
 - 40.5 Relationships with Children Policy
 - 40.6 Collaborative Partnerships Policy
 - 40.7 Leadership & Management Policy
- Responsibilities as per the National Quality Standard (see attached)

11. APPRAISAL & REVIEW

A probation period of 6 months applies to this position and a Performance Review will be completed with the employee prior to the expiry of that period. Thereafter, a Performance Review will be completed annually.

RESPONSIBILITIES AS PER THE NATIONAL QUALITY STANDARD

Quality Area 1 - Educational program and practice

Standard 1.1	Program	The educational program enhances each child's learning and development.
Element 1.1.1	Approved learning framework	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
Element 1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
Element 1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
Standard 1.2	Practice	Educators facilitate and extend each child's learning and development.
Element 1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Element 1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
Element 1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
Standard 1.3	Assessment and planning	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
Element 1.3.1	Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
Element 1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
Element 1.3.3	Information for families	Families are informed about the program and their child's progress.

Quality Area 2 - Children's health and safety

Standard 2.1	Health	Each child's health and physical activity is supported and promoted.
Element 2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
Element 2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
Element 2.1.3	Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.
Standard 2.2	Safety	Each child is protected.
Element 2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
Element 2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented
Element 2.2.3	Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

Quality Area 3 – Physical Environment

Standard 3.1	Design	The design of the facilities is appropriate for the operation of a service.
Element 3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
Element 3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.
Standard 3.2	Use	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
Element 3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
Element 3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
Element 3.2.3	Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.

Quality Area 4 – Staffing Arrangements

Standard 4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
Element 4.1.1	Organisation of educators	The organisation of educators across the service supports children's learning and development.
Element 4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.
Standard 4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
Element 4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
Element 4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.

Quality Area 5 – Relationships with Children

Standard 5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
Element 5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
Element 5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
Standard 5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships
Element 5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
Element 5.2.2	Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

Quality Area 6 - Collaborative partnerships with families and communities

Standard 6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
Element 6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
Element 6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
Element 6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
Standard 6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
Element 6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
Element 6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.
Element 6.2.3	Community engagement	The service builds relationships and engages with its community.

Quality Area 7 - Governance and Leadership

Standard 7.1	Governance	Governance supports the operation of a quality service.
Element 7.1.1	Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations.
Element 7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
Element 7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.
Standard 7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
Element 7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.
Element 7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
Element 7.2.3	Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.