



FLINDERS

CHRISTIAN COMMUNITY COLLEGE

Hope & Purpose through Christian Education

Flinders Christian Community College

Kinder Assistant

1. POSITION IDENTIFICATION

Title	Kinder Assistant	Level	3
Campus	Mount Martha (Tyabb campus)	Agreement/Award	Flinders Christian Community College Contract of Employment for General Staff – employed pursuant to the Educational Services (Schools) General Staff Award 2010
Reporting To	Direct: Kindergarten Director Indirect: Kindergarten Teacher	Date effective	January 2018
Last updated	October 2017	Position No.	PC112.1

2. INHERENT REQUIREMENT

Purpose

We bring hope and purpose to our community through Christian education.

Vision

To be a Transformative Christian Learning Community.

Values

We value:

- Love
- Faith
- Integrity
- Humility
- Grace
- Excellence
- Perseverance.

It is an inherent requirement that all persons employed at Flinders Christian Community College must model and demonstrate the reality of the Gospel by the way they undertake their employment responsibilities and by the way they live. Every activity undertaken by the College must be characterised by love, mercy, forgiveness,

reconciliation, humility and justice, all elements demonstrated by Christ's life, death and resurrection, which is the core of the Gospel.

All employees must declare their unconditional agreement with FCCC:

- o Purpose, Vision, Values, Philosophy of Christian Education, Goals
- o Biblical Foundations and
- o Biblical Beliefs and Principles
- o Nicene Creed
- o Apostles Creed.

The incumbent must have an in-depth knowledge of the ethos of the College and the principles by which it operates and must be willing to support these unreservedly.

3. CULTURE AND VALUES

Ethos

All employees are expected to:

- Uphold at all times the practical demonstration of Faith in Christ and the College's underlying Christian beliefs and ethos in dealing with others
- Comply with Biblical standards of equity, justice, fairness and compassion in dealing with others within and beyond the College
- Act responsibly to protect the safety and security of our students and other staff at all times
- Encourage positive behaviours and attitudes in students and others that demonstrate respect for all
- Perform duties in a responsible and professional manner, with due regard for the College's policies and other legal requirements and obligations
- Exert responsible stewardship of College resources
- Promote and protect the College's reputation in the wider community
- Act appropriately when a conflict arises between the individuals personal interest and their duty to the College

You must support the College values conduct yourself in a way which is consistent with the ethos of Flinders Christian Community College.

Specific expectations of employees with Flinders Christian Community College are detailed in the College Policy Handbook which is attached electronically and also located on the Colleges' Moodle intranet. You must support the Flinders Christian Community College policies and conduct yourself in a way which is consistent with the policies and practices of the College.

4. RISK AND COMPLIANCE

It is the responsibility of every staff member to actively participate in the management of risk and to ensure a safe work environment for themselves, their co-workers, students and the college. This position description is subject to the Risk Management Strategy/Policy and OHS Policy. The employee must ensure that prescribed tasks are performed subject to established risk assessments and safe work practices. To that end the following are also requirements of this role:

- a. Report all hazards observed including any potentially unsafe work practices;
- b. Report all incidents of injury or near miss;
- c. Actively Participate in all professional development and training regarding Risk management and OHS;

- d. Cooperate with any reasonable request for action to ensure the safety of self and others and the mitigation of risk to the College;

5. CHILD SAFETY

Our College is committed to child safety. We have zero tolerance of child abuse. Our robust People and Culture practices are strictly adhered to ensure that all employees understand their obligations with respect to Child Protection and the College's commitment to keeping our children safe.

6. PURPOSE OF POSITION

The primary purpose of the qualified Kinder Assistant is to provide an appropriate education program for the children within their care. He/she needs to attend to the learning needs and pastoral care of each child under his/her supervision. He/she needs to provide a warm, caring and safe environment for children in which all children's physical, emotional, cognitive and language development is nurtured.

7. WORKING RELATIONSHIPS

Reports to:

Direct: Kindergarten Director

Indirect: Kindergarten Teacher

8. BRIEF SUMMARY OF ACCOUNTABILITIES AND RESPONSIBILITIES

All key responsibilities are based on the National Law and Regulations, the Principles, Practices and outcomes detailed in the EYLF, VEYLDF and FSAC, and the NQF Quality Areas, Standards and Elements. All Kindergarten Staff are expected to have a working knowledge of these documents, which should underpin their pedagogy and, together with the Pre-School philosophy, directly reflect their relationships with children, families and co-educators.

Day to Day Duties

- Support and assist the Teacher in providing quality educational program for the children at the Kindergarten.
- Actively participate as a Kindergarten team member, contributing to staff meetings, attending professional development and other activities as required.
- Prepare classroom material and equipment for session as required and directed by the teachers.
- Assist the teacher in the instruction and supervision of students
- Assist in the facilitation of the learning experiences of the students, encouraging curiosity and development of growth mindset.
- Under the guidance of the teacher, facilitate learning experiences for individual students or groups of students.
- Ensure that all materials and equipment are cleaned and returned to storage at the end of the session.
- Assist in development of portfolios and reflective documents, including participating in and recording observations of individual student learning objectives.
- Other duties as required from per operational requirements.

Pastoral care

- Encourage and model behaviour that reflects the values of the college, in all relationships.
- Communicate observations timely and effectively with the Teacher or Director, to ensure the best quality care is available for each student.
- Build a positive relationship with each student and family.

- Encourage students to take responsibility for their actions and behaviour and make them aware of the need to show respect for others.

Duty of care

- Ensure the Kindergarten environment remains clean and safe.
- Know and be able to implement emergency and accident procedures in accordance with College and campus Work Health and Safety policy and associated legislation.

Students

- Empower students to develop a sense of curiosity and building learning power skills as they engage in inquiry based learning opportunities.
- Assist in the development of portfolios that reflect individual learning objectives, incorporating observations across all areas of child development.
- Treat all students with respect, acknowledging that they are created in the image of God.

Staff

- Work cooperatively and collaboratively with other staff in all aspects of work within the centre.
- Encourage and support the Teacher and Director in the creation and implementation of developmentally appropriate programs that values and respects a student's unlimited potential.
- Respect and honour the authority and responsibility of other staff members
- Care for the wellbeing of other staff members.

Extra Curricula Activities

- Assist with community events such as Open Days, Information Evenings and Transition programs as required.
- Attend meetings and professional development as required.
- Tasks as requested by the Kindergarten Director or Head of Junior School as per operational requirements.

9. KEY PERFORMANCE INDICATORS

ACCOUNTABILITIES AND RESPONSIBILITIES	KEY PERFORMANCE INDICATORS
<p>OUTCOME: 1. PLAN AND IMPLEMENT A QUALITY EDUCATIONAL PROGRAM (NQS Quality Area 1: Educational program and practice)</p> <p>Under the guidance of the Kindergarten Teacher:</p> <p>1.1 Assist in the planning, implementation, assessment and review of a high quality and diverse educational program based on appropriate curriculum frameworks and with reference to the NQS, considering the developmental needs, interests and abilities of all the children attending the service.</p> <p>1.2 Actively support every child to participate in the program and assist in ensuring that the program promotes children's agency, choices and influence.</p>	<ul style="list-style-type: none"> • Delivering of a quality Educational Program in collaboration with the Kindergarten Teacher • Feedback from Kindergarten Teacher.

<p>1.3 Assist in the documentation of children's learning in accordance with the service philosophy and the learning outcomes (EYLF, VEYLDF and FSAC).</p> <p>1.4 Utilise a variety of teaching strategies including intentional teaching and reflective practice in daily work.</p>	
<p>OUTCOME: 2. PROMOTE THE HEALTH AND SAFETY OF ALL STAFF AND CHILDREN (NQS Quality Area 2: Children's health and safety; Quality Area 3: Physical environment)</p> <p>Under the guidance of the Kindergarten Teacher:</p> <p>2.1 Ensure children utilise effective health and hygiene practices, including meeting all regulations relating to food safety and preparation, medical management plans, and risk management plans, policies and procedures.</p> <p>2.2 Ensure that all children have access to nutritious food and fresh drinking water.</p> <p>2.3 Assist in the promotion of health, wellbeing and physical exercise in the service.</p> <p>2.4 Ensure a safe and stimulating physical environment where all staff and children are protected from hazards or harm.</p>	<ul style="list-style-type: none"> ● Ensure children are safe and supervised at all times. Educators are responsive to the children's additional needs/requirements i.e. cultural, physical, emotional, medical or dietary are responded to ● All policies and guidelines relating to the maintenance and cleanliness of the service, and for the personal health and safety of the children and staff are adhered to.
<p>OUTCOME: 3. BUILD POSITIVE RELATIONSHIPS WITH ALL STAKEHOLDERS (NQS Quality Area 4: Staffing arrangements; Quality Area 5: Relationships with children; Quality Area 6: Collaborative partnerships with families and communities)</p> <p>Under the guidance of the Kindergarten Teacher:</p> <p>3.1 Work cooperatively, ethically and respectfully with other educators, and support each other's professional development.</p> <p>3.2 Develop and maintain respectful, supportive, collaborative and responsive relationships with children and their families.</p> <p>3.3 Assist with the supervision of workplace students and volunteers.</p> <p>3.4 Assist with facilitating an effective induction and orientation process for new families, children and staff, including workplace students and volunteers in consultation with the Kindergarten Director and Teacher, and People and Culture Department.</p>	<ul style="list-style-type: none"> ● Positive relationships are developed and maintained with all families. ● Positive relationships are developed and maintained with colleagues that are professional, supportive and respectful. ● Positive relationships are developed and maintained with all children.

OUTCOME: 4. Ensure all practices are in accordance with the NQS and reflect the philosophy, policies and procedures of the service.

Under the guidance of the Kindergarten Teacher:

4.1 Attend professional development opportunities as appropriate or as directed by the Director.

4.2 Contribute to the continuous improvement of the service through reflective practice and as directed by the Director or Kindergarten teacher.

4.3 Assist in the completion of any collection of data, medical or other records required in a timely manner, and in accordance with the service's policies and procedures and the NQS.

4.4 An ability to communicate effectively with students, parents and staff regarding broader matters. Please note: The Lunch Cover is not permitted to speak to parents about developmental or management issues pertaining to their child, unless the Teacher or Director is present.

- All Government Regulations and guidelines, College policies and procedures are adhered to.

10. WORK RELATED REQUIREMENTS / SELECTION CRITERIA

Essential knowledge:

- Diploma in Children's Services or equivalent
- Current First Aid training as prescribed in the Education and Care Services National Law Act 2010.
- Anaphylaxis and Asthma management training as prescribed Education and Care Services National Law Act 2010.
- A working knowledge of appropriate curriculum frameworks and an ability to assist in developing and implementation of a high quality educational program that reflects the nature of the centre, local and wider community, based on the curriculum frameworks
- A working knowledge and understanding of the developmental needs of children who attend the Kinder.
- A working knowledge of the National Quality Standards, the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011
- Demonstrated experience in the education and care of children aged 3 - 5
- Demonstrated experience and ability to establish warm nurturing and responsive relationships with children and to sensitively meet their needs
- Demonstrated ability to work with families, children and educators in a culturally competent manner
- Knowledge of child protection procedures.

Skills

- Well-developed interpersonal and communication skills with both children and adults
- The ability to work cooperatively and flexibly within a team environment
- Well-developed organisational skills
- High level of initiative is used to anticipate the needs of the teacher and/or students.
- Computer /IT skills to support record keeping and documentation.

Attributes**Living the vision and values:**

Keeping the vision and values of Flinders Christian Community College at the forefront of decision-making and action.

11. POSITION DIMENSIONS**NUMBER OF STAFF DIRECTLY REPORTING TO POSITION**

Nil

EXTENT OF DELEGATED AUTHORITY**(a) Competency**

Competency at this level involves application of knowledge with depth in some areas and a broad range of skills. There are a range of roles and tasks in a variety of contexts. There is some complexity in the extent and choice of actions required. Competencies are normally used within routines, methods and procedures. Some discretion and judgment is involved in the selection of equipment, work organisation, services, actions and achieving outcomes within time constraints.

(b) Judgment, independence and problem solving

Exercise judgment on work methods and task sequence within specified timelines and standard practices and procedures. Answers are usually found by selecting from specific choices defined in standard work policies or procedures.

(c) Level of supervision

In some positions, routine supervision, moving to general direction with experience. In other positions, general direction. This is the first level where supervision of other employees may be required. When employees are working alone, they may work semi-autonomously.

LOCATIONS

Mount Martha

ALLOWANCES/SPECIAL CONDITIONS

Allowances in accordance with *Educational Services General Staff Award 2010*

SPECIALISED EQUIPMENT/SPECIAL LICENCE REQUIREMENTS	Current Working with Children Check Right to work in Australia Provide First Aid (HLTAID003) and a current CPR Certificate
OTHER IMPORTANT DIMENSIONS	