

POSITION TITLE:	OSHC Lead Educator
FTE:	Casual
CLASSIFICATION:	Band 1A, Level 4A.1
DIVISION:	Early Childhood Education & Care
PROGRAM:	Out of School Hours Care (OSHC)
LOCATION:	Across all OSHC services as required. Windermere reserves the right to request you to work at any Windermere location.
TENURE:	Ongoing
DATE:	March 2025

1. ABOUT WINDERMERE

Windermere is an independent, not for profit community service organisation working across Victoria including key regional locations, to help those who need it most. Established in 1992, our aim remains constant; to build stronger, connected and supported communities.

Working together with our community, we deliver many services through critical partnerships with government to meet our purpose.

We aim to get in early to help children, families and individuals find the best solutions for their varied and complex issues.

Our support comes in many forms with a focus on intervention, prevention and education to make a difference in the areas of:

1. **Family Wellbeing** by promoting positive behavioural changes, providing parenting supports and responding to violence and/or neglect to achieve safety and stability
2. **Disability Support** by providing assistance to identify the right supports and goals that matter most to enable people of all abilities to actively participate in their communities
3. **Development & Early Childhood Education** by delivering accredited quality early childhood and care services and specialist early intervention services to help children reach their full potential
4. **Victims Assistance** by providing timely and ongoing practical and emotional support for victims of trauma, assault and/or violent crime
5. **Community Strengthening** by mobilising support services to respond quickly to emergencies, disasters and emergent needs.

We believe that everyone is someone in our community and this is reflected in our approach with those we work with every day.

2. OUR PURPOSE, VISION AND VALUES

Our Purpose:

We get in early to make a difference in the lives of individuals, families and communities.

Our Vision:

A stronger, connected and supported community.

Our Promise:

Our many services working together with you for a better life.

3. KEY RESULT AREAS, RESPONSIBILITIES AND PERFORMANCE MEASURES

Key Result Areas	Responsibilities	Performance Measures
Program and Practice	<p>Daily coordination and team leadership of day to day Service/Program operation</p> <p>Use an approved learning framework to develop, implement and review a curriculum that supports children’s learning and development</p> <p>Design and deliver an educational program that reflects the knowledge, ideas, culture, abilities and interests of each individual child and that of the entire group</p> <p>Learning is assessed as part of the ongoing cycle of planning, documenting and evaluation</p> <p>Reflect on and document regularly personal and team practice to use for continuous improvement and planning</p> <p>Support and mentoring to Assistant Educators with the development of Educational programs according to the planning cycle</p>	<p>As per individual work plan</p> <p>Learning activities and experiences are purposeful, supports ongoing learning and planned for/available every day</p> <p>A program is available at all times</p> <p>The planning cycle is evident in planning documentation</p> <p>The educational program is engaging to all children</p>
Educational Environments	<p>Provide and support an inclusive environment including for children with additional needs and for families</p> <p>The environments are prepared and maintained in such a way that engages children and families and promotes learning</p> <p>Sustainable practices are implemented and maintained within the curriculum</p> <p>Guidance provided to Assistant Educators to enhance understanding of engaging Educational Environments.</p>	<p>As per individual work plan</p> <p>Positive child and family feedback</p> <p>Positive assessments, ratings, spot check reports</p> <p>Positive internal audit reports and reviews</p>
Relationship with Children	<p>Perform tasks including, but not limited to supervision of children, running of activities, cleaning and food preparation</p> <p>Foster a rich play environment consistent with the Framework for School Age Care – My Time Our Place</p>	<p>As per individual work plan</p> <p>Positive child and family feedback</p> <p>Positive coworker feedback</p>

	<p>Create a warm, caring environment for all children attending the service</p> <p>Foster a collaborative, caring environment and a sense of community for the children</p> <p>Interactions with children are respectful, responsive, meaningful, open and support their ongoing learning and development</p> <p>Support children to make decisions and choices regarding their learning and development</p> <p>All children are supported to understand their behaviors and emotions through respectful interactions</p> <p>Positive behavior guidance methods utilised when working with children</p>	<p>Children’s participation, opinions and contributions are clearly documented and used to inform programming</p> <p>Positive assessments, ratings, spot check reports</p> <p>Positive internal audit reports and reviews</p>
<p>Organisational expectations and directives in relation to policies and procedures and the organisation’s purpose, vision and values.</p>	<ul style="list-style-type: none"> • Familiarise yourself with and adhere to Windermere’s Policies and Procedures, including the Code of Conduct, Human Resources policies and guidelines and Occupational Health and Safety obligations. • Demonstrate dedication and commitment to work in accordance with Windermere’s values and behaviours. • Attend prearranged dates scheduled for supervision and organisation wide training, including organisation forums and on line induction and be actively involved in the 6-week induction review, 3 and 6-month probationary reviews and a recurring annual performance review with the relevant supervisor. • Contribute to or participate in Continuous Quality Improvement (CQI) activities of the organisation, and will implement CQI strategies into their work practices. • Meet the challenges of change as it occurs within the service and organisation. • Attend or complete foundation and position specific training courses set by the organisation and attend or complete discretionary training as approved by the supervisor. • Actively assess, manage and where possible mitigate workplace risk 	<ul style="list-style-type: none"> • Ensure policies, procedures and codes are complied with at all times. • Ensure all interactions are undertaken in accordance with the behaviours set, as outlined in the Code of Conduct. • 100% attendance at performance reviews. • Completion of induction and orientation within set timeframes. • Positively embrace and adopt change as it occurs. • Ensure arrangements are made so that 100% of courses are attended or completed. • Report risk to the appropriate Windermere personnel and utilise current risk management tools and procedures available. • Protect the rights, safety and wellbeing of children and provide a child safe environment.

	including (OH+S), consumer related risk, reputation risk and personal risk.	
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The employee will be expected to perform other duties outside those set in this position description as directed from time to time which are within the employee's skill, qualification, experience and competence level to meet the organisation's operational needs.

This position description may be amended from time to time at the organisation's discretion. Where there is inconsistency between KPIs in this position description and those within the Organisation Objectives, the Organisation Objectives will stand.

Windermere is committed to creating equitable environments for consumers and employees, this by building diverse and inclusive services and workspaces, where all peoples from Aboriginal & Torres Strait Islander, CALD, LGBTIQ+ Communities and those living with disability will know and feel accepted, affirmed, safe and celebrated. Windermere is delivering this through the continued development and implementation of our Welcoming and Inclusion Strategy as we seek to provide a diverse workforce at all levels.

4. CAPABILITY FRAMEWORK MAPPING

Our GROW Capability Framework describes the capabilities and associated behaviours expected of Windermere employees to be successful in their role. These capabilities and behaviours are aligned to Windermere's values and are essential for the delivery of Windermere's Strategic Plan. GROW gives our workforce of enablers a shared language to describe the capabilities needed to perform work at varying levels across different teams and roles. It sets standards regarding day to day work practices in all areas of workforce management including:

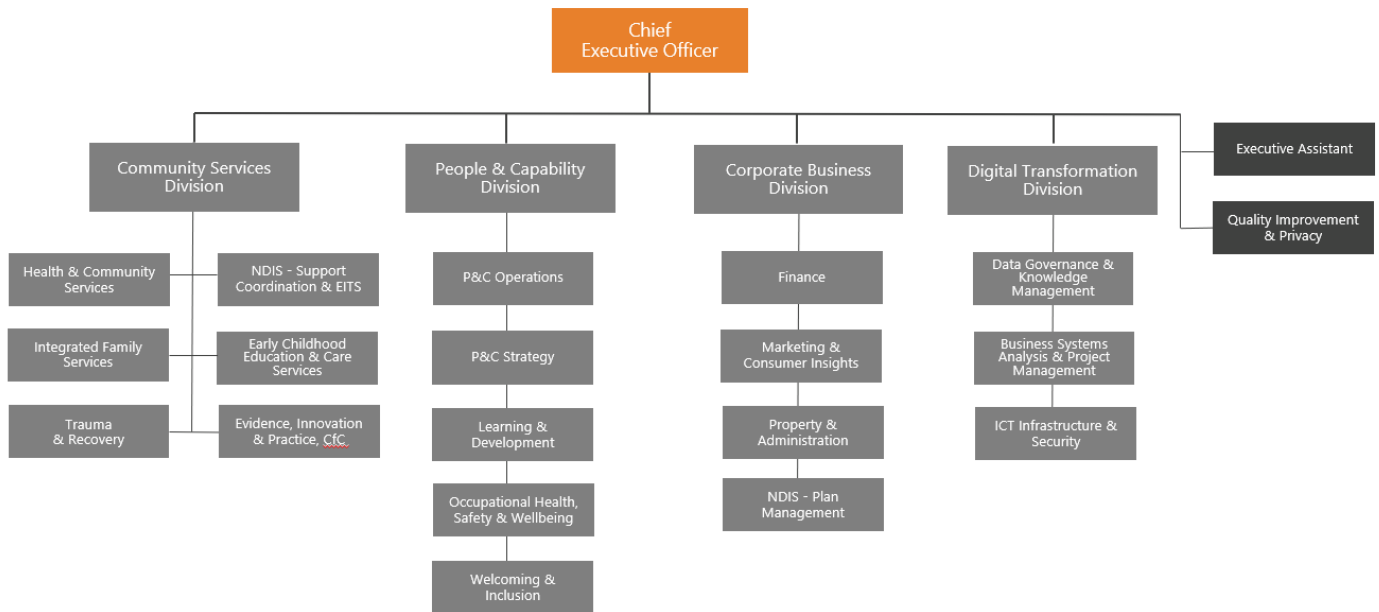
- standardised job design and role descriptions where capability requirements align with the purpose, accountabilities and challenges of a role
- recruitment practices that focus on assessing a person's capabilities at the level needed for a role
- performance development and coaching practices that help managers and staff to have a clear and common understanding of role expectations and areas for development
- mobility, where common descriptions of role requirements and capabilities help staff move between roles
- learning and development activities aligned to specific capabilities
- career planning conversations and activities that focus on developing capabilities to help staff progress to new roles
- workforce planning by identifying current and future workforce capability needs and gaps

This position has been mapped as follows:

Priority	Capability Group	Proficiency Level
1	Service Delivery	Intermediate
2	Leadership	Intermediate
3	Adaptability	Intermediate
4	Collaboration	Intermediate
5	Innovation & Continuous Improvement	Intermediate
6	Vision & Strategic Drive	Intermediate

5. ORGANISATIONAL RELATIONSHIPS

Organisational Structure



- LINE MANAGER:** Manager – Early Childhood Education & Care Services
- SUPERVISES:** Nil
- INTERNAL RELATIONSHIPS:** Windermere colleagues across all programs in the organisation, Families, OSHC team
- EXTERNAL RELATIONSHIPS:** DET, ACECQA and inclusion support services

6. KEY SELECTION CRITERIA

- ACECQA approved qualification for Educators working with over preschool children
- Current Victorian Working with Children’s Check
- Level 2 First Aid , including CPR and anaphylaxis and asthma management training
- Understanding of the needs and development of children aged 4 to 12 years
- Previous experience and/or Food Safety Handling certificate would be an advantage
- Demonstrated experience in working within the National Quality Framework
- Demonstrated ability and understanding of developing positive relationships with children and families
- Good planning and evaluation skills
- Willingness to work effectively as part of a team
- Willingness to promote and support practices that are inclusive, culturally responsive, safe and accessible.
- Current Victorian Drivers’ Licence
- Willingness to undertake relevant pre-employment screening and checks, Police Check, Pre-Employment Medical and Working with Children’s check
- Right to Work in Australia e.g. Australian Citizen, Permanent Resident or Visa holder with full working rights

7. APPLICATION DETAILS

To maximise your opportunity for employment, it is recommended that you provide the following information:

- Covering application letter briefly addressing the Key Selection Criteria
- Current Resume

I have read this document and agree to undertake the duties and responsibilities listed above.

I acknowledge that:

- The PD is an indication of the duties and responsibilities that I may be required to undertake. Additional or other duties and responsibilities may be allocated to me. Where additional training and support is required to fulfil extra or other duties of a similar level of responsibility, it will be provided within the guidelines of Windermere's Training and Development policy.
- The PD will be reviewed regularly in consultation with me.
- The Key Performance Indicators (KPIs), where included in this document, are indicative. KPIs will be set by the immediate supervisor in discussion with me, for each year (or another set period) and my performance reviewed against those KPIs.

Occupant:

Name: _____

Signature: _____ Date: _____