CANDIDATE BRIEF

SCOTS ALL SAINTS COLLEGE

AFTER SCHOOL HOURS CARE COORDINATOR/ NOMINATED SUPERVISOR



SCOTS ALL SAINTS COLLEGE

ABOUT THE COLLEGE

Scots All Saints College is a thriving educational community situated on two expansive campuses in the regional city of Bathurst, NSW.

Visitors often comment on the picturesque grounds and the beauty of the College with its historic buildings and wide range of deciduous trees, displaying four very distinct seasons. A Presbyterian Church Prep-12 Co-educational Day and Boarding College, Scots All Saints has a long and proud reputation of providing outstanding learning experiences for children of all ages within a safe, secure, idyllic country setting.

Building on our strong traditions, Scots All Saints College is a modern and progressive College where all-round excellence is an outcome of our inspired learning environment. Today, the College educates close to 900 students from Preparatory School to Year 12 from the Bathurst region and has a strong boarding community from rural NSW, Sydney and overseas.

Offering a broad range of academic courses which challenge students to strive for their personal best, we are proud of the outstanding results in NAPLAN and HSC examinations. Combined with a range of co-curricular activities including music, sport, equestrian, cattle team, pipes and drums, dance, performing and visual arts – all designed to enrich and develop an individual's personal growth and identity.

Our research-based Student Wellbeing and Support Services, pastoral care programs and exploration of the world through a Christian viewpoint, provide a strong foundation for the development of healthy ideals and values.

All students are known and recognised as individuals, provided with the opportunity to build self-confidence and resilience, to enjoy school and be challenged to develop skills and foster personal growth. As they journey through the College, students will be well-prepared to graduate as young men and women of purpose, confident leaders ready to contribute to the local and global community.

POSITION DESCRIPTION

AFTER SCHOOL HOURS CARE COORDINATOR/ NOMINATED SUPERVISOR

BACKGROUND

The After School Care Coordinator will work under the supervision of the Assistant Head of College, Head of Junior School, assisting him in providing high quality care outside school hours for students attending Scots All Saints College. The After School Care Coordinator is part of the educational team at Scots All Saints College.

SUPERVISOR

Assistant Head of College, Head of Junior School

DIRECT REPORTS

Assistant Head of College, Head of Junior School
Assistant Head of Junior School
Other senior staff as delegated

QUALIFICATIONS

Relevant desirable qualifications include:

- Degree in Early Childhood from a recognised University (as listed on the approved qualification list by ACECQA), or:
- Diploma of Early Childhood Education and Care (or equivalent)
- Current *Provide an Emergency First Aid response in an Education and Care Setting* qualification
- Current ACECQA (Australian Children's Education and Care Quality Authority) approved Anaphylaxis and emergency asthma management training
- Valid Working with Children Check
- Accredited Child Protection Training

ESSENTIAL EXPERIENCE

- Minimum 3 years' experience in a Nominated Supervisor position in an Out of School Hours Care/Vacation Care Service or minimum 5 years' experience in a leadership position in an Out of School Hours Care service
- Proven ability in all areas of administrative procedure, curriculum development, parent and community liaison, team leadership and management of staff.
- Understanding and working knowledge of WHS legislation
- Be willing to accept the role of Nominated Supervisor under the Education and Care Services National Law Application Bill 2010 and Education and Care Services National Regulations
- Demonstrated knowledge of the My Time Our Place Framework, Education and Care Services National Law (2010), Education and Care Services National Regulations (2011)

UP TO DATE KNOWLEDGE AND COMPLIANCE OF THE FOLLOWING LAW REGULATIONS ACTS

- College Policies and Procedures
- Education and Care Services National Law (2010)
- Education and Care Services National Regulation (2011)
- National Quality Standard (NQS)
- Early Years Learning Framework (EYLF)/My Time Our Place (MTOP)
- Early Childhood Australia Code of Ethics
- Work Health and Safety Act 2009
- Commonwealth Privacy Act 1988 and the Australian Privacy Principles (APPs) (2014)
- Child Protection legislation
- National Principles of Child Safe Organisations or relevant Child Safe Standards
- Other relevant state and federal legislation and regulations as required

POSITION OBJECTIVES

- Provide leadership and management to staff regarding all aspects of the operation of the service in line with relevant regulations, policies and procedures
- Liaise closely with and provide periodical reports to the Head of the Junior School regarding matters relating to the operation of the service

ROLE DIMENSIONS – KEY PERFORMANCE AREA

QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE		
1.1	Program	The educational program enhances each child's learning and development.
1.2	Practice	Educators facilitate and extend each child's learning and development.
1.3	Assessment and planning	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.

Educational Program & Practice Key Tasks:

- Ensure Scots All Saints College facilitates quality play and leisure-based educational and care programs for children 4-12 years responsive to children's ideas, strengths and abilities that inspire independent learners
- Provide a stimulating, varied and age-appropriate children's program that is developed and implemented to meet the ongoing needs of the children based on the approved learning framework, *My Time, Our Place:* Framework for School Age Care in Australia
- Ensure that the program is critically reflected on, monitored and adapted so as to provide for an interesting and challenging environment (consulting with educators to provide variety and input from various perspectives)
- Provide support to the Head of Junior School and staff to ensure the After School Hours Care program meets the goals of the approved learning framework (My Time Our Place - MTOP) to help children develop:
    - A strong sense of their identity
    - Connections with their world
    - Strong sense of wellbeing
    - Confidence and involvement in their learning; and
    - Effective communication skills
- Assist in the collection, recording and evaluation of children's records and observations, as required by National Regulations and the National Quality Standard implement inclusive practice and lead an environment which honours diversity
- Ensure practices meet children's individual needs (including the needs of children with a disability) and enhance their physical, emotional, cognitive, social and cultural development
- Maintain professional written and verbal communication skills with children, staff members and families
- Be proactive in ensuring currency in best school aged care practice for after school care
- Initiate and facilitate with the development, implementation and review of a service philosophy; and
- Facilitate the development, implementation and update of the Quality Improvement Plan for the service in collaboration with the Head of the Junior School and staff.

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1	Health	Each child's health and physical activity is supported and promoted.
2.2	Safety	Each child is protected.

Children's Health and Safety Key Tasks:

- Promote child wellbeing and prevent harm to children and young people by adopting and adhering to the National Principles of Child Safe Organisations or relevant Child Safe Standards
- Maintain and demonstrate an extensive knowledge of Child Protection legislation and its implications for the care and protection of children
- Ensure compliance as a mandated reporter in accordance with the service Child Protection policy and procedures
- Assist staff to comply with child protection in the workplace
- Recognise and report misconduct, illegal or inappropriate behaviour to the Head of Junior School
- Inform the Head of Junior School of all allegations or convictions of a child protection nature against an employee, of which you become aware
- Ensure policies and procedures are adhered to ensure the children are safe and adequately supervised at all times
- Ensure compliance as a mandated reporter in accordance with the service Child Protection policy and procedures
- Ensure the recruitment process includes the compliance with the Working with Children Check guidelines
- Provide support and guidance to educators and staff to ensure children are protected from harm and hazard and are not subjected to corporal punishment or unreasonable discipline in line with policies and procedures
- Review policies and procedures and ensure staff follow procedures to ensure children do not leave the service premises except in accordance with National Regulations- with a parent or authorised nominee or in the case of an emergency evacuation situation, risk assessed excursion, regular outing or transportation
- Maintain and demonstrate an extensive knowledge of Workplace Health and Safety (WHS) legislation and safety issues relating to children and educators and staff
- Provide information regarding correct manual handling techniques and procedures to educators and staff to ensure policies and procedures are followed and assist by identifying manual handling hazards and risks within the service
- Ensure all staff are aware of and respond positively and consistently to children's additional needs including adjustments and requirements; diet and allergies; developmental needs etc.
- Lead, guide and mentor staff to a high standard of hygiene in compliance with procedures and policies
- Lead, guide and mentor staff to ensure adequate health and hygiene practice regarding safe food handling procedures are implemented at the service and ensure the preparation and storage of food adhere to relevant food safety standards
- Supervise and support staff to ensure the administration of first aid or medication in compliance with relevant policies and procedures

- Provide support and supervision to staff to ensure accurate and detailed records of incident/injury/trauma or illness of individual children are recorded and families are notified within 24 hours of any incident/injury/trauma or illness, and
- Ensure reporting of serious incidents to the regulatory authority within 24 hours in accordance with Education and Care Services National Regulations.

QUALITY AREA 3: PHYSICAL ENVIRONMENT		
3.1	Design	The design of the facilities is appropriate for the operation of a service.
3.2	Use	The service environment is inclusive, promotes competence and supports exploration and play-based learning.

Physical Environment Key Tasks:

- Monitor and mentor Lead Educators to lead, guide and support staff to create a safe, supportive, stimulating and educational environment for all children
- Respond, document and develop a plan of action for any situation that may constitute a hazard to the health and safety to children, families, staff or visitors that has been reported. If required, report to the Head of the Junior School.
- Resource the AFTER SCHOOL HOURS CARE service with appropriate equipment and ensure the team maintain the aesthetics of the environment and ensure all resources and equipment are respected and maintained
- In conjunction with the Head of the Junior School / Approved Provider facilitate timely repairs and maintenance
- Support the After School Hours Care service in striving towards environmental sustainability in all areas through sustainability action plans; and
- Assist staff with the indoor and outdoor environment promoting commitment to continual improvement to the quality of care and experience each child and family receives.

QUALITY AREA 4: STAFFING ARRANGEMENTS		
4.1	Staffing Arrangements	Staffing arrangements enhance children's learning and development.
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.

Staffing Arrangements Key Tasks:

- Support the induction process of new staff within the College in line with the *Induction and Orientation Policy* and procedures
- Help others to understand their obligations to comply with legislation, rules, policies and procedures relating to the operation of the service
- Demonstrate a thorough knowledge of the Code of Ethics (Early Childhood Australia Inc.) and ensure educators and staff act within these guidelines

- Facilitate the implementation of the *Statement of Commitment to Child Safety and Wellbeing* to demonstrate a strong culture of child safety within the Service
- Support and guide staff to adhere to our Child safe policies including *Child Safe Environment Policy, Child Protection Policy, Child Safe Standards* at all times and take all reasonable steps to protect children from abuse and harm
- Support staff to ensure compliance with a zero tolerance of racism within the After School Hours Care Service
- Ensure staff qualifications and ratios meet the needs of the After School Hours Care service in accordance with the National Quality Framework (NQF)
- Demonstrate strong leadership skills in education and management to effectively manage the After School Hours Care service
- Contribute positively and effectively to the team environment within the organisation to ensure smooth operation of the After School Hours Care service
- Ensure the daily organisation of staff meet minimum qualifications and staff to child ratios at all times
- Promote a healthy team environment and develop positive channels of communication to foster a cohesive team environment where staff feel supported and valued
- Participate in ongoing professional development and training programs and support staff to undertake further professional development
- Provide feedback to staff regarding their conduct and work practices whilst creating a supportive workplace environment
- Implement the service Performance Management procedures as required, to support the Head of Junior School to develop a continuous process of planning, mentoring and reviewing performance for staff
- Implement the service *Dealing with Complaints Policy* and procedures
- Encourage staff to follow the *Dealing with Complaints Policy* in relation to complaints or incidents
- Ensure any grievances raised by staff or families are reported to the Head of Junior School / Approved Provider
- Keep up to date with current trends and issues in After School Hours Care and share information with the staff to support research-based practices within the After School Hours Care service
- Ensure staff meetings, family meetings and management meetings are planned and held as required and be willing to attend, if required.

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and Children	Respectful and equitable relationships are maintained with each child.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.

Relationships with Children Key Tasks:

- View and respect children as competent and capable
- Promote positive, comforting and nurturing relationships with children
- Ensure that educators and staff provide a supportive educational environment for all children and families
- Promote the cultural safety, participation and empowerment of culturally and/or linguistically diverse backgrounds, including Aboriginal and Torres Strait islander children to express their culture and enjoy their cultural rights
- Provide support to educators to promote the safety, participation and empowerment of children with a disability
- Act as a positive role model, demonstrating appropriate behaviour and language
- Communicate with children in an open, honest manner and ensure that the child's perspective is regarded as unique and special, and
- Ensure children are respected and their rights are being met (United National Convention on the Rights of the Child- CRC).

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.

Collaborative Partnerships with Families and Communities Key Tasks:

- Promote clear communication between the management team and educators, staff and families
- Maintain a positive working relationship with the Head of College, Deputy Head of College and other school staff
- Meet regularly with the Head of Junior School (or other school representative) to discuss any issues and planning in order to foster a progressive partnership with the school community. Document and maintain record of all meetings

- Maintain positive relationships with school teachers to encourage open communication and encourage staff to do the same
- Lead and support staff to create a safe, supportive and informative environment for families
- Be courteous and helpful to the families in the service, and ensure all staff are implementing these practices
- Ensure families undertake an Orientation to the Service as part of the enrolment process
- Encourage staff to look for opportunities within the After School Hours Care service where a family may become involved e.g., multi-cultural events, craft activities, fund-raising and parent committees,
- Manage information which assists families to access resources within the local and wider community
- Be an advocate for high quality support services for children in our community
- Manage events and experiences with children which promote awareness of our community and reflect child centred learning
- Ensure students on placement are positively welcomed, supported and effectively supervised
- Positively promote and oversee evaluation strategies (e.g., satisfaction survey) to determine parents communication views to use for future planning; and
- Promote, support and guide educators and staff to encourage families to participate in service decision-making and experiences.

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.

Leadership and Service Management Key Tasks:

- Comply with, maintain and review all service policies and procedures in accordance with the Education and Care Services National Law and National Regulations
- Maintain a sound and current understanding of the National Quality Framework (NQF) and Family Assistance Law
- Maintain compliance with the regulations as prescribed by the regulatory authority along with all legal and statutory requirements
- Strive to achieve the College's statement of philosophy that is reflected in daily practice
- Submit regular reports and documents to the Head of Junior School / Approved Provider on the operation of the services; and attend meetings as directed
- Receive and review regular reports and documents from staff regarding the operation of each group
- Provide information to the Head of the Junior School / Approved Provider for the preparation of annual budgets, and reviews
- Ensure that the Head of the Junior School / Approved Provider is informed of current issues within the After School Hours Care service

- Report directly to the Head of Junior School / Approved Provider of any problem arising, which would affect the children, service approval or rating, regulatory and legal compliance or the smooth running of the After School Hours Care service
- Ensure effective enrolment procedures and bookings
- Closely monitor utilisation rates and ensure vacancies are addressed immediately
- Develop procedures relating to administrative functions of the After School Hours Care service
- Maintain confidentiality of sensitive information in relation to staff, families, children and the service in line with the *Privacy and Confidentiality Policy* and procedures
- Provide leadership to ensure staff comply with the *Privacy and Confidentiality Policy* and procedures; and
- Any other duties within the scope of the role of *After School Hours Care Coordinator/ Nominated Supervisor*, under the direction of the Head of Junior School / Approved Provider. This position description will be reviewed annually.

RECREATION TIME

After school is over, our students are usually ready for a little rest, relaxation and fun. One of the main duties for after-school care staff is planning and supervising activities for children. This can mean fun play such as arts and crafts, or activities that focus on skills in sports, music or dance. Children in after-school care spend a lot of time outside the home and away from parents, so it's important that during these activities attendants keep a close eye on thechildren, watching out for any behavioral or emotional issues they may need to discuss with parents.

AFTERNOON TEA

Students are typically pretty hungry after a long day at school. As such, after-school care staff are responsible for planning and serving afternoon tea for students. This may include preparing food and drinks, clean dishes and put away food. It may also involve gettingthe students in After School Care to help serve and clean up after eating.

HOME WORK SUPERVISION

Part of working in After School Care involves duties as a tutor or educational helper. This may involve coordinating with teachers to provide additional support for children outside the classroom, helping with reading, math or other subjects. In most cases it may simply be to ensure that kids get their homework done.

TERMS OF EMPLOYMENT AND REMUNERATION

The position we are seeking to fill is permanent full-time Monday-Friday 10.00am to 6.00pm term time only on campus with hybrid flexibility in school holidays for administration duties under the general terms and conditions of the Independent schools NSW (Professional and Operational Staff) Cooperative Multi-Enterprise Agreement 2025 or any industrial instrument that replaces that Agreement and will receive the appropriate level of pay in line with the award. Superannuation Guarantee at the correct legislative rate will be paid by the College in addition to salary. This position will undergo regular appraisals.

Please note: All staff are required to provide the College with a current Working with Children Check number in accordance with Child Protection Legislation

The Position Description is a guide only and it is not intended to be an exhaustive or exclusive list of the duties of this Position. The Position Description is subject to review and modification by the Head of College in response to the changing needs of the College.



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