

OUT OF SCHOOL HOURS CARE EDUCATOR

JOB DESCRIPTION

NATIONAL QUALITY STANDARD (NQS)

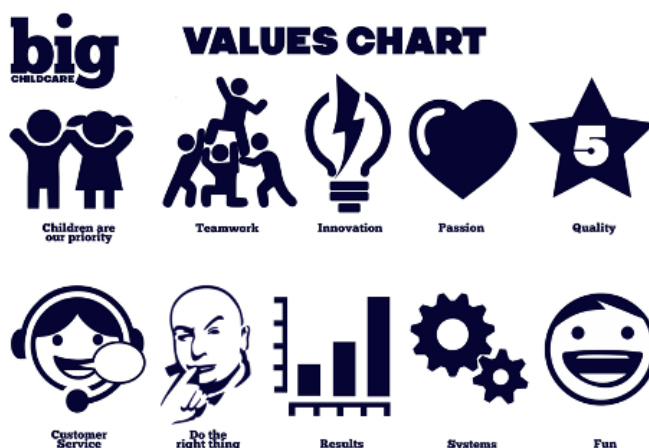
QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service.
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

BIG CHILDCARE OUT OF SCHOOL HOURS EDUCATOR	
POSITION	Out of School Hours Educator
REPORTS TO	OSHC Manager / Nominated Supervisor / Responsible Person
QUALIFICATIONS	New South Wales (NSW) No approved qualification is required for working with children over preschool age, however working towards a child related qualification is desired. Victoria (VIC), Western Australia (W.A.) • Certificate III in Children's Services (or equivalent) or • Diploma in School Aged Care (Or Equivalent) or • Bachelor of Education (Or Equivalent) or • Enrolled in any of the above • (ACECQA has published a list of approved qualifications please see link https://www.acecqa.gov.au/sites/default/files/2024-08/ACECQAApprovedQualificationListOSHC.pdf) If you are currently studying, you are required to provide a current proof of enrolment every 6 months to HR to maintain your continuity of employment. • Valid Working with Children Check clearance (employee) Preferable: • Current First Aid, Provide an Emergency First Aid Response in an Education and Care Setting certificate that, Including Asthma and Anaphylaxis components. • Current CPR • Accredited Child Protection Training
DESIRABLE KNOWLEDGE	• Demonstrated knowledge of My Time Our Place Framework V2, Education and Care Services National Law (2010), and the Education and Care Services National Regulations (2011)

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COMMITMENT TO KNOWLEDGE AND COMPLIANCE OF THE FOLLOWING LAW-REGULATIONS-ACTS	• Service 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 (MTOPLV2) • ECA Code of Ethics • Work Health and Safety Act 2009 • Commonwealth Privacy Act 1988 and the Australian Privacy Principles (APPs) (2014) • Fair Work Act • National Principles of Child Safe Organisations (Child Safe Standards for each State) • Other relevant state and federal legislation and regulations as required
POSITION OBJECTIVES	• Build and maintain positive relationships with children, families, educators, staff, and management to deliver best outcomes for families and children. • Assist with the smooth running of the OSHC service in line with relevant regulations, law, policies and procedures and Child Safe Standards under the direction of the OSHC Manager/Nominated Supervisor • Contribute to the educational program under the direction of the OSHC Manager/Educational Leader to provide a high-quality program for all children, adhering to our organisational Philosophy and Values. • To uphold the 'National Quality Framework' and "My Time our Place Framework" within the service.



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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:

- contribute to ensuring Big Childcare facilitates quality play and leisure-based educational and care programs for children 4-12 years and are responsive to children's ideas, strengths and abilities that inspire independent learning.
- work collaboratively as part of a team to implement the successful planning, implementation, and evaluation of a program for the service that is reflective of My Time Our Place (MTOP) demonstrating awareness of three interrelated elements- Principles, Practice and Outcomes
- assist to ensure the OSHC program and/or Vacation Care program meets the goals of the approved learning framework (MTOP) to help children develop:
 - o a strong sense of their identity
 - o connections with their world
 - o strong sense of wellbeing
 - o confidence and involvement in their learning; and
 - o effective communication skills
- implement inclusive practice and lead an environment which honours diversity.
- be familiar with My Time, Our Place V2 framework to extend children's life skills and inspire independent learners.
- contribute to the ongoing development of the Quality Improvement Plan for the OSHC service.
- assist with the documentation of children's developmental needs, interests, experiences, and participation in the educational program in a variety of ways.
- assist with the planning cycle to design programs that enhance and extend each child's learning and development. This includes observation, analysing learning, documentation, planning, implementation, and reflection.

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- with support from the OSHC Manager and Educational Leader critically reflect on all aspects of the educational program, and
- support children's learning through investigation and projects.
- Educators are to take an active involvement in orienting new children into the program.
- Interactions with children should be rich and questions open ended to better equip you to extend and scaffold children's learning.
- Educators are required to promote the child's agency and empower them to make choices and decisions that affect them.
- Educators are to support children with Self-Regulation Strategies and help them adhere to the program guidelines.
- Maintain professional written and verbal communication skills with children, staff members, families, and Colleagues.

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 Child Safe Standards relevant to your State.
- 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 Big Childcare's Child Protection Policy and procedures.
- recognise and report misconduct, illegal or inappropriate behaviour to the OSHC Manager/ Nominated Supervisor
- Keep Physical Touch to a minimum, and only when necessary for first aid, safety purposes.
- Follow Big Childcare Child Safe Standards Strategy called OUR PRIORITY
- inform the OSHC Manager/ Nominated Supervisor 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 that the children are safe and adequately supervised at all times.
- follow policies and procedures to maintain correct educator to child ratios at all times.

Related Quality Area: QA4

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- ensure children are protected from harm and hazard and are not subjected to corporate punishment or unreasonable discipline at any time in line with policies and procedures.
- ensure children do not leave the OSHC service premises except in accordance with the National Regulations – when collected by a parent or authorised nominee or in an emergency evacuation situation; risk assessed excursions or regular outings.
- Follow organisational strategies for active Supervision including the SAFE PATH Strategy
- follow procedures to ensure visitors to the OSHC service are supervised at all times.
- maintain and demonstrate knowledge of Workplace Health and Safety (WHS) legislation and safety issues relating to children, educators, staff, and visitors.
- ensure correct manual handling techniques and procedures are followed and assist by identifying manual handling hazards and risks within the service.
- respond positively and consistently to children's additional needs including adjustments and requirements; diet and allergies; developmental needs etc.
- ensure a high standard of hygiene in compliance with procedures and policies.
- ensure adequate health and hygiene practices regarding safe food handling procedures.
- ensure preparation and storage of food adhere to relevant food safety standards.
- ensure the administration of first aid or medication in compliance with relevant policies and procedures.
- ensure accurate and detailed records of incident, injury, trauma, or illness of individual children are recorded and families are notified as soon as possible or within 24 hours of any incident, injury, trauma, or illness.
- ensure reporting of serious incidents or anything that contravenes the health, safety, or wellbeing of a [child](#) to the OSHC Manager/ Nominated Supervisor within 24 hours in line 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:

- create a safe, supportive, stimulating, and educational environment for all children.

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- maintain the aesthetics of the environment and ensure all resources and equipment are respected and maintained.
- report any repairs and maintenance required to the OSHC Manager/ Nominated Supervisor
- report any situation that may constitute a hazard to the health and safety to children, families, educators, staff or visitors to the OSHC Manager/ Nominated Supervisor
- assist to ensure the physical environment complies with National Regulations and Australian Safety Standards
- ensure effective processes are followed to meet Work Health Safety requirements.
- contribute to ensuring the service strives towards environmental sustainability in all areas, through sustainability action plans; and
- assist the Educational Leader and OSHC Manager 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:

- have a working knowledge of the National Quality Framework and meet these guidelines in work practices.
- understand obligations to comply with legislation, laws, policies, and procedures relating to the operation of the OSHC service.
- demonstrate a knowledge of the Code of Ethics (Early Childhood Australia Inc.) and always act within these guidelines.
- Understand the Statement of Commitment to Child Safety and Wellbeing to help demonstrate a strong culture of child safety within the Service.
- adhere to our Child safe policies including Child Safe Environment Policy, Child Protection Policy, and Child Safety and Wellbeing Policy at all times and take all reasonable steps to protect children from abuse and harm.
- ensure compliance with a zero tolerance of racism within the OSHC Service

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- contribute positively and effectively to the team environment to ensure smooth operation of the service.
- promote a healthy team environment and develop positive channels of communication.
- participate in ongoing professional development, meetings, and training sessions.
- implement the service Dealing with Complaints Policy and procedures relation to complaints or incidents.
- ensure any grievances raised by educators or families are reported to the OSHC Manager / Nominated Supervisor
- Ensure you are clocking on and off at the correct time and that breaks are taken at the correct time for the correct length of time.
- Undertake a program orientation to familiarise yourself with the service, including but not limited to emergency procedures.
- Adhere to Big Childcare's Policy on Mobile Phones and Digital Devices not be used or Worn in Service, Must be logged into the Phone Zone at Program
- Sign the Code of Conduct and Electronic Devices declarations
- Participate in the annual educator appraisals and staff reflection.
- Attend and be engaged in the preservice debrief daily. Reviewing Daily Program Planner, Menu, Medical, Dietary, Court Orders Quick list for the session etc.
- Adhere to all key roles and responsibilities as set out in the Educator Handbook

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
- work as part of a team in creating a warm and caring environment for all children and their families.
- promote positive, comforting, and nurturing relationships with children.
- 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.

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- promote the safety, participation, and empowerment of children with a disability.
- ensure a supportive educational environment for all children and families is provided.
- 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 valuable and
- ensure children are respected and their rights are being met (United Nations Convention of 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:

- be courteous and helpful to the families in the OSHC service.
- look for opportunities within the service where a family may become involved e.g., multi-cultural events, craft activities, fund-raising, and parent committees.
- be an advocate for high quality support services for children in our community.
- ensure students on placement are positively welcomed and supported; and
- 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, all service policies and procedures in accordance with the Education and Care Services National Law and National Regulations

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- maintain a sound and current understanding of the National Quality Framework and approved learning framework/s
- maintain compliance with the regulations as prescribed by the regulatory authority along with all legal and statutory requirements.
- strive to achieve 'Service' goals and ensure the service's statement of philosophy is reflected in daily practice.
- ensure that the OSHC Manager is informed of current issues within the OSHC service.
- report directly to the OSHC Manager of any problem arising, which would affect the children, service approval or rating, regulatory and legal compliance or the smooth running of the OSHC service.
- ensure procedures relating to administrative functions of the room, including development of routines and procedures are followed.
- maintain confidentiality of sensitive information in relation to educators, staff, families, children, and the service in line with the Privacy and Confidentiality Policy and procedures
- comply with the Privacy and Confidentiality Policy and procedures; and
- any other duties within the scope of the role of an OSHC Educator, under the direction of the OSHC Manager/ Nominated Supervisor.

This job description may be reviewed in the future.

I have received, reviewed, and understand the responsibilities as the OUT OF SCHOOL HOURS EDUCATOR. I also acknowledge that I am responsible for the satisfactory execution of these responsibilities and will adhere to all requirements as set out in the Job Description.			
Employee Name		Date	
Employee Signature			
Human Resources Name		Date	
Human Resources Signature			