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|--------------------------|---|
| Position Title | Coordinator Carrington Centre |
| Department | Community Services |
| Unit | Children's Services |
| Team | Carrington Centre staff |
| Supervises | 3 permanent educators at Carrington Preschool and Occasional Care |
| Reports To | Manager Children's Services |
| Grade Range | H 1-5 |
| Date Prepared | 3/04/2023 |
| Date Last Updated | 3/04/2023 |

Our Vision & Values: A leading organisation that collaborates & innovates



We are committed to **safety**



We work as one **team**



We act with **integrity**



We care about our **customers**



We **continuously improve**

Primary purpose of position

Provide leadership in delivering high quality, inclusive early childhood education programs.






Accountabilities

- Implement an innovative preschool program that is reflective of the principles, practices and outcomes of the National Early Years Learning Framework.
- Ensure compliance with the National Regulations and Quality Standards at all times.
- Abide by ECA Code of Ethics, Council's Vision and Values, the service philosophy and Children's Services Policies and Procedures.
- Collaborate with children, families and educators to develop a curriculum that is based on each child's strengths, interests and needs.
- Ensure that programs are based on children's interests and take into account First Nations people, anti bias and cross cultural perspectives.
- Create a safe, supportive, stimulating environment for children, families and staff.
- Develop and maintain meaningful and respectful relationships with children, families, colleagues and management, other professionals and the community.
- Provide guidance, supervision and support to preschool and occasional care educators in planning and documentation.
- Observe and document children's learning and development using a range of methods and assessing against the EYLF outcomes.
- Ensure environments are set up as interesting and engaging learning spaces.
- Document and oversee educators' documentation of children's learning.
- Provide guidance and support to occasional care and preschool educators to meet these goals.

Position capabilities and level

Below is the full list of capabilities and the level required for this position. The capabilities in bold are the focus capabilities for this position. Refer to the next section for further information about the focus capabilities.

Capability Profile – People Leader Profile 1

| Capability Group | Capability Name | Level |
|---|-------------------------------------|----------|
|  Personal Character | Lead Self | Advanced |
| | Display Resilience | Advanced |
| | Act with Integrity | Advanced |
| | Safety and Accountability | Advanced |
|  Relationships | Communicate and Engage | Advanced |
| | Customer and Community Focus | Adept |
| | Work Collaboratively | Advanced |
| | Influence and Negotiate | Adept |
|  Results | Plan and Prioritise | Advanced |
| | Think and Solve Problems | Adept |
| | Innovate and Improve | Advanced |
| | Deliver Results | Advanced |
|  Resources | Finance | Adept |
| | Assets and Tools | Adept |
| | Technology and Information | Adept |
| | Procurement and Contracts | Adept |
|  People Leadership | Manage and Develop People | Advanced |
| | Inspire Direction and Purpose | Advanced |
| | Optimise Workforce Contribution | Adept |
| | Lead and Manage Change | Adept |

Focus Capabilities

The focus capabilities for the position are those judged to be most important at the time of recruiting to the position. That is, the ones that must be met at least satisfactory level for a candidate to be suitable for appointment.

CBCity Capability Framework - Focus Capabilities

| Group & Capability | Level | Behavioural Indicators |
|------------------------------|----------|---|
| Personal Character | | |
| Lead Self | Advanced | <ul style="list-style-type: none"> • Demonstrates motivation to serve the community and organisation • Initiates team activity on organisation/unit projects, issues and opportunities • Seeks and accepts challenging assignments and other development opportunities • Seeks feedback broadly and asks others for • Translates negative feedback into an opportunity to improve |
| Relationships | | |
| Customer and Community Focus | Adept | <ul style="list-style-type: none"> • Demonstrates a sound understanding of the interests and needs of customers and the community • Takes responsibility for delivering quality customer- focused services • Listens to customer and community needs and ensures responsiveness • Builds relationships with customers and identifies improvements to services • Finds opportunities to work with internal and external stakeholders to implement improvements to customer services |
| Results | | |
| Deliver Results | Advanced | <ul style="list-style-type: none"> • Sets high standards and challenging goals for self and others • Delegates responsibility appropriately and provides support • Defines what success looks like in measurable terms • Uses own professional knowledge and the expertise of others to drive results • Implements and oversees quality assurance practices |

| Resources | | |
|----------------------------|----------|--|
| Technology and Information | Adept | <ul style="list-style-type: none"> • Selects appropriate technologies for projects and tasks • Identifies ways to leverage the value of technology to achieve outcomes • Ensures team understands their obligations to use technology appropriately |
| Results | | |
| Plan and Prioritise | Advanced | <ul style="list-style-type: none"> • Ensures business plans and priorities are in line with organisational objectives • Uses historical context to inform business plans and mitigate risks • Anticipates and assesses shifts in the environment and ensures contingency plans are in place • Ensures that program risks are managed and strategies are in place to respond to variance • Implements systems for monitoring and evaluating effective program and project management |
| Personal Character | | |
| Act with Integrity | Advanced | <ul style="list-style-type: none"> • Models ethical behaviour and reinforces it in others • Represents the organisation in an honest, ethical and professional way and sets an example for others to follow • Promotes integrity, courage and professionalism inside and outside the organisation • Monitors ethical practices, standards and systems and reinforces their use • Proactively addresses ethical and people issues before they magnify |

* Focus Capabilities are those judged to be the most important at the time of recruiting to the position. The mix of “focus” capabilities can change over time, reflecting changing work priorities and current team strengths.

Delegations

Decisions associated with this position are to be made in accordance with the Delegations of Authority (Policy186) approved by the General Manager.

Code of Conduct

All staff are required to adhere to the Code of Conduct (CP25).

Work Health & Safety

All staff are required to adhere to Council's WHS&E Responsibilities and Authorities document (REF229) and associated policies and procedures.

Records Management

All staff are required to comply with Council's Records and Information Management policies, procedures and guidelines.

Qualifications and Experience

Essential Qualifications

- Bachelor Degree in Early Childhood Education
- Current Senior First Aid Certificate
- Working with Children Check
- Identify and Respond to Children and Young People at Risk
- Maintain NESAC Accreditation

Essential Experience

- Minimum 5 years working as Early Childhood Teacher
- Previous experience as Nominated Supervisor

Desirable Qualifications and or Experience

- Leadership/management training
- Communication skills training

| HUMAN RESOURCES USE (SELECT YES OR NO) | YES | NO |
|--|-------------------------------------|-------------------------------------|
| Does this position fall under the definition of child related employment? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Does this position require incumbent to undergo criminal reference check? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Does this position require incumbent to demonstrate good driving Licence class required: No Licence Required | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Will incumbent need to make disclosure of pecuniary interest? | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Could there be a conflict of interest with secondary employment? | <input checked="" type="checkbox"/> | <input type="checkbox"/> |