

Position Description

v3.7

POSITION TITLE:	OSHC Lead Educator
FTE:	0.85 (32.25 hours per week)
Classification:	Band 1A Children's Services Award Level 4A.1
Division:	Community Services
Program:	Out of School Hours Care (OSHC)
Location:	Across all OSHC locations. Windermere reserves the right to request you to work at any Windermere location, including our main offices at Narre Warren and Pakenham.
Tenure:	Ongoing
Date:	September 2025

1. About Windermere

Windermere is an independent, not for profit community service organisation working across Victoria including key regional locations.

We believe that everyone is someone in our community and we deliver services through critical partnerships with governments in the areas of:

1. **Family Wellbeing** to help families achieve safety and stability
2. **Disability Support** to enable people of all abilities to participate in their communities
3. **Development & Early Childhood Education** to help children reach their full potential
4. **Victims Assistance** to support victims of trauma, assault and/or violent crime
5. **Community Strengthening** to respond quickly to emergencies, disasters and emergent needs.

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. Our Commitment to our Employees

At Windermere, we live our values and care about:

- Our people and consumers, offering the support and flexibility we all need to thrive
- Creating inclusive environments that celebrate diversity and affirm authenticity
- Supporting career development and nurturing potential



4. Key result areas, responsibilities and performance measures

Key Result Areas	Responsibilities	Performance Measures
Program and Practice	<ul style="list-style-type: none">• Daily coordination and team leadership of day to day Service/Program operation.• Use an approved learning framework to develop, implement and review a curriculum that supports children's learning and development.• 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.• Learning is assessed as part of the ongoing cycle of planning, documenting and evaluation.• Reflect on and document regularly personal and team practice to use for continuous improvement and planning.• Support and mentoring to Assistant Educators with the development of Educational programs according to the planning cycle.	<ul style="list-style-type: none">• As per individual work plan.• Learning activities and experiences are purposeful, support ongoing learning and planned for/available every day.• A program is available at all times.• The planning cycle is evident in planning documentation.• The educational program is engaging to all children.
Educational Environments	<ul style="list-style-type: none">• Provide and support an inclusive environment including for children with additional needs and for families	<ul style="list-style-type: none">• As per individual work plan• Positive child and family feedback• Positive assessments, ratings, spot check reports

	<ul style="list-style-type: none"> • The environments are prepared and maintained in such a way that engages children and families and promotes learning • Sustainable practices are implemented and maintained within the curriculum • Guidance provided to Assistant Educators to enhance understanding of engaging Educational Environments. 	<ul style="list-style-type: none"> • Positive internal audit reports and reviews
Relationship with Children	<ul style="list-style-type: none"> • Perform tasks including, but not limited to supervision of children, running of activities, cleaning and food preparation • Foster a rich play environment consistent with the Framework for School Age Care – My Time Our Place • Create a warm, caring environment for all children attending the service • Foster a collaborative, caring environment and a sense of community for the children • Interactions with children are respectful, responsive, meaningful, open and support their ongoing learning and development • Support children to make decisions and choices regarding their learning and development • All children are supported to understand their behaviors and emotions through respectful interactions • Positive behavior guidance methods utilised when working with children 	<ul style="list-style-type: none"> • As per individual work plan • Positive child and family feedback • Positive coworker feedback • Children’s participation, opinions and contributions are clearly documented and used to inform programming • Positive assessments, ratings, spot check reports • Positive internal audit reports and reviews
Organisational expectations and directives in relation to policies and procedures and the organisation’s purpose, vision and values.	<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 	<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

	<p>guidelines and Occupational Health and Safety obligations.</p> <ul style="list-style-type: none"> • 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 including (OH+S), consumer related risk, reputation risk and personal risk. 	<p>outlined in the Code of Conduct.</p> <ul style="list-style-type: none"> • 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.
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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.

5. 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:

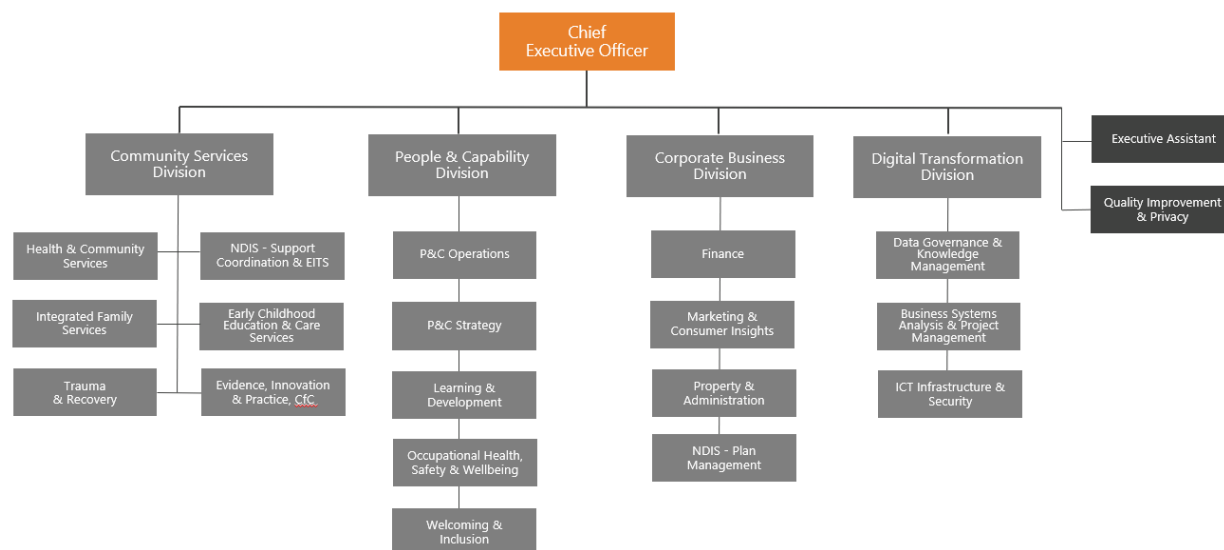


- standardised job design and role descriptions where capability requirements align with the purpose, accountabilities and challenges of a role
- recruitment practices that focus on assessing a person's capabilities at the level needed for a role
- performance development and coaching practices that 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	Vison & Strategic Drive	Intermediate

6. Organisational relationships



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

7. 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 - including 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

8. Application details

To ensure your application is considered please include the following information:

- Cover Letter addressing the Key Selection Criteria
- Current Resume

9. Acceptance

I have read this Position Description (PD) and agree to undertake the duties and responsibilities listed above.

I acknowledge that:

- Additional or other duties and responsibilities of a similar level of capability may be allocated to me during my course of employment. Where needed I will be provided with additional training and support as per the Learning and Development policy.
- This PD will be reviewed regularly in consultation with me.
- The Key Performance Indicators (KPIs), where included in this PD, are indicative. KPIs will be set by my Supervisor or Manager in discussion with me, for each year or another set period.

Occupant:

Name: _____

Signature: _____ Date: _____