

Role Description

Early Childhood Officer

| Role Description Fields | Details |
|---------------------------------------|--|
| Cluster | Education |
| Department/Agency | TAFE NSW |
| Division/Branch/Unit | Student Experience Group / Student Services |
| Position Description no | 10015-01 |
| Classification/Grade/Band | Early Childhood Officer - ACCWQ |
| Senior executive work level standards | Not Applicable |
| ANZSCO Code | 421111 |
| PCAT Code | 1319192 |
| Date of Approval | February 2021 |
| Agency Website | www.tafensw.edu.au |

Agency overview

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.

Primary purpose of the role

This position 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.

Key accountabilities

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.

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.

Key relationships

Internal

| Who | Why |
|---|---|
| Line Manager | <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

| Who | Why |
|--|---|
| Government agencies for standards and compliance relating to children's services and wellbeing | <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. |

Role dimensions

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.

Reporting line

Early Childhood Director

Direct reports

May supervise and guide staff as required.

Budget/Expenditure

TBA

Essential requirements

1. A valid Working with Children Check (required prior to commencement).
2. 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.
3. 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.

4. 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.
5. 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.
6. Demonstrated experience delivering an inclusive educational program for groups and individual children and maintaining children's centres daily routines and activities.

Capabilities for the role

The [NSW public sector capability framework](#) describes the capabilities (knowledge, skills and abilities) needed to perform a role. There are four main groups of capabilities: personal attributes, relationships, results and business enablers, with a fifth people management group of capabilities for roles with managerial responsibilities. These groups, combined with capabilities drawn from occupation-specific capability sets where relevant, work together to provide an understanding of the capabilities needed for the role.


The capabilities are separated into focus capabilities and complementary capabilities

Focus capabilities

Focus capabilities are the capabilities considered the most important for effective performance of the role. These capabilities will be assessed at recruitment.

The focus capabilities for this role are shown below with a brief explanation of what each capability covers and the indicators describing the types of behaviours expected at each level.

Focus capabilities

| Capability group/sets | Capability name | Behavioural indicators | Level |
|--|--|--|-------|
|  Personal Attributes | Value Diversity and Inclusion Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives | <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 | Adept |

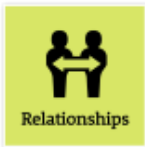


Communicate Effectively

Communicate clearly, actively listen to others, and respond with understanding and respect

- 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

Intermediate



Work Collaboratively

Collaborate with others and value their contribution

- 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

Intermediate



Think and Solve Problems

Think, analyse and consider the broader context to develop practical solutions

- 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

Intermediate



Technology

Understand and use available technologies to maximise efficiencies and effectiveness

- 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

Intermediate



Manage and Develop People

Engage and motivate staff, and develop capability and potential in others







- 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









Foundational

Complementary capabilities

Complementary capabilities are also identified from the Capability Framework and relevant occupation-specific capability sets. They are important to identifying performance required for the role and development opportunities.

Note: capabilities listed as 'not essential' for this role are not relevant for recruitment purposes however may be relevant for future career development.

| Capability group/sets | Capability name | Description | Level |
|---|--------------------------------|--|--------------|
|  | Display Resilience and Courage | Be open and honest, prepared to express your views, and willing to accept and commit to change | Intermediate |
|  | Act with Integrity | Be ethical and professional, and uphold and promote the public sector values | Intermediate |
|  | Manage Self | Show drive and motivation, an ability to self-reflect and a commitment to learning | Intermediate |
|  | Commit to Customer Service | Provide customer-focused services in line with public sector and organisational objectives | Foundational |
|  | Influence and Negotiate | Gain consensus and commitment from others, and resolve issues and conflicts | Foundational |
|  | Deliver Results | Achieve results through the efficient use of resources and a commitment to quality outcomes | Foundational |

| | | | |
|--|-------------------------------------|--|--------------|
|  | Plan and Prioritise | Plan to achieve priority outcomes and respond flexibly to changing circumstances | Foundational |
|  | Demonstrate Accountability | Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines | Intermediate |
|  | Finance | Understand and apply financial processes to achieve value for money and minimise financial risk | Foundational |
|  | Procurement and Contract Management | Understand and apply procurement processes to ensure effective purchasing and contract performance | Foundational |
|  | Project Management | Understand and apply effective planning, coordination and control methods | Intermediate |
|  | Inspire Direction and Purpose | Communicate goals, priorities and vision, and recognise achievements | Foundational |
|  | Optimise Business Outcomes | Manage people and resources effectively to achieve public value | Foundational |
|  | Manage Reform and Change | Support, promote and champion change, and assist others to engage with change | Foundational |