

# TEAM LEADER, EDUCATOR

## POSITION & PERSON DESCRIPTION

May 2023



City of  
Norwood  
Payneham  
& St Peters

### POSITION DETAILS

<b>DEPARTMENT:</b>	Chief Executive's Officer
<b>UNIT:</b>	St Peters Child Care Centre & Preschool
<b>ORGANISATIONAL RELATIONSHIP:</b>	Reports to Director, St Peters Child Care Centre & Preschool This position is also expected to work in collaboration with all Team Leaders, Educators and other staff throughout the organisation as required.
<b>DIRECT REPORTS:</b>	Up to three (3) full-time equivalents including Educators, Assistant Educators and Support Worker Educators
<b>AWARD:</b>	<i>South Australian Municipal Salaried Officers Award and the City of Norwood Payneham &amp; St Peters' Municipal Officers Enterprise Agreement</i>
<b>CLASSIFICATION:</b>	Children's Services Employee Grade 2
<b>SPECIAL CONDITIONS:</b>	

### POSITION OVERVIEW

This position is one of six (6) Team Leaders, who report to the Director of the St Peters Child Care Centre & Preschool. Team Leaders are appointed to lead, mentor and supervise the educators within the area of appointment.

The Team Leader has a hands-on role in ensuring that professional standards are at all times within the guidelines set down by the Department of Education and Child Development (DECD), the National Quality Standards, National Law, National Regulations, Early Years Learning Framework (EYLF) and the policies and procedures of the St Peters Child Care Centre & Preschool (the Centre).

The position is also responsible for the development, delivery and evaluation of education and learning programs for children within a safe, supportive environment. Team Leaders will work in consultation with Educational leaders, team members and parents in the documentation and assessment of children's learning and in developing further learning outcomes.

Team Leaders are expected to work closely with the Educational Leader in reviewing current work practices and developing new programs, implementing actions within the Centre's Quality Improvement Plan, implementing goals within the business plan, practices and parent partnerships.

## **POSITION OBJECTIVES**

- To have direct responsibility for the management of a group or groups of children and to lead, mentor and supervise teams which consist of Students, Support Educators, Assistants and Educators to ensure that high-quality child care services are provided in a safe, supporting and nurturing environment.
- To develop, implement and evaluate educational programs for individuals and groups of children using the Early Years Learning Framework (EYLF).
- To develop and promote collaborative partnerships with parents and families to ensure that all information regarding the care and education of their child is shared and consistent.
- To establish and maintain a safe, supportive and nurturing learning environments for children.
- To document and develop methods of assessing the individual learning, strength and achievements of children.

## **KEY RESULT AREAS**

- *Operational Responsibilities*
  1. Child Care
  2. Education
  3. Carer & Community Liaison
  4. Administration
- *Organisational Responsibilities*
  1. Corporate Governance
  2. Environmental Sustainability
  3. Work Health & Safety and Injury Management
  4. Organisational Values

## **KEY RESPONSIBILITIES**

### **1. CHILD CARE**

- Lead, establish and promote high-quality child-care practices in accordance with:
  - The National Law and National Regulations.
  - The National Quality Standards.
  - The St Peter's Child Care Centre's philosophy, policies and procedures.
  - National Early Years Learning Framework.

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- Oversee and establish a positive, secure and stimulating environment within the groups of children under and/or over two (2) years to assist the children's development and education.
- Accept responsibility for groups of children under and/or over two (2) years of age and co-ordinate the activities of more than one group.
- Establish and provide a secure environment maintaining the health, welfare & safety of each child, including appropriate clothing, sun protection and administering medication according to Centre's policies.
- To ensure that the children are safe and adequately supervised at all times.
- Develop, implement and evaluate daily routines (including changing nappies, toileting, and nutrition) and give each child individual attention & comfort, as required.
- Act as a primary carer for children, and liaise with parents, as required.
- Provide an appropriate role model for the children.
- Report any suspected child abuse to Family and Child Services.
- Oversee and ensure the regular disinfecting of toys, and playground/equipment checks are implemented.
- Oversee and maintain attendance, accident and medical and other relevant records, including arranging for parents/carers to sign "in and out" for the children.
- Ensure that all play, storage and other areas are maintained in a safe and tidy condition.
- Ensure the smooth operations within the appropriate designated rooms, as directed.
- Role model and promote Centre policies and take an active role in policy review and development.

**Performance Indicators**

- Each child's emotional, physical, creative and intellectual needs are met through programmes and discussion with parents and no reported complaints raised about quality care.
- Children directed and co-ordinated in a professional manner.
- Positive, secure and stimulating environment within the Centre and no complaints received about service delivery.
- Health, safety and welfare of each child maintained.
- All children are within sight and the Centres supervision policy is maintained at all times.
- Individual attention and comfort provided for each child and effective relationships are developed with children that are comforting and nurturing.

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- Actions in accordance with the Centre's policies and procedures.
- Appropriate language & behaviour modelled at all times.
- Notification to Family and Children's Services concerning Child Abuse.
- Records of cleaning schedules and playground/equipment checks are maintained and displayed.
- Timely and accurate records.
- Play, storage and other areas are maintained in a safe and tidy condition.
- Stressful and emergency situations managed calmly and practically.
- Noted suggestions and feedback on draft policies and consistent implementation of all policies & procedures.

<b>2. EDUCATION</b>
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- Develop and assist with the planning, implementation and evaluation of developmental and/or special programs for individual or groups of children using the Early Years Learning Framework (EYLF). The program should reflect the needs of the community and be culturally appropriate.
- Develop and maintain the comprehensive records of:
  - Developmental progress records of each child.
  - Learning Stories.
  - Daily sleep and meal patterns.
  - Medication administered to children.
  - Accidents and Illness of children.
  - Individual routine needs of children.
- Prepare experiences that facilitate and enhance children's development based on theoretical and practical knowledge.
- Establish and continuously update challenging and achievable learning goals within EYLF.
- Develop and implement a range of strategies that help develop a child's personal and group identity.
- Oversee the organisation and execution of excursions in consultation with the Educational Leader.
- Oversee and prepare end of semester reports on each child.
- Facilitate children's learning through play.
- Facilitate children's inclusion and participation in all areas of the program to support children to develop personal identity, a positive self-image, self-esteem and an understanding of others.

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- Develop and support special programs such as the inclusion of children with additional needs.
- Establish and promote positive and challenging learning environments where diversity is valued and individual differences are respected.

**Performance Indicators**

- Developmental experiences successfully programmed, implemented and evaluated. Programs will be appropriate to the individual needs and interests of the children and reflects the needs of the centre and the community.
- Accurate and up-to-date records of children's needs, medical, health and development.
- Documented spontaneous experiences on programs and in children's developmental records.
- Demonstrated range of strategies that help develop a learner's personal and group identity.
- Excursions successfully organised and executed in accordance with the Excursion Policy and procedure including the development and evaluation of a supervision plan.
- Timely and accurate reports.
- Children actively involved and participating in learning, which is reflected and documented in developmental records and assessments.
- Records reflect learning in all areas of the National Early Years Learning Framework which support the development of individual identities, positive self-image, self-esteem and an understanding of others.
- Children included within learning environment and strategies from external support organisations implemented.

**3. CARER AND COMMUNITY LIASION**

- Respond to parents/carers queries during the day and implement action where required.
- Ensure parents are kept informed of their child's progress, achievements, behaviour and needs and attend parent/carer evening.
- Act as a reference point and resource for Support Educators, Assistant Educators, Educators and Relief Educators.
- Provide supervision, guidance and support in leading educators and students in implementing centre policies and procedures and assisting in the development of individual skills and knowledge.

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- Provide extensive on the job training and mentoring to Support Educators and Assistant Educators including the familiarisation of goals and objectives of the work section.
- Promote a culture and practice for continuous improvement.
- Investigate and keep abreast of current trends, new technologies and 'best practices' relating to child care.
- Work in consultation and collaboration with the Manager in regards to workplace matters.
- To work as a member of a cooperative team by respecting and supporting colleagues and developing positive channels of communication and sharing all duties.
- Assist with the relevant support services in the successful integration of children with special needs and cultural diversities.
- Provide opportunities for parent participation in the daily program and assist in ensuring that two individual room events are arranged.
- Encourage and support families to be involved within the Centre and their child's learning.
- Develop positive relationships and partnerships within the community to provide broader educational opportunities and enrich teaching and learning programs.
- Contribute to and implement the Centre's Quality Improvement Plan.

**Performance Indicators**

- Open communication maintained with children, parents, staff and representatives from resource agencies.
- Using a range of communication and reporting strategies, both formal and informal report on progress to learners and parents/caregivers. Timely and accurate records which provide meaningful, respectful and explicit feedback to learners and parents/caregivers.
- Ensure child care workers at all levels are familiar with and understand the goals and objectives of the work section and can provide the required outcomes at satisfactory levels.
- All workplace matters are resolved in a timely manner and developed strategies are implemented as identified.
- Continuous improvement organisational culture.
- Provision of advice on opportunities to introduce new ideas etc.
- Up-to-date knowledge in 'best practice' child care.
- Respectful environments where educators are supported to be an active team member, all duties are shared and difficult conversations had to resolve issues effectively and according to policy.

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- Successful integration of children with special needs and cultural diversities.
- Positive feedback received from parents either verbally and/or in writing and the arrangement of two internal room events annually.
- Verbally liaise with families to encourage and support their involvement within the Centre and their child's learning.
- Attendance at parent/carer evening and supported documentation and reports available.
- The use of community networks and resources within the environment and programs.

**4. ADMINISTRATION**

- Accept responsibility for keys while opening up and locking up on early and late duties, and operating the alarm system.
- Prepare quarterly newsletter item informing families of educational experiences, upcoming events and news within the specific age group.
- Assist with the review and development of centre policies and procedures.
- Read, understand and role model centres' philosophy, policies and procedures.
- Assist to ensure that the buildings, equipment and grounds are maintained in a safe condition.
- Develop and implement templates which support transitions, room routines, individual needs and parent involvement within the Centre, program and individual children's learning.

**Performance Indicators**

- Money (fees) accurately recorded and processed in accordance with the Centre's policy and procedure.
- Security maintained at all times.
- Timely and informative newsletter item.
- Documented evidence of policy review.
- Active involvement and demonstration of knowledge and understanding of policies and procedures role modelled and communicated to families.
- The timely organisation of special events and the evaluation of supervision plans as per centre policy.
- Documented evidence, more than 20% return rate and positive feedback through customer survey.

## PERSON SPECIFICATION

### QUALIFICATIONS AND/OR EXPERIENCE

- A Diploma of Children's Services or higher qualification (Desirable).
- A Certificate III in Early Childhood Education and Care (Essential).
- First Aid Certificate, Education and Care Setting (HLTAID012/B or a current HLTAID014) (Essential).
- A Mandated Notification Certificate (Essential).
- CPR Certificate (Essential).
- Experience in early childhood services (Essential).
- Knowledge of the Early Years Learning Framework (Desirable).

*\*\*Please note, applicants with a Certificate III qualification must have a minimum of three (3) years' experience in a similar role in early childhood services.*

### KNOWLEDGE

- Understanding of and commitment to principles of equal opportunity, access and equity, and social justice.
- Knowledge of National Quality Standards
- Knowledge of the National Regulations & National Law
- Comprehensive knowledge of Children's development and needs; Current child care practices; and a range of appropriate observation and recording methods.
- Sound understanding of the philosophy of the Centre, policies and procedures.
- Comprehensive knowledge of Early Years Learning Framework.
- Knowledge of mandatory reporting and child protection requirements.

### SKILLS

- Effective oral and written communication skills.
- Demonstrated ability to lead employees within team environment.
- Effective time management skills.
- Highly-developed observation and reporting skills.
- Able to work autonomously and within a team environment whilst valuing individual differences.
- Ability to work with individual children with particular needs.
- Ability to interact with children in a positive, sensitive and respectful manner.
- Ability to communicate effectively with parents and children of various cultural and social backgrounds.
- Ability to manage stressful and emergency situations in a calm and practical manner.
- Ability to identify problems and contribute to the effective resolution of problems.
- Ability to accept and provide supervision and direction.
- Ability to mentor and use reflective listening skills to lead staff teams.



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**DELEGATION & AUTHORITY**

- As set out in the relevant Delegations Schedule as approved and varied from time to time by the Council.

**JOB REQUIREMENTS**

- National Criminal Record (Police) Clearance with no adverse findings.
- Department of Human Services (DHS) Working With Children Clearance
- Be fit to undertake the inherent job requirements and the physical demands of the position and remain so during employment in accordance with reasonable work, health and safety expectations, and relevant policies and procedures.
- Completion of training & attainment of skills applicable to Award Classification.
- Attend training courses and relevant staff development courses and maintain competency levels.
- Complete duties as requested by a more senior officer than yourself.
- Attendance at out-of-hours meetings, workshops and parent events, as required.
- Complete duties within the timeframes allocated.

**WORK HEALTH & SAFETY RESPONSIBILITIES**

- In accordance with Section 28 of the Work Health and Safety (WHS) Act 2012, while at work you must:
  - take reasonable care of your own health and safety; and
  - take reasonable care that your acts or omissions do not adversely affect the health and safety of other persons; and
  - comply, so far as the worker is reasonably able, with any reasonable instruction that is given by the Council; and
  - cooperate with any reasonable policy or procedure of the Council.
- As part of the Council's safety management system, all workers are required to:
  - report any hazards, near misses, incidents, accidents, injury or ill-health which arise in the course of, or as a result of, their work;
  - correctly use, and maintain, any clothing and equipment provided for the purposes of WHS;
  - maintain their workplace in a tidy and safe condition;
  - ensure that their safety, and that of others, is not affected by the consumption of alcohol or other drugs;
  - not interfere with, remove or displace any safety devices, guards or protective equipment unless it is part of an approved maintenance or repair procedure; and
  - actively participate in consultation and consideration of all WHS issues that are pertinent to their workplace.

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- Work Health & Safety (WHS) Competencies and training requirements include:
  - Sun Smart UVR (induction)
  - Hazardous Chemicals Awareness (induction)
  - Drugs & Alcohol Awareness (induction)
  - Environmental Hazards General Awareness (induction)
  - Hazardous Manual Tasks Awareness (induction)
  - Fatigue Awareness (annual)
  
- In addition to your obligations listed above, as a Team Leaders you are responsible for, and will be held accountable for, maintaining a safe work environment by controlling, directing and monitoring work practices within your area of responsibility, and in particular:
  - communicating the contents of the approved WHS policy, procedures, plans and programs to workers;
  - ensuring adherence to WHS policies and procedures within your sphere of control;
  - maintaining a basic awareness of safety issues within your respective area;
  - providing all workers (staff, contractors and visitors), who are required to enter an area under your control, a safety induction prior to commencing work;
  - coordinating and participating in, local WHS consultation processes;
  - constantly reviewing working procedures and practices within your area of responsibility;
  - ensuring all plant, machinery and equipment is properly maintained;
  - identifying, assessing and controlling hazards and WHS risks; and
  - providing data related to local WHS performance as required.

**Performance Indicators**

- Increased awareness of, and compliance with, WHS legislation.
- Safe working practices utilised which are WHS compliant.
- Competency levels maintained and kept up-dated as required.
- Timely reporting of hazards and risks to ensure prevention is attempted at all times.
- Immediate reporting of all accidents and incidences.

**ORGANISATIONAL VALUES**

At the City of Norwood Payneham & St Peters, all staff are committed to improving the quality of services which are provided to the community. In order to ensure that we achieve this, we have embraced the *Business Excellence Framework* as a mechanism for implementing continuous improvement and as part of this we have adopted a set of Organisational Values and Community Well-Being Model.

The Organisational Values (which are summarised below) form an integral part of the Position & Person Description.

The Organisational Values are a shared set of values to assist in guiding staff behaviour in terms of how we interact with each other and the Elected Members, as well as how we treat people in our community as part of our day-to-day operations and service delivery.



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**AGREEMENT**

This Position & Person Description accurately reflects and describes the responsibilities, accountabilities, duties and skills required and the expected outputs and outcomes for the position of Team Leader Educator.

**APPROVED BY:**

**READ & AGREED TO BY:**

\_\_\_\_\_  
Mario Barone PSM  
**CHIEF EXECUTIVE OFFICER**

\_\_\_\_\_  
**TEAM LEADER EDUCATOR**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

Position & Person Descriptions form an important part of an integrated planning process to ensure that individual performance, and the required outputs and outcomes of each position within the organisation, align with the strategic and corporate directions of the Council as set out in the *CityPlan 2030: Shaping Our Future*. The *Organisational Values* are an integral component of the organisational culture and all staff are expected to perform their duties within the framework of the *Organisational Values*.