# Position Description

<table>
<thead>
<tr>
<th>Title:</th>
<th>Centre Manager</th>
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<tbody>
<tr>
<td>Award and Classification Level:</td>
<td>Educational Service Teachers Award</td>
</tr>
<tr>
<td>Faculty/Office:</td>
<td>Campus Life</td>
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<tr>
<td>Hays Evaluation Level: (if applicable)</td>
<td>N/A</td>
</tr>
<tr>
<td>Department/Team:</td>
<td>Early Learning</td>
</tr>
<tr>
<td>Approved by CEO:</td>
<td>24 June 2020</td>
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## Position Purpose:
To lead and manage the operational efficiency of an education early learning centre in its effective delivery of high-quality early learning and vacation childcare programs.

## ORGANISATIONAL CONTEXT

The Office of the Vice President, People and Services has executive responsibility for the University’s people strategies, information technology, WHS, business intelligence and reporting, and non-academic campus services.

The portfolio includes U@MQ, a controlled entity of Macquarie University known as Campus Life. Campus Life is a seven-days’ a week operation, providing a suite of services and programs to students, staff, visitors and local community designed to “bring life to our campus” and provide a balance between academic and non-academic amenities.

Campus Life operates in the following key areas:
- Early learning and school holiday programs
- Sports & recreation
- Hospitality
- Retail

Early Learning and school holiday programs operate within the Programs & Partnerships business unit. Program and Partnerships is accountable for program development, strategically aligned partnerships, and the advancement of the Campus Life brand. The Early Learning centres and school holiday programs provide University staff, students and the wider community with high quality educational and recreational programs for children up to 12 years of age.

This position is designated as a Mandatory Reporter under the Children and Young Persons (Care and Protection) Act 1998.
### KEY ACCOUNTABILITIES

- In consultation with the Business Operations Manager, Early Learning contribute to the development, planning and delivery of the Early Learning strategy
- Manage the overall operations of the Centre, ensuring provision of high-quality early learning and vacation care programs while meeting agreed strategic, financial and operational requirements
- Foster a culture of collaboration, best practice and continuous improvement by managing, leading, developing, providing direction and supporting staff
- Act as designated Nominated Supervisor and Early Learning Educational Leader, assuming all related responsibilities as per the Education and Care Services National Regulations
- Maintain up to date knowledge of the Early Years Learning Framework and Framework for School Aged Care and actively lead the team to ensure the centre Meets (or higher) the National Quality Standards
- Work with the Business Operations Manager, Early Learning to ensure compliance with the National Quality Framework, Child Protection Laws and other regulatory requirements, including having relevant policies and procedures in place
- Establish, develop and manage positive relationships with families, children and communities
- Build relationships and work collaboratively with key stakeholders across Campus Life, the broader University and external partners to support service delivery and promote the Centre’s and program offerings
- Maintain compliance with the Child Care Subsidy System by ensuring submission of session reports are correct, ensuring Complying Written Arrangements are in place, supporting families to access their invoices, undertaking audits, and ensuring appropriate records are maintained and up to date
- Work with the Business Operations Manager, Early Learning in the development and implementation of diversity, equity, and inclusion initiatives
- Comply with all Campus Life policies and procedures and applicable Privacy, EEO, and WHS regulations, policies and practices
- Perform any other duties as required and appropriate for this classification

### POSITION CONTEXT

<table>
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<tr>
<th>Reports to:</th>
<th>Business Operations Manager, Early Learning</th>
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| Positions Reporting to: | • Direct – approx. 6  
• Indirect – approx. 19 (plus casual staff as required) |
| Key Direct Clients: | • Children, parents and families  
• Manager, Programs  
• General Manager, Programs and Partnerships  
• CEO |
| Other Key Relationships: | • Other Centre Managers  
• Risk and Assurance  
• Property  
• Human Resources  
• Campus Life Finance and IT  
• Other Campus Life and University staff  
• Regulatory bodies – NSW Department of Education; NSW Family and Community Services; Department of Education, Skills and Employment; Office of the Children’s Guardian  
• Third party providers |
| Budget Accountability: | • Operate within the budget and in line with delegated authority |
| Role-specific Conditions: | • Working with Children Check  
• Criminal record check  
• Approved First Aid qualification  
• Approved Asthma and Anaphylaxis qualification  
• Identify and Respond to Children and Young People at Risk qualification  
• Shift work – variation to start and finishing including attending out of hours meetings as required |
| Scope and autonomy: | Develops and/or modifies the Centre’s practices or manages specialised programs that require a high level of interpretation and subject matter expertise |
| Problem solving | Regularly develops and/or modifies the Centre’s practices to identify, develop and implement new initiatives, processes and programs |
## CAPABILITY FRAMEWORK

Capability Frameworks describe the behaviours, skills, attributes and experience required to successfully perform a position or group of similar positions.

### COMPETENCIES

Clusters of behaviours required for successful performance.

- **Planning and Execution**: Managing time and resources to complete tasks and achieve objectives.
- **Quality Focus**: Ensuring accuracy and quality when completing tasks.
- **Analysis and Judgement**: Evaluating information and data to solve problems and make sound decisions.
- **Change Focus**: Adapting to new situations and dealing with change.
- **Communication**: Effectively grasping and conveying ideas and concepts to others.
- **Service Focus**: Making the needs of children and families a priority.
- **Relationship Management**: Establishing effective working relationships with others.
- **Influencing and Persuading**: Building commitment by convincing others and winning them over to a particular point of view.
- **Culturally Aware**: Values diversity as a strength and promotes an inclusive working environment.
- **Setting Expectations**: Stating clearly what is expected from others, clearly expressing ideas, and maintaining a precise and constant flow of information.
- **Delegating**: Enlisting the talents of others to help meet objectives by giving them important activities and sufficient autonomy to exercise their own judgement.
- **Tracking Performance**: Taking nothing for granted and persistently monitoring the progress of activities to ensure they are completed on time.
- **Giving Feedback**: Letting others know in a respectful, supportive and straightforward manner what is expected of them, how they have performed and if they have met needs and expectations.
- **Leading and Directing**: Taking the lead and exercising influence when managing complex situations and/or making critical business decisions.
- **Delivering Outcomes**: Holding self and others accountable for achieving high quality and solution focused outcomes.
- **Developing Capability**: Coaching, mentoring and supporting others to develop their competence and confidence for performance and growth.

### ATTRIBUTES

Personal qualities related to successful performance.

- **Perseverance**: Persevering despite obstacles to ensure tasks are completed.
- **Flexibility**: Responding effectively to unexpected or changing circumstances.
- **Integrity**: Maintaining confidentiality, discretion and professionalism.
- **Reliability**: Meeting commitments and responsibilities.
- **Accountability**: Assuming responsibility for making decisions and delivering agreed outcomes.
# REQUIRED KNOWLEDGE

Qualifications, technical and/or professional skills and information needed from day one for successful performance.

- ACECOA approved degree in early childhood education
- Identify and Respond to Children and Young People at Risk qualification
- Current accreditation status with NESA
- Comprehensive understanding of Child Protection Laws and the responsibilities associated with being a Mandatory Reporter
- Comprehensive understanding of the National Quality Framework, including the Law, Regulations, National Quality Standards and the Early Years Learning Framework
- Knowledge of the Family Assistance Law and its application to an Approved Care services
- Understanding of the role of Educational Leader and Nominated Supervisor
- Approved First Aid qualification
- Approved Asthma and Anaphylaxis qualification
- Identify and Respond to Children and Young People at Risk qualification
- High level computer literacy

# ACQUIRED KNOWLEDGE

Organisational and/or professional skills and information to be developed within the first 3 to 6 months in the role for successful performance.

- Knowledge of Campus Life’s functions and structure.
- Knowledge of Campus Life’s policies, systems, processes and procedures.
- Knowledge of University policies, systems, processes and procedures
- Knowledge of what other areas of Campus Life and the University do and how they interact with the Centres

# KEY EXPERIENCES

Practical experiences and exposure to specific environments or activities related to successful performance.

- Extensive experience developing, teaching and evaluating a high-quality educational program in an early learning environment
- Demonstrated experience in managing the daily operations of an early learning centre including leading, managing, and developing a team
- Extensive experience incorporating best practice in early learning and vacation care programs
- Excellent understanding of child development and appropriate strategies for interacting with children
- Well-developed interpersonal skills
- Ability to establish, build and maintain respectful and ethical relationships with staff, children, families and other key stakeholders
- Excellent organisational, problem solving and time management skills
- Excellent written and verbal communication skills
- Proficiency in the application of best practice in child protection principles
- Commitment to continuous professional development