

Position Description

Title	Centre Director
Business Unit	Early Learning
Location	23 The Semi Circle Close, Yea
Employment type	Full Time, Ongoing
Reports to	Early Learning Program Manager

About Uniting

Uniting Vic.Tas is the community services organisation of the Uniting Church. We've been supporting people and families for over 100 years. We work alongside people of all ages in local communities in Victoria and Tasmania. Our services reach to Albury-Wodonga in the north, Mallacoota in East Gippsland, the Wimmera region in the west, and across Tasmania.

We empower children, young people and families to learn and thrive. We're there for people experiencing homelessness, drug and alcohol addiction or mental illness. We support people with disability to live the life they choose. We assist older people to maintain their independence and enjoy life. We provide opportunities to access training and meaningful employment. We're proud to welcome and support asylum seekers to our community. We work to empower people with the information, skills and tools they need to live a healthy, happy life.

As an organisation, we work in solidarity with Aboriginal and Torres Strait Islander people as Australia's First Peoples and as the traditional owners and custodians of this land.

We celebrate diversity and value the lived experience of people of every ethnicity, faith, age, disability, culture, language, gender identity, sex and sexual orientation. We welcome lesbian, gay, bisexual, transgender, gender diverse and non-binary, intersex, and queer (LGBTIQ+) people at our services. We pledge to provide inclusive and non-discriminatory services.

Our purpose: To inspire people, enliven communities and confront injustice.

Our values: We are imaginative, respectful, compassionate and bold

1. Position purpose

As the Centre Director, you are responsible to lead a team which provides high quality early childhood education and care to children. The service you are leading will have 3 rooms operating simultaneously. Your role will focus on managing the daily operations and administration of the service, providing strong engagement and leadership to our educators, and building enduring partnerships with families. You will work as part of ratio to support children as required.

Being the Nominated Supervisor of the service, you also oversee the standard operations of the service ensuring the provision of high-quality early childhood education and care to children participating in the program.

This encompasses, but is not limited to:

- Developing relationships that support and partner with families.
- Ensuring the service's day-to-day operations comply with the requirements of the Education and Care Services National Law Act 2010, Education and Care Services National Regulations 2011, and the National Quality Standard for Early Education and Care
- Ensuring that the service's policies and procedures are implemented.
- Ensuring the service's Quality Improvement Plan is developed and implemented so that staff work towards exceeding the National Quality Standard for Early Education and Care
- Ensuring that the service's commitment to continuous improvement is upheld
- Development of a positive professional team and organisational culture
- To ensure the provision of an environment which reflects a safe, inclusive, responsive and supportive program where the interests and needs of the child are the foundation for the

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creation of the educational programs. Reflective of the Approved Early Years Learning Framework.

- Profiling and marketing the service.

2. Scope

Budget: TBC

People:

- Administration Officer
- Educational Leader
- Teachers
- Educators
- Students and Volunteers as required

3. Relationships

Internal

- General of Early Learning
- Early Learning Program Managers
- Early Learning Area Managers
- Family Day Care Educators
- Early Learning Teachers and Educators
- Finance, ICT and P&C team(s) as required.
- Other Uniting Support Services as required

External

- Children
- Families
- Department of Education and Training, Department of Health and Human Services
- Australian Children's Education and Care Quality Authority (ACECQA)
- Local Government Authorities and peak bodies
- Other Community Service Organisations as required.
- Other service providers as required.

4. Key responsibility areas

Educational program and practice

- Implement the service statement of philosophy that guides the pedagogy and teaching decisions.
- Facilitate the successful implementation of the relevant early year's framework.
- Ensure the early childhood program meets the goals of the EYLF to help children develop.
- Ensure the service facilitates a play-based learning environment and develops learning programs responsive to children's ideas, strengths and abilities.
- Implement inclusive practice and lead an environment which honours diversity and the day-to-day and overall quality of the children and families' lived experiences in the centre.
- Be proactive in ensuring currency in best early childhood practice.

Health and Safety of Children

- Ensure that the children are safe and adequately supervised at all times
- Ensure compliance as a mandated reporter in accordance with the service's Child Protection Policy
- Be responsible for the protection and rights and dignity of all children attending the service
- Ensure that the environment is safe, supportive, stimulating and educational for children

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- Ensure all staff are aware of and respond appropriately and consistently to children's cultural backgrounds and individual needs and requirements (e.g., developmental, diet/allergies, social and emotional wellbeing)
- Ensure a high standard of hygiene in compliance with the service's policies and procedures
- Ensure first aid and medication is administered in compliance with the service's policies and procedures
- Ensure the organisational Child safe protocols and policies are implemented

Physical Environment

- Resource the service with appropriate equipment and ensure the team maintains the aesthetics of the environment.
- Facilitate timely repairs and maintenance.
- Ensure effective processes are in place to meet Workplace Health and Safety requirements
- Ensure the service strives towards embedding environmental sustainability across all areas of the service's operations, including the educational program.

Relationships with Children

- View and respect each child as competent and capable learners
- Encourage positive, comforting, and nurturing relationships with children
- Ensure programs reflect emerging skills and interests and cultural backgrounds of children
- Ensure documentation of children's learning is professionally presented and is an authentic representation of children's growth and development
- Ensure that staff provide a supportive educational environment and are thoughtful about their interactions with children building relationships that will be central for supporting children's emotional development and capacity for behavioural regulation.

Collaborative Partnerships with Families and Communities

- Promote clear communication between the organisation, managers, staff, and families
- Build effective local networks within the local area including relevant community organisations and government agencies.
- Ensure the team is knowledgeable and sensitive to the needs of families and the community
- Develop and maintain positive relationships with families
- Share information with families relating to their child and the daily activities of the service
- Create a safe, welcoming supportive, and informative environment for families
- Act as a resource person for families
- Encourage families to contribute to the community of the service
- Maintain current information which assists families to access resources within the local and wider community
- Communicate with fidelity with replication team
- Be an advocate for high quality services for children in our community
- Manage events and experiences with children which promote awareness of their community and reflect child-centred learning
- Ensure students on placement and volunteers engaged in the service are positively welcomed, supported and effectively supervised
- Implement evaluation strategies (e.g., satisfaction survey) to obtain parents' input for planning for any improvements.

People and teams

- Ensure staff have a working knowledge of the National Quality Framework, in particular the Education and Care Services National Regulations 2011, and the National Quality Standard for Early Education and Care, and meet these requirements in their work practices
- Lead the professional development program within the service
- Demonstrate the Early Childhood Australia Code of Ethics in all interactions and relationships
- Maintain professional and ethical standards when working with families, children and educator team.

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- Ensure staff qualifications and ratios meet the needs of the service in accordance with the prescribed ratios of the Safe haven program 1:3 children.
- Manage staff rosters to promote and achieve a primary care giver model.
- Demonstrate strong leadership skills in education and management
- Contribute positively and effectively to the team environment
- Support and supervise all staff in their daily routines
- Promote a healthy team environment and develop positive channels of communication to ensure a smooth-running service
- Lead, guide and support staff to plan, implement and evaluate programs suitable to the individual needs, emerging skills and interests of children
- Lead, guide and support staff to create a safe, supportive, stimulating and educational environment for the children
- Lead, guide and support staff to maintain ongoing records of the child's development and daily information
- Participate in ongoing professional development and training programs and supervise staff through this process
- Conduct and document regular staff appraisals, and develop and document individual and team plans which enhance staff abilities and practices
- Lead team and family meetings, and attend management meetings as required
- Implement the service's Workplace Health and Safety Policy
- Ensure Workplace Health and Safety procedures are followed
- Investigate workplace hazards and ensure any required changes to policies, procedures and practices are made
- Provide a consultative process for communication of Workplace Health and Safety information allowing staff input into Workplace Health and Safety issues
- Ensure staff are appropriately trained in Workplace Health and Safety, standard work method statements and risk assessments
- Provide staff with pertinent Workplace Health Safety information and updates

Administration and Management

- Maintain day-to-day accounts and handle all administrative matters
- Ensure that the centre or service meets or exceeds quality assurance requirements
- Support the Early Learning Program Manager in formulating and evaluating annual budgets
- Ensure all legal, funder and statutory requirements pertaining to the position are met including serious incidents, reportable conduct and mandatory reporting (child safety)
- Foster a culture where risks are identified and appropriately managed
- Report areas of serious risk to next level supervisor and work together to mitigate those risks
- Ensure all practices are in accordance with the Education and Care Services National Law Act and Regulations, the Kindergarten Funding Guide, the National Quality Framework and reflect the philosophy and policies and procedures of the service
- Lead regular staff meetings using these as an opportunity to reflect on practice, provide pedagogical leadership and ensure the Quality Improvement Plan is regularly reviewed and updated
- Form and support parent advisory committee meetings (PAC) using these as an opportunity to provide program updates, share and receive feedback in relation to quality improvement and collaborate with the PAC to identify fundraising/grant opportunities.
- Drive the ongoing continuous improvement of the service through reflective practice; ensuring documentation of this in the Quality Improvement Plan
- Ensure accurate records are documented and maintained to meet legislative requirements.
- Ensure the maintenance of day-to-day operations and administration of the service and review and update procedures as required.
- Stay informed about current trends in educational practice within the sector.
- Actively participate in employee performance review process and lead this process for direct reports.
- Plan and monitor return to Work Plans for injured employees.
- Other duties as directed.

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Personal accountability

- Team members are required to read, understand and comply with all the service's policies, procedures and reasonable direction, whilst demonstrating professional workplace behaviours in accordance with the service's Code of Conduct.
- Cooperate with strategies to actively ensure the safety, protection and well-being of children who come into association with us
- Ensure appropriate use of resources
- Work collaboratively with Uniting (Victoria Tasmania) employees and external stakeholders in accordance with Uniting's values and professional standards of behaviour
- Actively participate in initiatives to maintain, build upon and promote a positive and collaborative workplace
- Identify opportunities to integrate and work collaboratively across teams
- Take reasonable care for your own health and safety, and health and safety of others (to the extent required)
- Promote a positive safety culture by contributing to health and safety consultation and communication
- Promptly respond to and report health and safety hazards, incidents and near misses to line management
- Attend mandatory training sessions (i.e., equal employment opportunity, health, and safety) and mandatory training specific to position
- Declare anything that you become aware of through the course of your engagement which may impede your suitability to work with children and/or young people.
- Declare any potential or actual conflict of interest that you become aware of through the course of your engagement:
 - Based on a relationship with a current member of Uniting's workforce
 - Based on my ongoing work with another organisation

5. Person specification

Qualifications

- Diploma in Children's Services (or equivalent as approved by Australian Children's Education and Care Quality Authority) preferred.
- Written acceptance of role of Nominated Supervisor under the Education and Care Services National Law Act 2010, and Education and Care Services National Regulations 2011.
- Current First Aid, CPR, Anaphylaxis and Asthma Certificates*

Experience

- Experience in the Early Childhood field is preferred
- Knowledge of theory relating to childhood education and care, professional standards and approved learning frameworks, and contemporary understanding of evidence based best practice approaches to teaching and learning Have a sound knowledge and understanding of contemporary early childhood learning and development theories and learning styles
- Knowledge of leadership theory and the use of a range of leaderships styles and the ability to research and disseminate information to others in a manner that is easily understood
- Have a sound knowledge of legislation governing the operation of children's services, as well as a solid understanding of the quality areas under the National Quality Standard
- Have a thorough understanding of the Early Childhood Australia (ECA) Code of Ethics, Victorian Institute of Teaching (VIT) Code of Conduct and the service's Code of Conduct and be able to support other staff in their understanding of these Codes
- Ability to coach and mentor early childhood teachers and educators in the development of a robust educational program
- Ability to facilitate professional discussions and lead and support critical reflection in all aspects of program delivery across the service in consultation with relevant stakeholders
- The ability to plan, work and manage time effectively with minimal supervision

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- Ability to challenge and support early childhood teachers and educators to improve their approach to teaching children
- Well-developed leadership and self-motivation skills
- Ability to identify and utilise people's strengths and build relationships

Core selection criteria

- **Values alignment:** ability to demonstrate and authentically promote Uniting's values respect the uniqueness and value of every individual; establish and maintain right relationships that enable people to be influential in their own support arrangement and ensure they are treated with dignity and respect; build on strengths and abilities of all; demonstrate transparency and accountability
- **Communication:** Strong and clear communication skills with the ability to build positive professional relationships with families, educators, and other professionals; excellent interpersonal skills; high level written and verbal communication skills
- **Teamwork:** cooperates and works well with others in pursuit of team goals; collaborates and shares information; shows consideration, concern and respect for others feelings and ideas; accommodates and works well with the different working styles of others; encourages resolution of conflict within the group; willingness to be proactive and help others; contributes to the continuous improvement of a positive, collaborative and effective work environment
- **Quality Assurance:** ability to support the development and implementation of a developmentally appropriate educational program for children; committed to continuing individual learning and development and improvement of inter-professional practice; ability to operate in an inclusive and supportive learning environment
- **Problem Solving:** demonstrates creativity and innovation; can be flexible and resilient and quickly adapt to the work environment; be aware of, and working with, the different strengths of each child; have developed skills in engaging children and families in a number of ways
- **Leadership** – Strong leadership skills and knowledge; ability to lead program planning and ensure the achievement of goals; ability to build strong, high functioning teams and align teams with the organisational values and goals, particularly those related to consumer-centricity; role modelling expected behaviour; strong ability to establish credibility with staff and inspire a shared vision

6. We are a child safe organisation

Uniting is a child safe organisation and is committed in everyday practice to ensure the safety and wellbeing of all children, at all times. As a child safe organisation, employment with Uniting is subject to a satisfactory national (and international where relevant) police check and relevant Working With Children Check (and NDIS Worker Screening Check where relevant) to your State prior to commencement of any paid or unpaid work and/or participation in any service or undertaking.

This position description is subject to review and may change in accordance with Uniting's operational, service and consumer requirements.

7. Acknowledgement

I have read, understood, and accepted the above Position Description

Employee

Name:

Signature:

Date:

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