



## Schedule 2 - Position Description

|                         |   |
|-------------------------|---|
| <b>Position:</b>        | Assistant Educator                                    |
| <b>Incumbent:</b>       | Vacant  |
| <b>Position Number:</b> | 7003  |
| <b>Directorate:</b>     | Community Services                                    |
| <b>Team:</b>            | Childcare   |
| <b>Position Status:</b> | Part-Time   |
| <b>Classification:</b>  | Queensland Local Government Industry (Stream A) Award |
| <b>Level:</b>           | Assistant children's services worker                  |
| <b>Located:</b>         | Longreach   |
| <b>Revised:</b>         | December 2025   |

### Our Vision

Connecting Council and Community

### Our Mission

Delivering Excellent Services

### Our Values

1. A Safe and Healthy Work Environment
2. Inclusiveness and Respect
3. Consistency and Fairness
4. Teamwork and Staff Development
5. Performance and Value for Money
6. Leadership and Collaboration
7. Sustainability
8. Forward-looking

## Position Objective

The primary objective of this position is to assist in providing a quality early childhood program which meets the needs of the children attending Centre Based Childcare and in line with the requirements of the of the National Quality Standards and relevant legislation and regulatory requirements.

## Position Responsibilities

| Functional Areas                | Key Responsibilities  |
|---------------------------------|---|
| Curriculum and Program Delivery | <ul style="list-style-type: none"> <li>Assist in the delivery of a play-based, educational program aligned with the Early Years Learning Framework and/or My Time Our Place Framework, for a group of children aged from birth to 12 years.</li> <li>Work proactively and co-operatively with families and allied professionals, ensuring all children are supported and included in the program.</li> <li>Create accurate and current records concerning each child in care.</li> <li>Provide each child with individual attention and comfort as required.</li> <li>Provide additional support to children requiring extra attention or assistance.</li> </ul>  |
| Operational Support             | <ul style="list-style-type: none"> <li>Take immediate action to rectify and report safety hazards.</li> <li>Ensure active, adequate, and efficient supervision of children always.</li> <li>Work cooperatively, ethically and respectfully with other educators, and support each other's professional development.</li> </ul>  |
| Behaviour Guidance              | <ul style="list-style-type: none"> <li>Respond appropriately to children's behaviour, development levels and additional needs, whilst ensuring the use of positive forms of behaviour guidance.</li> </ul>  |
| Communication and Relationships | <ul style="list-style-type: none"> <li>Always maintain confidentiality and sensitivity.</li> <li>Maintain current and complete records of all required correspondence for children.</li> <li>Establish and maintain effective and regular communication with parents.</li> </ul>  |
| Quality Assurance               | <ul style="list-style-type: none"> <li>Work in accordance with the Education and Care National Law (2011), Education and Care National Regulations (2011), National Quality Framework, Work Health Safety Act 2011 and relevant policies, management directives and procedures.</li> <li>Ensure staff and children utilise effective health and hygiene practices, including meeting all regulations relating to food safety and preparation, medical management plans, risk management plans, policies, management directives and procedures.</li> <li>Attend professional development opportunities and meetings as appropriate and directed.</li> <li>Work in accordance with and promote the Early Childhood Australia Code of Ethics and act in the presence of unethical behaviours.</li> </ul> |
| Child Safety and Protection     | <ul style="list-style-type: none"> <li>As a mandatory reporter, promptly report to Child Safety when you reasonably suspect a child has suffered, is suffering, or is at risk of</li> </ul>   |

|       |  |
|-------|--|
|       | <p>significant harm due to sexual or physical abuse, or lacks a parent willing and able to protect them from harm, in accordance with the Child Protection Act 1999.</p> <ul style="list-style-type: none"> <li>• Take all reasonable steps within your role to identify and reduce risks of harm to children, including reporting concerns about adults associated with the service who may pose a risk.</li> <li>• Maintain a valid Blue Card at all times and follow service procedures to ensure compliance with Queensland's working with children requirements.</li> <li>• Complete and maintain evidence of approved child protection training, ensuring knowledge of obligations and reporting processes.</li> <li>• Immediately inform the Nominated Supervisor (Childcare Services Director) or Approved Provider (Longreach Regional Council) of any incident or allegation of physical or sexual abuse of a child during care, and cooperate with regulatory reporting requirements.</li> <li>• Actively promote a child-safe culture by following policies and procedures that support child safety and wellbeing, including safe online practices and child-focused complaint handling processes.</li> </ul> |
| Other | <ul style="list-style-type: none"> <li>• Other such relevant duties as required from time to time which would generally fall within the scope of this position as directed by your accountable Supervisor, Director or the Chief Executive Officer.</li> </ul>   |

## Key Relationships

|                         |                                       |   |
|-------------------------|---------------------------------------|---|
| Supervisor              | Childcare Services Assistant Director | The Assistant Educator will have an effective relationship with the Childcare Services Assistant Director and is responsive to their requests.                      |
| Manager                 | Childcare Services Director           | The Assistant educator will have an effective relationship with the Childcare Services Assistant Director and is responsive to their requests.                      |
| Works with -Internally  | Educators                             | The Assistant Educator will have a positive relationship which involves active collaboration, sharing ideas and working together to create a conducive environment. |
| Works with - externally | Families and other stakeholders       | The Assistant Educator will have an approachable, attentive, respectful relationship with families, built on open communication, trust and confidentiality.         |

## Position Requirements

### Personal Attributes

- Able to demonstrate a commitment to Council's core values through personal action.
- Able to gain respect and create good working relationships with internal and external stakeholders.
- Able to work under general direction, within a team environment.
- Good attention to detail and a commitment to high quality work.
- Able to take initiative in improving processes to make them more efficient and effective.
- Time management, organisation, and planning skills with an ability to prioritise and manage own time and meet critical timeframes.

### Skills

- Exceptional communication skills with the ability to deal with all levels of staff, families and children.
- Exceptional analytical and problem-solving ability.
- Ability to work cooperatively as a team member whilst being enthusiastic and self-motivated.
- Ability to demonstrate integrity, responsibility, respect and innovation in all aspects of the position.
- Ability to use multiple software applications including Microsoft Word and Outlook, and the willingness to learn/use the Centre's digital communication platform for documentation and reporting purposes

### Knowledge

- A thorough understanding of how to maintain a safe working environment.
- Demonstrated knowledge and understanding of early childhood development and program planning processes.
- Knowledge and understanding of the *National Quality Standards (NQS)* and relevant state/territory regulations and the *Education and Care Services National Law and Regulations*.

### Mandatory Experience/Qualifications

- Certificate III in Early Childhood Education and Care (ECEC), or willingness to obtain.
- Working with Children Check (WWCC) Blue Card \*\* must be obtained before first day of employment.
- Current certification in *HLTAID011 – Provide emergency first aid response in an education and care setting*, or willingness to obtain.
- Current certification in an approved Child Protection training course (*CHCPRT025 – Identify and report children and young people at risk*, *CHCPRT026 – Support the rights and safety of children and young people*, or *CHCECE057 – Use collaborative practices to uphold child protection principles*) \*\* must be obtained before first day of employment.
- Minimum 18 years of age.

### Desirable Experience/Qualifications

- Demonstrated knowledge and experience of working in early childhood services.
- Current "C" Class Drivers Licence.

### Additional requirements and working conditions

The following requirements and working conditions will be necessary in this role:

- Willingness to attend staff meetings outside standard work hours, occasionally.

## Vision and Hearing Requirements

This position requires a vision test

This position requires a hearing test

| Cognitive Requirements  | Frequency (% of working day) |                          |                                     |                                     |
|---|------------------------------|--------------------------|-------------------------------------|-------------------------------------|
|   | Rare/Never                   | Occasional<br>0-33%      | Frequent<br>34 - 66%                | Constant<br>> 66%                   |
| <b>Working Independently</b> - ability to utilise autonomy with respect to the processes by which tasks are completed. Little to no autonomy with respect to the work allocated to them by the supervisor   | <input type="checkbox"/>     | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <b>Team Based Work</b> - works in a team of people and not exposed to isolation   | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <b>Communicating With Others</b> - Verbal   | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <b>Communicating With Others</b> - Written  | <input type="checkbox"/>     | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <b>Focused Attention on Task</b> - high levels of attention required to minimise errors and ensure accuracy   | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <b>Concentrating</b> - high levels of concentration required while completing required tasks  | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <b>Planning and Sequencing Tasks and Activities</b> - managing multiple tasks or projects simultaneously, ensuring that all activities are completed efficiently and effectively.   | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <b>Decision Making</b> - required to exercise sound decision making while completing all aspects of the position  | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <b>Problem Solving</b> - requirement to develop sound solutions to novel or unusual problems arising during the course of the day   | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <b>Reasoning</b> - required to exercise sound reasoning while completing all aspects of the position within defined scope   | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <b>Judgement</b> - required to exercise sound judgement while completing all aspects of the position within defined scope   | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <b>Short and Long-term Memory Recall</b> - ready access to documented procedures or precedents to perform requirements of the position  | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <b>Emotional Resilience</b> - exposure to stressful or distressing situations including meeting specified deadlines and production demands, dealing with aggressive or upset customers/clients, high conflict situations, general workload demands, change beyond individual's personal control | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <b>Interruptions</b> - frequency of interruptions to daily work plans and requirement to change work plans at short notice  | <input type="checkbox"/>     | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

## Physical Requirements

This position does not require more than 10-15% manual handling/physical exertion

A task analysis exists because this position requires more than 10-15% manual handling/physical exertion

This position requires plant operation with maximum seat rating of 120kgs

| Physical Requirements  | Frequency (% of working day)        |                                     |                                     |                                     |
|--|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
|  | Rare/Never                          | Occasional<br>0-33%                 | Frequent<br>34 – 66%                | Constant<br>> 66%                   |
| <b>Mobility/Posture</b>  |                                     |                                     |                                     |                                     |
| <b>Sitting</b> – stay in seated position (including driving)   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| <b>Standing</b> – standing in an upright position, moving less than 3 steps  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <b>Walking</b> – In an upright position, moving more than 3 steps  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <b>Crawling</b> – Move on the hands & knees or by dragging the body close to the ground  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| <b>Non-Manual Handling</b>   |                                     |                                     |                                     |                                     |
| <b>Crouch/Squat</b> – To lower the body by bending forward from legs and spine, buttocks on or near the heels  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <b>Kneeling</b> – To lower the body  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <b>Bending</b> – To bend forward and down from the waist or the middle of the back, rounding the shoulders and back for more than 3 seconds                    | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <b>Reaching</b> – Extending arms out in any direction  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <b>Twisting/Trunk Rotation</b> – Rotating the body to one side or the other without moving the feet  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <b>Fine Manipulation/Pinch Grip</b> – Fingers are on one side of the object and thumb on the other, typically without the object touching the palm             | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <b>Power/Open Hand Grip</b> – Using the whole hand to grasp an object, typically used to handle large or wide objects where the fingers are extended           | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| <b>Writing/Typing</b>  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <b>Climb Ladders</b>   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |
| <b>Climb or descend stairs</b>   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| <b>Low Level Work</b> – Performing manual handling actions at or near ground level   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <b>Manual Handling Work</b>  |                                     |                                     |                                     |                                     |
| <b>Lift/Carry/Hold</b> – Raising or lowering an object from one level to another and holding/transporting the object using the hands, arms or on the shoulders | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <b>Pushing/Pulling</b> – Applying force to move something away or closer to oneself, including static positions  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| <b>Weight Requirements – lift, carry, push, pull or hold</b>   |                                     |                                     |                                     |                                     |
| 1 - 5kg  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 5.1 - 10kg   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| 10.1 -15kg   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |

|                        |                                     |                                     |                                     |                          |
|------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--------------------------|
| 15.1 -20kg             | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |
| Lift floor to hip      | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Lift waist to shoulder | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |
| Lift overhead          | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/> |

## Workplace Health and Safety Obligations

All employees have a legal obligation to comply with regulatory requirements and LRC – SMS (*Longreach Regional Council's - Safety Management System*) incorporating WH&S policies, procedures and work instructions. These are introduced to ensure the health and safety of employees, contractors, visitors, volunteers, the public and the environment and remain compliant with Industry Benchmark Standards.

The following statements apply to all employees, including permanent, part-time and casual employees.

Your responsibilities include:

1. To comply with instructions given for WH&S at a workplace by the employer;
2. Comply with the *Health and safety duties and Duty of Care* requirements as specified within the *Work Health and Safety Act 2011 Part 2*.
3. Timely reporting all accidents, incidents minor injuries, near misses and property damage (within 24 hours of the event) and assisting, if required, with the investigation of all incidents in the workplace;
4. For a worker to use the PPE (Personal Protective Equipment) provided by the employer after proper instruction in its use;
5. Not to wilfully or recklessly interfere with or misuse anything provided for WH&S at the workplace;
6. Not to wilfully place at risk the WH&S of any persons at the workplace including yourself;
7. Adhere to the LRC–SMS by remaining compliant to Council's WH&S Management Plan and completing relevant Monthly Action Plan items;
8. Performing all work and associated functions in a safe, efficient and effective manner;
9. Complying with all documented WH&S policies, procedures, work instruction and verbal instructions issued by the organisation or its officers;
10. Provide advice to ensuring risk assessments are conducted and recorded for all identified hazards, or prior to the implementation of new work practices, hazardous substances, or plant. Also, as required, assisting or participating in the carrying out of risk assessments on identified hazards;
11. Identifying hazards, conducting risk assessments, and implementing corrective action to eliminate hazards where possible and / or control risks in the workplace;
12. To report hazards and risks in accordance with WH&S procedures;
13. Establishing and maintaining a high standard of housekeeping within your individual work area(s) and generally within the Longreach Regional Council's area of responsibility;
14. Attending any toolbox, team talks or specific training (e.g. Take 5s etc.) as supplied and required by Longreach Regional Council;
15. Being familiar with the location of first aid treatment centres, fire protection facilities and evacuation procedures;
16. Report any concerns for WH&S to your Supervisor.



## Acknowledgement

This Position Description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities and qualifications required of employees assigned to the role.

|                           |  |
|---------------------------|--|
| <b>Authorised By:</b>     | Director of Community Services – Tanya Johnson |
| <b>Signature:</b>         |  |
| <b>Date:</b>              |  |
| <b>Present Incumbent:</b> | Vacant   |
| <b>Signature:</b>         |  |
| <b>Date:</b>              |  |