

<b>Position Title</b>	Educator Diploma Casual
<b>Department</b>	Community Services
<b>Unit</b>	Children's Services
<b>Team</b>	Children's Services
<b>Supervises</b>	Nil
<b>Reports To</b>	Centre Director / Coordinator
<b>Grade Range</b>	D
<b>Date Prepared</b>	10/05/2021
<b>Date Last Updated</b>	15/08/2025

## 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

To support Council's Children's Centres in providing high quality early childhood education and care. A key responsibility is to create a safe, inclusive, compliant and engaging environment for children, facilitating play and learning, and fostering positive relationships with children and families.

You will be committed to working as part of a child safe organisation, dedicated to creating inclusive, supportive environments where every child feels safe, respected and empowered. To ensure zero tolerance for any form of child abuse or harm and to share the responsibility of upholding our strong child safeguarding culture.

## Accountabilities

- Ensure compliance with the Education and Care Services National Law, all regulatory, legislative and and quality standards/requirements at all times.
- Assist in the implementation of an innovative and reflective early childhood education program that complies with the principles, practices and outcomes of the National Early Years Learning Framework.
- Contribute to a collaborative team through shared learning, a positive attitude, and sound communication skills.
- Provide and support an inclusive environment including for children with additional needs and for families.
- Develop and maintain meaningful, respectful relationships with children, families, colleagues, community members, management and other relevant professionals
- Collaborate to provide an appropriate curriculum based on each child's strengths, needs and interests.
- Observe and document children's learning and development using a variety of methods.
- Work within the guidelines of Council's Children's Services Handbook.
- Abide by Council's Children's Services' Customer Service Charter.

## 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 – Council Officer

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

## 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
<b>Personal Character</b>		
Act with Integrity	Adept	<ul style="list-style-type: none"> <li>• Acts honestly, ethically and with discretion and encourages others to do so</li> <li>• Sets a tone of integrity and professionalism with customers and the team</li> <li>• Supports others to uphold professional standards and to report inappropriate behaviour</li> <li>• Respectfully challenges behaviour that is inconsistent with organisational values,</li> <li>• Consults appropriately when issues arise regarding misconduct, unethical behaviour and</li> </ul>
<b>Relationships</b>		
Communicate and Engage	Intermediate	<ul style="list-style-type: none"> <li>• Focuses on key points and communicates in 'Plain English'</li> <li>• Clearly explains and presents ideas and technical information</li> <li>• Monitors own and others' nonverbal cues and adapts where necessary</li> <li>• Listens to others when they are speaking and asks appropriate, respectful questions</li> <li>• Shows sensitivity in adapting communication content and style for diverse audiences</li> </ul>
<b>Personal Character</b>		
Lead Self	Adept	<ul style="list-style-type: none"> <li>• Initiates action on team/unit projects, issues and opportunities</li> <li>• Accepts and tackles demanding goals with drive and commitment</li> <li>• Seeks opportunities to apply and develop strengths and skills</li> <li>• Examines and reflects on own performance</li> <li>• Seeks and responds well to feedback and guidance</li> </ul>

Personal Character		
Safety and Accountability	Intermediate	<ul style="list-style-type: none"> <li>• Follows through reliably and openly takes responsibility for own actions</li> <li>• Understands delegations and acts within authority level</li> <li>• Is vigilant about the use of safe work practices by self and others</li> <li>• Is alert to risks in the workplace and raises them to the appropriate level</li> </ul>
Relationships		
Work Collaboratively	Adept	<ul style="list-style-type: none"> <li>• Contributes to a culture of respect and understanding in the organisation</li> <li>• Creates an atmosphere of trust and mutual respect within the team</li> <li>• Builds cooperation and overcomes barriers to sharing across teams/ units</li> <li>• Relates well to people at all levels and develops respectful working relationships across the</li> <li>• Identifies opportunities to work together with other teams/units</li> <li>• Acts as a resource for other teams/units on complex or technical matters</li> </ul>
Relationships		
Customer and Community Focus	Adept	<ul style="list-style-type: none"> <li>• Demonstrates a sound understanding of the interests and needs of customers and the community</li> <li>• Takes responsibility for delivering quality customer- focused services</li> <li>• Listens to customer and community needs and ensures responsiveness</li> <li>• Builds relationships with customers and identifies improvements to services</li> <li>• Finds opportunities to work with internal and external stakeholders to implement improvements to customer services</li> </ul>
Results		
Plan and Prioritise	Intermediate	<ul style="list-style-type: none"> <li>• Participates constructively in unit planning and goal setting</li> <li>• Helps plan and allocate work tasks in line with</li> <li>• Checks progress against schedules</li> </ul>

		<ul style="list-style-type: none"> <li>• Identifies and escalates issues impacting on ability to meet schedules</li> <li>• Provides feedback to inform future planning and work schedules</li> </ul>
<b>Results</b>		
Deliver Results	Intermediate	<ul style="list-style-type: none"> <li>• Takes the initiative to progress own and teamwork tasks</li> <li>• Contributes to the allocation of responsibilities</li> <li>• Consistently delivers high quality work with minimal supervision</li> <li>• Consistently delivers key work outputs on time and on budget</li> </ul>
<b>Resources</b>		
Technology and Information	Intermediate	<ul style="list-style-type: none"> <li>• Shows confidence in using core office software and other computer applications</li> <li>• Makes effective use of records, information and knowledge management systems</li> <li>• Supports the introduction of new technologies to improve efficiency and effectiveness</li> </ul>

\* 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

- Diploma in Early Childhood Education
- Valid Working with Children Check
- Identify and Respond to Children and Young People at Risk of Significant Harm
- Current Senior First Aid Certificate including Asthma and Anaphylaxis
- Current CPR certificate

### Essential Experience

- Demonstrated experience in providing quality learning experiences and environments for young children.
- Knowledge and understanding of child development and learning
- Knowledge and experience in implementing the National Early Years learning Framework
- Demonstrated ability to communicate positively and build trusting relationships with children, families and colleagues.
- Demonstrated commitment to professional learning and development.
- Effective communication skills
- Demonstrated ability to work well within a team

### Desirable Qualifications and or Experience

HUMAN RESOURCES USE (SELECT YES OR NO)	YES	NO
Does this position fall under the definition of child related employment?	<input checked="" type="checkbox"/>	<input 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: <a href="#">Click to Specify Licence</a>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Will incumbent need to make disclosure of pecuniary interest?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Could there be a conflict of interest with secondary employment?	<input checked="" type="checkbox"/>	<input type="checkbox"/>