



The Scots College

Sydney Australia

Role Description – Educator of Before and After School Care

"In seeking to serve God faithfully, the Scots College exists to inspire boys to learn, lead and serve as they strive for excellence together"

Scots to the Fore: Brave Hearts, Bold Minds – Our Strategic Intent 2016-2025

- 1. Position Title** Educator – Before and After School Care
- 2. Role Purpose** Support the strategic directions of The Scots College through delivery of an effective program in Before and After School Care, fostering an inclusive environment where boys have opportunity for both challenging and leisure activities based on the approved My Time, Our Place curriculum framework and ensuring compliance with National Quality Standards (NQS).
- 3. Location** The Preparatory School and Early Learning Centre, Bellevue Hill
- 4. Responsible To**
 - Directly responsible to the coordinator of BASC and the Head of the Preparatory School
 - Ultimately responsible to the Principal
- 5. Principle Relationships** Head of Preparatory School, Director of the Early Learning Centre, Assistant Head – Junior Prep, Assistant Head – Senior Prep, BASC Coordinator, staff, students and parents and carers.
- 6. Key Accountabilities**
 - Out of School Hours program implementation
 - Compliance with National Regulations and NQS
 - Children’s health and safety care and support
 - Boys support, evaluation and program design
 - Professional development in NQS
 - Positive interactions with staff, students, parents and carers
 - Implementation of policies, procedures and administrative systems
 - Effective and professional relationships with the BASC Team, Preparatory School staff and administrative staff at the College
 - Day-to-day running and review of the weekly program

7. Key Tasks and Expected Outcomes

Position Responsibilities	Core Activities	Key Performance Indicators
OSHC Program	<ul style="list-style-type: none"> • Contribute to the curriculum decision using the OSHC framework My Time, Our Place • organise and document the program, activities and routines with the boys’ interests, ideas, culture and abilities as the foundation reflecting the <i>Brave Hearts Bold Minds</i> educational philosophy • support each boy to participate in the program, promoting agency, enabling them to make choices and decisions • respond to the boys’ ideas, interests and play as part of the reflection of the OSHC program • critically reflect on the boys’ learning and leisure as part of the cycle of planning • provide opportunities for students to develop an understanding of and respect for a range of cultures including Indigenous and Torres Strait Islander cultures • set up and clear away activities and spaces for learning opportunities and care. • maintain the equipment and resources in an orderly fashion for storage and display. 	<ul style="list-style-type: none"> • Student, parent and carer feedback • quality of documentation of programs • adherence to regulations and the National Quality Standard.
Children’s Health and Safety	<ul style="list-style-type: none"> • Adhere to College policies and National Regulations for health and safety • provide boys with a range of rest and leisure choices • prepare and include healthy eating and physical activity as directed by the program • ensure that each boy is adequately supervised and protected • educators are aware of and understand their roles in child protection procedures at the College. 	<ul style="list-style-type: none"> • Regular audits • student, parent and carer feedback • quality of records • adherence to regulations and the National Quality Standard.
Physical Environment	<ul style="list-style-type: none"> • Provide outdoor and indoor spaces, equipment and furniture that are suitable for their purpose, are safe and can be used flexibly to promote participation in the program • promote an inclusive environment where boys explore and learn through play and leisure • promote an active role in caring for the natural environment and implementing sustainable practices • staff are required to wear the uniform provided with enclosed shoes and sun protection glasses, sunscreen and hat. They are required to act in 	<ul style="list-style-type: none"> • regular audits • student, parent and carer feedback • quality of records • adherence to regulations and the National Quality Standard.

	response to the weather to protect the boys in care.	
Staffing Arrangements	<ul style="list-style-type: none"> • Participating in staffing arrangements to ensure safety and wellbeing and to enhance the boys' learning and play • maintain professional standards for educators showing respect and recognition of each other's strengths and skills • support and challenge each other as educators to develop professional skills and to improve practice and relationships • staff will be on a roster for morning and/or afternoon sessions weekly • staff will be required to attend staff meetings extra to the roster times monthly. 	<ul style="list-style-type: none"> • quality of records • continuity of educators • adherence to regulations and the National Quality Standard.
Relationships with Students	<ul style="list-style-type: none"> • Ensure that interactions with students in BASC are respectful, warm and responsive • ensure that the dignity and rights of the boys are maintained at all times • support the boys to collaborate with each other when they play, learn and relax • support boys to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts • implement behaviour management plans as required. 	<ul style="list-style-type: none"> • Student, parent and carer feedback • participation rates • supervisor observation • adherence to regulations and the National Quality Standard.
Collaborative Partnerships with Communities, Parents and Carers	<ul style="list-style-type: none"> • Develop and support respectful relationships with parents and carers • make information of daily incidents available to the Coordinator of BASC for sharing with parents and carers and provide opportunity for them to give feedback and contribute to the program • build relationships with staff and boys and take part in directed community organisations and agencies to support parents and carers • collaborate extensively with the Coordinator of BASC to provide continuity of learning and transitions between BASC and the College. 	<ul style="list-style-type: none"> • Student, parent and carer feedback • adherence to regulations and the National Quality Standard.
Policy Implementation and Service Management	<ul style="list-style-type: none"> • Review and implement policies in line with National Quality Standards and the National Regulations • promote a positive organisational culture that contributes to the College professional learning community • participate in the induction process led by the Coordinator of BASC, the College and BASC • take part in professional actions and growth with effective self-assessment, performance evaluation and quality improvement processes, set by the College • commit to continuous improvement in BASC, contributing to the Quality Improvement Plan and 	<ul style="list-style-type: none"> • Regular audits • quality of records • adherence to regulations and the National Quality Standard.

	<p>reporting to the nominated supervisor</p> <ul style="list-style-type: none"> • collaborate in the review of the service philosophy statement and its implementation • understand and support the governance arrangements between the College and the approved service provider, Presbyterian Social Services • ensure that notes added to records and information are stored securely and confidentially • maintain administrative systems to ensure the effective operation of the OSHC service • keep up to date with the requirements of the Regulatory Authority and be aware of changes in National Regulations and Law • ensure processes are in place to resolve conflicts and grievances where they are investigated in a fair, timely and effective manner, through discussion with the Coordinator of BASC. 	
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8. Selection Criteria

Essential:

- Child Care Certificate in children services, or educational qualifications in education and care currently being completed
- ability to work as part of The Preparatory School BASC team and work with a team of educators to implement the BASC program
- an understanding of the needs and interests of boys from 5 year olds to Year 6, strategies to support boys manage their own behaviour and collaborate as they play, learn and relax together
- ability to support and promote warm, responsive and respectful relationships with and between educators and students and to infuse the Christian ethos into everyday practice
- being flexible and open to change, proactive and innovative, with a commitment to one's own ongoing learning, and professional and personal integrity
- effective interpersonal communication skills and detailed approach to documentation and administrative procedures to enable effective quality of the service
- a current Working with Children Check, First Aid Certification, Asthma and Anaphylactic Response First Aid, CPR and completion of the child protection program, 'Keeping them Safe'.

Highly Desirable:

- Experience in an out of school hours' program, teaching, school, vacation care or early learning
- certification or qualification in education or other related field is highly desirable. Student teachers and child care qualifications are sort
- availability to work on a casual basis, mornings and afternoons, Monday to Friday during school terms
- working knowledge of the curriculum framework for 'My Time, Our Place' and ability to include the interests, ideas and culture of the boys and their families as the foundation of the OSHC program session times.