

DIRECTOR, ST PETERS CHILD CARE CENTRE & PRE-SCHOOL

POSITION & PERSON DESCRIPTION

April 2025



City of
Norwood
Payneham
& St Peters

POSITION DETAILS

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| DEPARTMENT: | Chief Executive's Office |
| UNIT: | Chief Executive's Office |
| SECTION: | Child Care Centre |
| ORGANISATIONAL RELATIONSHIP: | <p>Reports directly to the Manager, Chief Executive's Office</p> <p>The Position is also expected to work in collaboration with staff across the organisation.</p> |
| DIRECT REPORTS: | <p>Assistant Director Administrator All Teachers and Educators</p> |
| AWARD: | <i>South Australian Municipal Salaried Officers Award and the City of Norwood Payneham & St Peters' Municipal Officers Enterprise Agreement</i> |
| CLASSIFICATION: | General Officer, Level 6 |
| SPECIAL CONDITIONS: | <ul style="list-style-type: none">• Some out-of-hours work may be required.• Attendance at meetings and training sessions, as required. |

POSITION OVERVIEW

The Director, St Peters Child Care Centre & Pre-School, is responsible for the operational leadership and management of the Centre, ensuring compliance with the National Quality Framework (NQF) and the Early Years Learning Framework (EYLF). The Director provides direction for the Centre's educational, operational and administrative functions, to create an environment and culture that provides high-quality care and Early Childhood Education. The Director works closely with the Assistant Director to ensure the Centre's day-to-day operations align with the Centres Business Plan. The Director's primary focus is on the delivery of exceptional child care and education outcomes, staff development and maintaining high-quality services.

POSITION OBJECTIVES

- Support the implementation of the Centres Business Plan in day-to-day operations, ensuring that strategic goals are translated into practice.
- Oversee the efficient and effective daily operations of the Centre, ensuring that all regulatory requirements, quality standards and budgets (both income and expenditure) are met.
- Lead a highly skilled and motivated team, promoting professional development, providing a positive work culture and ensuring high performance across all staff levels.
- Build and maintain strong relationships with families and carers, staff and community stakeholders to enhance service delivery, satisfaction and overall outcomes for the children in care.
- Ensure ongoing compliance with all relevant childcare and education standards, with a strong focus on quality service delivery and continuous improvement.

KEY RESPONSIBILITIES

1. CENTRE MANAGEMENT

- Ensure that the practices of all Educators align with the National Quality Standards (NQS) and reflect the Centre's philosophy, policies and procedures.
- Develop, implement and review policies and procedures, as required, to meet the NQS and National Law (*Education and Care Services National Law 2010* and *Education and Care Services National Regulations 2011*), ensuring confidentiality and compliance with updated regulations.
- Lead the embedding of the National Quality Framework (NQF), NQS and curriculum frameworks, engaging with staff, families and children.
- Oversee recruitment, induction, performance appraisals, staff rosters and the professional development of Educators.
- Actively build local network connections, ensuring that Educators are involved in professional development opportunities and community activities.
- Ensure the financial sustainability of the Centre through effective management of budget, income, expenditure and occupancy levels.
- Oversee the Child Care Subsidy (CCS) administration, ensuring compliance with service policies and relevant funding agreements.
- Implement effective data collection and reporting systems in compliance with the NQF, the Department of Education, the Australian Children's Education & Care Quality Authority (ACECQA) and other relevant agencies.
- Lead an effective induction process for new families and children.
- Act as the Nominated Supervisor, ensuring compliance with legislative responsibilities and that prescribed information is kept up to date in accordance with Regulations 173–175.
- Ensure timely notifications to the Regulatory Authority through the National Quality Agenda IT System (NQAITS) system.
- Ensure the Universal Access program requirements are met and monitored.
- Oversee PRODA registration and ensure all relevant data and staff information is up to date and maintained.
- Ensure that a Responsible Person is always present at the service during operational hours.

Performance Indicators

- Centre operations consistently comply with the National Law and NQS.
- Budget is maintained within approved limits and occupancy targets are met.
- Policies and procedures are regularly reviewed and updated.
- Positive staff engagement and low turnover rates.
- Timely and accurate administration of CCS and reporting obligations.
- Notifications to the Regulatory Authority are completed accurately and on time.
- PRODA records and Responsible Person rosters are current and compliant.
- Universal Access program delivery meets funding and program guidelines.

2. CURRICULUM MANAGEMENT

- Lead Educators in planning, implementing and reviewing a high-quality educational program that reflects the diverse needs of the children and is aligned with the NQF.
- Lead and promote children's agency, choices and influence in the educational program.
- Support Educators to use intentional teaching, reflective practice and diverse strategies to enhance children's learning.
- Ensure documentation of children's learning aligns with service philosophy and the most current version of the Early Years Learning Framework (EYLF).

Performance Indicators

- Educational programs align with EYLF and NQF requirements.
- Positive feedback from families on learning programs.
- Child portfolios and documentation demonstrate progression and learning outcomes.

3. CHILD CARE & WELL-BEING

- Oversee health and hygiene practices, ensuring compliance with regulations related to food safety, medical management plans and risk management.
- Ensure delivery of nutritious meals and fresh water to children, promoting physical exercise and overall well-being.
- Provide a safe, stimulating environment that protects children and staff from hazards and harm.
- Promote a caring and enjoyable environment that supports children's development and education.

Performance Indicators

- Consistent compliance with health, hygiene and safety regulations.
- Positive feedback from families on child well-being.
- Regular WHS checks and minimal incidents or accidents.
- Nutritious menus are reviewed and rotated regularly.

4. STAKEHOLDER RELATIONSHIPS

- Lead the Educators in building respectful, supportive relationships with children and families.
- Ensure Educators work cooperatively, ethically and respectfully with other Educators.
- Ensure constructive collaboration with other Council Departments to deliver a quality service.
- Build strong relationships with local networks, resource agencies and other relevant organisations.
- Ensure timely and accurate communication with all stakeholders regarding Centre operations.

Performance Indicators

- High levels of family satisfaction and engagement.
- Positive working relationships with Council Departments and community partners.
- Timely, clear communication with stakeholders.
- Participation in local early childhood networks or events.

5. CONTINUOUS IMPROVEMENT

- Identify and implement improvements to systems, policies and processes to enhance service delivery.
- Maintain and lead the development, review, and implementation of the service's Quality Improvement Plan (QIP), ensuring it reflects input from educators, families, and children, and drives ongoing improvement aligned with the NQS.
- Ensure procedure documentation is regularly updated.
- Resolve issues or complaints within established guidelines, demonstrating initiative and problem-solving skills.

Performance Indicators

- Documented improvements to procedures and systems.
- Up-to-date procedure manuals.
- QIP is updated regularly and demonstrates service progress against NQS areas.
- Prompt and satisfactory resolution of issues and complaints.
- Evidence of innovation and best-practice implementation.

SELECTION CRITERIA

ESSENTIAL CRITERIA

Qualifications

- Diploma or Bachelor's Degree in Early Childhood Education and Care (or equivalent).
- Current First Aid qualifications, including:
 - HLTAID012 – Provide First Aid in an Education and Care Setting (or equivalent).
 - Asthma Management Training.
 - Anaphylaxis Management Training.
- Current certification in Child Protection training (e.g. *Responding to Abuse and Neglect – Education and Care Focus*).
- Current Working with Children Check (WWCC), as required under the *Child Safety (Prohibited Persons) Act 2016 (SA)*.
- Current National Criminal History (Police) Check issued within the last 12 months.
- Food Safety & Handling Certificate (desirable).

Experience

- Minimum of 5 years' experience in an approved Long Day Child Care setting.
- At least 3 years' experience in a leadership or management role within a Long Day Care service.
- Demonstrated experience in managing staff performance, rostering, professional development and creating a positive team culture.
- Experience in overseeing service operations, budgets, CCS administration and compliance requirements.

Knowledge

- Comprehensive knowledge of:
 - The National Quality Framework (NQF);
 - Education and Care Services National Law and Regulations;
 - National Quality Standard (NQS); and
 - Early Years Learning Framework (EYLF) V2.0.
- Strong understanding of the operational and compliance requirements of Long Day Care, including extended hours of care and mixed age group programming.
- Familiarity with:
 - Child Care Subsidy (CCS) and PRODA (Provider Digital Access);
 - NQA ITS (National Quality Agenda IT System) for regulatory notifications;
 - Universal Access funding requirements for preschool programs;
 - Maintenance of Prescribed Information (Regulations 173–175);
 - Responsible Person obligations (Section 162 of the National Law); and
 - WHS, child safety and inclusive practice principles.

Skills

- Strong leadership, communication and interpersonal skills.
- High-level planning, organisation and time management.
- Ability to lead, mentor and build collaborative Educator teams.
- Confident use of digital platforms for administration, child care management, reporting and compliance (e.g. CCS software, PRODA, NQA ITS, Qikkids, etc.).
- Ability to handle complex family or staff issues with discretion, empathy and professionalism.

Attributes

- Passionate about early childhood development and inclusive practice.
- Collaborative and values-driven leadership style.
- Reflective, responsive and committed to continuous improvement.
- High personal integrity and commitment to maintaining confidentiality.
- Resilient, adaptable and solution-focused.

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.
- Current Drivers Licence.
- 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.
- 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.
- 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 Director, 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;

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- identifying, assessing and controlling hazards and WHS risks; and
- providing data related to local WHS performance as required.

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 the Director, St Peters Child Care Centre & Pre-School.

APPROVED BY:

READ & AGREED TO BY:

Mario Barone PSM
CHIEF EXECUTIVE OFFICER

Insert Name of Incumbent.
**DIRECTOR, ST PETERS CHILD CARE
CENTRE & PRE-SCHOOL**

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*.