OFFICE ADMINISTRATOR

NATIONAL QUALITY STANDARD (NQS)

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| 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. |

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| Coastal Montessori ELC | |
| POSITION | Office Administrator |
| SUPERVISOR | Director/ Nominated Supervisor |
| DIRECT REPORTS | No direct reports |
| QUALIFICATIONS | * Certificate in Clerical & Administrative (Preferred) * Valid Working with Children Check |
| ESSENTIAL EXPERIENCE | * Minimum 2 years’ experience in an Office Administrator position within a childcare or community care setting * Demonstrated knowledge of the Family Assistance Law and Child Care Subsidy (CCS) * Demonstrated knowledge of service’s requirements of the Child Care Subsidy System and ability to perform software application for compliance |
| UP TO DATE 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) * ECA Code of Ethics * Work Health and Safety Act 2009 * Commonwealth Privacy Act 1988 and the Australian Privacy Principles (APPs) (2014) * Fair Work Act * Family Assistance Law (2018) * National Principles of Child Safe Organisations or relevant Child Safe Standards |
| POSITION OBJECTIVES | * Provide administrative duties to assist with the smooth running of the service in line with relevant regulations, policies and procedures under the direction of the Director/ Nominated Supervisor * Build and maintain positive relationships with children, families, educators, staff and management to deliver best outcomes for families and children * Provide support to the Director/ Nominated Supervisor with regards to areas including enrolments, finance, Family Assistance Law compliance and CCS. |

ROLE DIMENSIONS- KEY PERFORMANCE AREA

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| 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:

* be proactive in ensuring currency in best early childhood practice
* provide administrative support to assist the running of the Educational Program where applicable
* contribute to the Quality Improvement Plan for the Service.

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| 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 relevant Child Safe Standards
* ensure compliance as a mandated reporter in accordance with the service Child Protection policy and procedures
* assist the Director/ Nominated Supervisor to comply with child protection in the workplace
* inform the Director/ Nominated Supervisor of all allegations or convictions of a child protection nature against an employee, of which you become aware
* recognise and report misconduct, illegal or inappropriate behaviour to the General Manager/ Approved Provider
* maintain and demonstrate knowledge of Workplace Health and Safety (WHS) legislation and safety issues relating to children and educators, staff and visitors
* ensure a high standard of hygiene in compliance with procedures and policies
* assist with the reporting of serious incidents to the regulatory authority within 24 hours in line with Education and Care National Regulations.

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| 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:

* report any repairs and maintenance required to the Director/ Nominated Supervisor
* ensure effective processes are followed to meet WHS requirements
* maintain the aesthetics of the environment and ensure all resources and equipment are respected and maintained at the service
* report any situation that may constitute a hazard to health and safety to children, families, educators, staff or visitors to the Director/ Nominated Supervisor
* ensure correct manual handling techniques and procedures are followed and assist by identifying manual handling hazards and risks within the service.

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| 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 their work practices
* ensure compliance in regard to policies and procedures relating to the operation of the Service
* always act within the guidelines set out in the Code of Ethics (Early Childhood Australia Inc.)
* ensure administration tasks are completed to meet the needs of the service in accordance with the National Regulations and National Quality Framework
* contribute to the development of a *Statement of Commitment to Child Safety and Wellbeing* to demonstrate a strong culture of child safety within the Service
* adhere to the services Child safe policies including *Child Safe Environment Policy and* *Child Protection 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 Service
* contribute positively and effectively to the team environment, within the centre to ensure smooth operation of the service
* promote a healthy team environment and develop positive channels of communication
* participate in ongoing professional development and training programs
* implement the service *Dealing with Complaints Policy* and procedures and follow the *Dealing with Complaints Policy* in relation to complaints or incidents
* ensure any grievances raised by educators or families are reported to the Director/ Nominated Supervisor
* keep up to date with current trends and issues in Early Childhood and support research-based practices within the service; and
* attend meetings as required.

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| 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
* promote positive, comforting and nurturing relationships with children
* assist to 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
* assist to promote the safety, participation and empowerment of children with a disability
* 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 special
* ensure children are respected and their rights are being met (United Nations Convention on the Rights of the Child -CRC).

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| 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:

* promote clear communication between the management team and educators and families
* be courteous and helpful to the families in the service
* assist the Director/ Nominated Supervisor to look for opportunities within each service where a family may become involved e.g., Multi-cultural events, craft activities, fund-raising and parent committees
* provide administration support to manage information which assists families to access resources within the local and wider community
* be an advocate for high quality support services for children in our community
* provide administrative assistance to positively promote and oversee evaluation strategies (e.g., satisfaction survey) to determine parents communication views to use for future planning.

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| 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, maintain and review all service policies and procedures in accordance with the Education and Care Services National Law and National Regulations
* maintain a sound and current understanding of the National Quality Framework (NQF) and Family Assistance Law
* maintain compliance with the regulations as prescribed by the regulatory authority along with all legal and statutory requirements
* complete daily administrative tasks relating to financial areas including:
  + timely payment and records of account payables
  + receipt of parent payments
  + sending invoice and statement information to families
  + reconciliation of payments and transactions
  + documentation of financial reports and records as requested
* Complete daily administrative tasks relating to CCS funding requirements including
  + submission of CWAs and attendances
  + ensuring compliance of CCS requirements as per the Child Care Provider Handbook
  + reconciliation of CCS payments
  + keeping of records as per CCS requirements
* Complete daily administrative tasks to assist in the smooth running of the service
  + responding to emails
  + answering phones and providing assistance where necessary
  + assist with documentation and record keeping as per National Quality Standards
  + assist with recruitment, induction and orientation documentation as required
* strive to achieve ‘Service’ goals (as outlined in Policy Manual) and ensure the service’s *statement of philosophy* is reflected in daily practice
* provide regular reports and documents to the Director/ Nominated Supervisor regarding operation of the service as requested
* ensure that the Director/ Nominated Supervisor is informed of current issues within the service
* report directly to the Director/ Nominated Supervisor of any problem arising, which would affect the children, service approval or rating, regulatory and legal compliance or the smooth running of the service
* develop and maintain procedures relating to administrative functions of the service, 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 Office Administrator, under the direction of the Director/ Nominated Supervisor. This job description may be reviewed in the future.

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| I have received, reviewed and understand the responsibilities as the OFFICE ADMINISTRATOR.  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 |  | | |

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| Supervisor Name |  | Date |  |
| Supervisor Signature |  | | |