

EARLY CHILDHOOD OFFICER

BRANCH/UNIT	Student Services		
TEAM	Children's Centres		
LOCATION	TBA		
CLASSIFICATION/GRADE/BAND	Early Childhood Officer - ACCWQ		
POSITION NO.	TBA		
ANZSCO CODE	421111	PCAT CODE	1319192
TAFE Website	www.tafensw.edu.au		

1. ORGANISATIONAL ENVIRONMENT

TAFE NSW's purpose is to skill the workforce of the future. It is Australia's leading provider of vocational education and training with over 500,000 annual enrolments and a proud history for setting the benchmark for quality service. As the NSW public provider, it supports the NSW Government's priority to grow skills for the economy and jobs of tomorrow. Critically, TAFE NSW plays a vital role in providing vocational education in rural and regional NSW, and job training pathways for the most vulnerable in the community.

TAFE NSW offers the best of campus-based delivery as well as flexible, online and work-based learning. The TAFE NSW values of Customer First, Collaboration, Integrity and Excellence guide our team in strengthening communities, delivering world-class training for our students and producing job ready graduates for employers. The operating environment for TAFE NSW is dynamic as we leverage our scale, expertise, passion and reputation to meet the rapidly changing VET landscape.

TAFE NSW is committed to its students and customers and the role it plays in changing lives and opening up opportunities through learning.

2. POSITION PURPOSE

The Early Childhood Officer contributes to the provision of a quality education and care program, as part of the childhood educator team, which meets the needs of the children attending the Children's Centre and the requirements of the Early Learning Framework. The role implements developmentally appropriate programs for individuals and groups of children, maintains a safe and healthy environment and contributes to the overall procedures of the campus based Children's Centre.

3. KEY ACCOUNTABILITIES

All key accountabilities are based on the National Law and Regulations, the Principles, Practices and Outcomes detailed in the Early Years Learning Framework and the National Quality Framework.

1. Under the guidance of the Early Childhood Director (ECD), work collaboratively with Centre team to develop, plan, implement, assess and review a high quality, diverse and inclusive educational program based on appropriate curriculum frameworks and with reference to the National Quality Standards (NQS), considering the developmental needs, interests and abilities of all the children attending the service.
2. Deliver an inclusive educational program for groups and individual children aged from birth to school entry, involving observation, planning and implementing a diverse range of learning experiences to promote children's development, evaluating, keeping appropriate records and using technology effectively.
3. Actively support every child to participate in the program and ensure that the program promotes children's agency, choices and influence.
4. Supervise, guide and support other Centre staff/educators, as required, in the delivery of Centre programs, including modelling utilisation of a variety of teaching strategies and reflective practice in daily work and ensuring adherence to all regulations, licensing guidelines, service policies and procedures.
5. Maintain the daily routine including overall supervision of children, encouraging children's self-help skills, toilet training, nappy changing, settling distressed children, preparation of snacks and distribution of meals, preparation and packing away of learning activities, interest areas and materials both indoors and outdoors, cleaning and hygiene procedures.
6. Liaise with parents concerning their needs and those of their children and provide information about child related issues and the Centre's activities and programs.
7. Develop and maintain respectful relationships with children, families and carers, parent advisory groups, community groups, support agencies and colleagues and participate in related meetings and events.
8. Assist with administrative procedures including enrolments, maintaining attendance records, recommendations for purchasing equipment and consumables, parent notices and newsletters, service provision data, and departmental requirements.
9. Assume the functions of the Nominated supervisor in the absence of the Early Childhood Director and Early Childhood Teacher and act as Responsible Person where required.
10. Maintain confidentiality and ensuring all information regarding children is reported to the appropriate person.
11. Maintain a safe and healthy environment through appropriate practices and procedures for the care and welfare of children and staff, and report maintenance requirements of equipment and premises.
12. Provide first aid treatment, administer medication when requested by parents, and ensure all relevant documentation is completed.
13. Support and assist with guidance to students on fieldwork placements, parent helpers and volunteers.
14. Perform other duties as required by the Early Childhood Director.

4. KEY CHALLENGES

- Managing competing priorities, including administrative work, with performance of daily activities.
- Identifying and resolving issues and providing responses to the ECD in a timely manner to maintain positive and cooperative service relationships.
- Balancing unexpected situations, competing service demands and the provision of a responsive service with the need to adhere to legislative and regulatory requirements.

5. KEY RELATIONSHIPS

WHO	WHY
Internal	
Early Childhood Director	<ul style="list-style-type: none"> • Receive leadership, direction and support. • Support and assist as required in the planning and implementation of Centre activities. • Seek guidance on complex matters as appropriate.
Early Childhood Teacher	<ul style="list-style-type: none"> • Receive pedagogy support and advice on educational programming. • Support with maintaining daily routines and activities.
Other members of the childhood educators team in Children's Centres	<ul style="list-style-type: none"> • Provide guidance and support to others, dependent on experience, as assigned by the ECD. • Work collaboratively as a team member to continuously improve Centre services.
External	
Government agencies for standards and compliance relating to children's services and well being	<ul style="list-style-type: none"> • Liaise with a range of government bodies and agencies regarding standards and compliance in children's services and child care.
Families, visitors	<ul style="list-style-type: none"> • Provide information, support and advice on children's learning and Centre's activities.

6. POSITION DIMENSIONS

Reporting Line: Early Childhood Director

Direct Reports: May supervise and guide staff as required

Indirect Reports: Nil

Financial delegation: TBA

Budget/Expenditure: TBA

Decision Making:

- Makes decisions, within defined parameters, under guidance from more senior staff, based on sound subject matter knowledge, experience and with considerable complexity and sensitivity.
- Matters requiring a higher level of approval are referred to the Early Childhood Director.

7. ESSENTIAL REQUIREMENTS

- Diploma or Associated Diploma level qualification recognised by Australian Children's Education and Care Quality Authority (ACECQA) with a minimum of 12 months experience in early childhood services.
- Demonstrated understanding and commitment to applying the National Quality Framework and Standards, the service philosophy of Education and Care, the National Early Years Learning Framework and Child Protection - Mandatory Reporting Framework.
- A working with Children Check, National Police Clearance and First Aid qualification approved by ACECQA that includes applying first aid, CPR, emergency asthma management, anaphylaxis and diabetes.
- Demonstrated ability to supervise and guide staff as required, work within a team environment with initiative, flexibility, and contribute to the overall procedures of the Centre.
- Demonstrated experience delivering an inclusive educational program for groups and individual children and maintaining children's centres daily routines and activities.
- Ability to address and meet focus capabilities as stated in the Position Description.






8. CAPABILITIES

NSW Public Sector Capability Framework

Below is the full list of capabilities and the level required for this role as per the [NSW Public Sector Capability Framework](#). The capabilities **in bold** are the focus capabilities for this role. Refer to the next section for further information about the focus capabilities.

Capability levels are as follows and reflect a progressive increase in complexity and skill:

Foundational > Intermediate > Adept > Advanced > Highly Advanced

CAPABILITY GROUP	NAME	LEVEL
 Personal Attributes	Display Resilience & Courage	Intermediate
	Act with Integrity	Intermediate
	Manage Self	Intermediate
	Value Diversity and Inclusion	Adept
 Relationships	Communicate Effectively	Intermediate
	Commit to Customer Service	Foundational
	Work Collaboratively	Intermediate
	Influence and Negotiate	Foundational
 Results	Deliver Results	Foundational
	Plan And Prioritise	Foundational
	Think and Solve Problems	Intermediate
	Demonstrate Accountability	Intermediate
 Business Enablers	Finance	Foundational
	Technology	Intermediate
	Procurement and Contract Management	Foundational
	Project Management	Intermediate
 People Management	Manage and Develop People	Foundational
	Inspire Direction and Purpose	Foundational
	Optimise Business Outcomes	Foundational
	Manage Reform and Change	Foundational

FOCUS CAPABILITIES

The focus capabilities for the Early Childhood Officer are the capabilities in which occupants must demonstrate immediate competence. The behavioural indicators provide examples of the types of behaviours that would be expected at that level and should be reviewed in conjunction with the position's key accountabilities.

NSW Public Sector Focus Capabilities

NSW Public Sector Capability Framework		
Group and Capability	Level	Behavioural Indicators
Personal Attributes Value Diversity and Inclusion	Adept	<ul style="list-style-type: none"> Promote the value of diversity and inclusive practices for the organisation, customers and stakeholders Demonstrate cultural sensitivity, and engage with and integrate the views of others Look for practical ways to resolve any barriers to including people from diverse cultures, backgrounds and experiences Recognise and adapt to individual abilities, differences and working styles Support initiatives that create a safe and equitable workplace and culture in which differences are valued Recognise and manage bias in interactions and decision making
Relationships Communicate Effectively	Intermediate	<ul style="list-style-type: none"> Focus on key points and speak in plain English Clearly explain and present ideas and arguments Listen to others to gain an understanding and ask appropriate, respectful questions Promote the use of inclusive language and assist others to adjust where necessary Monitor own and others' non-verbal cues and adapt where necessary Write and prepare material that is well structured and easy to follow Communicate routine technical information clearly
Relationships Work Collaboratively	Intermediate	<ul style="list-style-type: none"> Build a supportive and cooperative team environment Share information and learning across teams Acknowledge outcomes that were achieved by effective collaboration Engage other teams and units to share information and jointly solve issues and problems Support others in challenging situations Use collaboration tools, including digital technologies, to work with others
Results Think and Solve Problems	Intermediate	<ul style="list-style-type: none"> Identify the facts and type of data needed to understand a problem or explore an opportunity Research and analyse information to make recommendations based on relevant evidence Identify issues that may hinder the completion of tasks and find appropriate solutions Be willing to seek input from others and share own ideas to achieve best outcomes Generate ideas and identify ways to improve systems and processes to meet user needs

NSW Public Sector Capability Framework

Group and Capability	Level	Behavioural Indicators
Business Enablers Technology	Intermediate	<ul style="list-style-type: none"> • Demonstrate a sound understanding of technology relevant to the work unit, and identify and select the most appropriate technology for assigned tasks • Use available technology to improve individual performance and effectiveness • Make effective use of records, information and knowledge management functions and systems • Support the implementation of systems improvement initiatives, and the introduction and roll-out of new technologies
People Management Manage and Develop People	Foundational	<ul style="list-style-type: none"> • Clarify the work required, and the expected behaviours and outputs • Clearly communicate team members' roles and responsibilities • Contribute to developing team capability and recognise potential in people • Recognise good performance, and give support and regular constructive feedback linked to development needs • Identify appropriate learning opportunities for team members • Create opportunities for all team members to contribute • Act as a role model for inclusive behaviours and practices • Recognise performance issues that need to be addressed and seek appropriate advice