Position Description

Title: Business Operations Manager, Early Learning
Award and Classification Level: Early Childhood Teachers Award

Faculty/Office: Campus Life
Hays Evaluation Level: N/A

Department/Team: Early Learning
Approved by CEO: 19th June 2020

Position Purpose: To lead, manage and oversee the effective delivery, development and promotion of high-quality early learning centres in the achievement of the Campus Life strategy.

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 operates 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 provide University staff, students and the wider community with high quality educational programs for children up to five years of age.

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

- Lead the development, planning and delivery of the Early Learning strategy in consultation with the General Manager, Programs and Partnerships
- Provide leadership, direction and management to the Centre Managers to enable effective management of all aspects of the Early Learning centres, coaching and supporting as appropriate
- Ensure Centre Managers maintain compliance with the National Quality Framework, Child Protection laws, Family Assistance Laws (Child Care Subsidy System) and other regulatory requirements, including having relevant policies and procedures in place
- Collaborate with the Manager, Programs to ensure consistency in practice, process and quality with the school holiday programs
- Monitor and report on strategic, operational, financial and contractual targets, developing recommendations and implementing improvements/actions as required
- Manage and resolve issues, challenges, and legislative changes, escalating matters when required to the General Manager, Programs and Partnerships
- Monitor and review risk management strategies across the early learning centres, and initiate improvements where required
- Engage positively and respectfully with families, children and communities to promote the Centres and other Campus Life offerings
- Build and leverage relationships with key stakeholders across Campus Life, the broader University and external partners to support service delivery and promote the Centres and other Campus Life offerings
- Participate in external networks, committees and professional forums
- Collaborate effectively with other Campus Life business units to achieve departmental and organisational objectives including the development and implementation of diversity, equity, and inclusion initiatives
- Comply with, and ensure centres 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>
<thead>
<tr>
<th>Reports to:</th>
<th>General Manager, Programs and Partnerships</th>
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| Positions Reporting to: | • Direct – approx. 3  
• Indirect – approx. 75 (plus casual staff as required) |
| Key Direct Clients: | • Children, parents and families  
• General Manager, Programs and Partnerships  
• CEO |
| Other Key Relationships: | • Manager, Programs  
• Junior Science Academy and Holiday Program Co-Ordinators  
• Property  
• Human Resources  
• Risk and Assurance office  
• Group Marketing  
• 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 |
| Scope and autonomy: | Identifies Centre wide current and emerging issues and develops appropriate policies, strategies and/or programs. |
| Problem solving | Manages Centre wide organisational problems and/or issues and undertakes complex planning and decision making, which impact at a Campus wide level or within an area of specialisation |
### CAPABILITY FRAMEWORK

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

<table>
<thead>
<tr>
<th>COMPETENCIES</th>
<th>ATTRIBUTES</th>
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<tbody>
<tr>
<td><strong>Planning and Execution:</strong> Undertakes strategic planning and evidence-based decision making</td>
<td><strong>Perseverance:</strong> Persevering despite obstacles to ensure tasks are completed.</td>
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<tr>
<td><strong>Quality Focus:</strong> Taking steps to ensure provision of high-quality children’s programs and centres</td>
<td><strong>Flexibility:</strong> Responding effectively to unexpected or changing circumstances.</td>
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<td><strong>Analysis and Judgement:</strong> Evaluating information and data to solve problems and make decisions.</td>
<td><strong>Integrity:</strong> Maintaining confidentiality, discretion and professionalism.</td>
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<td><strong>Change Focus:</strong> Adapting to new situations and dealing with change.</td>
<td><strong>Reliability:</strong> Meeting commitments and responsibilities.</td>
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<tr>
<td><strong>Communication:</strong> Effectively grasping and conveying ideas and concepts to others.</td>
<td><strong>Interpersonal Impact:</strong> Making a positive impression on others in a range of interpersonal contexts.</td>
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<tr>
<td><strong>Service Focus:</strong> Making the needs of children and families a priority.</td>
<td><strong>Accountability:</strong> Assuming responsibility for making decisions and delivering agreed outcomes.</td>
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<td><strong>Relationship Management:</strong> Building and maintaining highly effective working relationships with key stakeholders and providing solutions that account for diversity of stakeholders.</td>
<td><strong>Perseverance:</strong> Persevering despite obstacles to ensure tasks are completed.</td>
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<tr>
<td><strong>Influencing and Persuading:</strong> Building commitment by convincing others and winning them over to a particular point of view.</td>
<td><strong>Flexibility:</strong> Responding effectively to unexpected or changing circumstances.</td>
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<tr>
<td><strong>Setting Expectations:</strong> Stating clearly what is expected from others, clearly expressing ideas, and maintaining a precise and constant flow of information.</td>
<td><strong>Integrity:</strong> Maintaining confidentiality, discretion and professionalism.</td>
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<tr>
<td><strong>Delegating:</strong> Enlisting the talents of others to help meet objectives by giving them important activities and sufficient autonomy to exercise their own judgement.</td>
<td><strong>Reliability:</strong> Meeting commitments and responsibilities.</td>
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<tr>
<td><strong>Tracking Performance:</strong> Taking nothing for granted and persistently monitoring the progress of activities to ensure they are completed on time.</td>
<td><strong>Interpersonal Impact:</strong> Making a positive impression on others in a range of interpersonal contexts.</td>
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<td><strong>Giving Feedback:</strong> 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.</td>
<td><strong>Accountability:</strong> Assuming responsibility for making decisions and delivering agreed outcomes.</td>
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<td><strong>Leading and Directing:</strong> Taking the lead and exercising influence when managing complex situations and/or making critical business decisions.</td>
<td><strong>Perseverance:</strong> Persevering despite obstacles to ensure tasks are completed.</td>
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<td><strong>Culturally Aware:</strong> Values diversity as a strength and promotes an inclusive working environment</td>
<td><strong>Flexibility:</strong> Responding effectively to unexpected or changing circumstances.</td>
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<td><strong>Delivering Outcomes:</strong> Holding self and others accountable for achieving high quality and solution focused outcomes.</td>
<td><strong>Integrity:</strong> Maintaining confidentiality, discretion and professionalism.</td>
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<td><strong>Developing Capability:</strong> Coaching, mentoring and supporting others to develop their competence and confidence for performance and growth.</td>
<td><strong>Reliability:</strong> Meeting commitments and responsibilities.</td>
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REQUIRED KNOWLEDGE
Qualifications, technical and/or professional skills and information needed from day one for successful performance.

- ACECQA approved degree in early childhood education
- Sound knowledge of NESA accreditation requirements
- Strong knowledge of the National Quality Framework, Child Protection Laws and other regulatory responsibilities
- Knowledge of Family Assistance Law and its application to an Approved Care service
- 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.

- Demonstrated experience influencing and/or directing the design, planning, teaching and evaluation of a high-quality program in an early learning setting
- Extensive experience leading and managing a large, diverse, workforce across multiple early learning locations
- Experience identifying, assessing, and responding to opportunities in the delivery of high-quality educational programs and early learning services
- Excellent stakeholder engagement skills including ability to leverage relationships and partnerships for service
- Excellent organisational, problem solving and time management skills
- Excellent communication and oral communications skills
- Experience implementing Risk Management systems in the early childhood context
- Experience in development of budgets and understanding of financial and non-financial drivers of success pertaining to early learning environments
- Proficiency in the application and execution of best practice in child protection principles