



Position Description (PD)

1. Position Overview

Position Title: Team Leader – Out-of-School-Hours-Care (OSHC)

Program / Service: Early Childhood Education and Care Services

Award / Classification: Children Services Award – Level 6

Reports To: Director (OSHC)

Direct Reports: Nil

2. Position Purpose

The purpose of this position is to support the delivery of a high-quality, safe and engaging Out of School Hours Care program for school-aged children. The role provides day-to-day leadership to educators to deliver child-centred experiences aligned with My Time, Our Place (MTOP), fostering children's wellbeing, agency, inclusion, recreation and leisure opportunities.

The Program Leader ensures safe and stimulating environments, supports compliance with the National Quality Framework (NQF), contributes to continuous improvement processes and develops positive relationships with children, families, schools and the broader community. The role upholds the National Quality Standard (NQS), service philosophy and child-safe principles while promoting high-quality practice and positive outcomes for children.

3. Key Accountabilities

1. Operational & Service Delivery

- Lead and be accountable for the effective daily operation of the OSHC program, including Before School Care, After School Care and Vacation Care programs.
- Provide clear direction and mentoring to educators to ensure high-quality MTOP-aligned program delivery, positive interactions, active supervision and meaningful engagement with children.
- Establish and maintain welcoming, inclusive, safe and stimulating environments that reflect children's interests, strengths, cultures and diverse backgrounds.
- Coordinate, implement and evaluate recreational, leisure and wellbeing experiences in collaboration with educators and children, ensuring children's voices inform program planning.
- Promote child agency by providing opportunities for children to contribute to decision-making about activities, environments and experiences.
- Maintain accurate attendance, transition, medication, behavioural and incident records in accordance with legislative and organisational requirements.
- Administer First Aid and respond to children's health needs in accordance with approved and current First Aid, Anaphylaxis and Asthma training requirements.

- Ensure effective supervision of children during transitions between school and the OSHC environment.

2. Quality, Compliance & Risk

- Ensure all program practices comply with the Education and Care Services National Law, National Regulations, NQF and NQS.
- Uphold and model high standards of safety, hygiene and risk management practices within indoor, outdoor and community environments.
- Apply established risk-management procedures, ensuring incidents, hazards, injuries and near misses are promptly identified, documented and escalated in accordance with organisational policy.
- Coordinate and monitor attendance procedures, sign-in/sign-out requirements and child collection processes.
- Ensure risk assessments are completed and implemented for excursions, transportation and special events.
- Maintain active supervision and implement child protection responsibilities, recognising indicators of harm and reporting concerns in line with Mandatory Reporting obligations and organisational procedures.
- Embed child safety and safeguarding practices in all interactions, routines and environments to uphold the rights, dignity and wellbeing of every child.
- Ensure all records, documentation and information relating to children, families and staff are maintained accurately and confidentially in accordance with the Privacy Act and organisational requirements.

3. Leadership & Capability

- Provide effective day-to-day leadership by guiding, mentoring and supporting educators in professional practice, supervision, behaviour guidance and child engagement.
- Support educators to implement child-led and interest-based experiences aligned with the principles and practices of MTOP.
- Support the Director by providing practice-based feedback to inform performance conversations and escalating formal performance concerns when required.
- Assist with the planning and coordination of vacation care programs, excursions and special events.
- Work collaboratively with the Educational Leader to strengthen educator practice, reflective practice and program quality.
- Support the onboarding and supervision of casual, relief and new educators.
- Ensure adequate supervision and predictable program routines are maintained at all times, allocating tasks appropriately to support safe and responsive environments.

4. Stakeholder & Relationship Management

- Build positive, trusting and meaningful relationships with children, families, educators, school personnel and community partners.
- Provide timely, professional and respectful communication with families regarding children's wellbeing, participation and experiences.
- Engage children in decision-making processes and encourage active participation within the program.
- Develop positive working relationships with local schools to support transitions, attendance processes and collaborative partnerships.
- Offer constructive coaching and reflective feedback to educators to support professional growth and team cohesion.
- Represent and promote the service positively within the community to foster strong relationships and support enrolment continuity.

5. Continuous Improvement & Systems

- Provide regular updates to the Coordinator or Service Director regarding program operations and emerging issues.
- Actively contribute to the development, implementation and review of the Quality Improvement Plan (QIP) through reflective practice, evidence gathering and self-assessment.
- Use feedback from children, families and educators to inform service improvements and enhance program quality.
- Support Assessment and Rating preparation and continuous improvement activities.
- Maintain program resources, equipment and environments to ensure high-quality operational standards.
- Participate in ongoing professional learning, reflective discussions and improvement initiatives.
- Promote and model a cohesive, supportive and inclusive team culture that upholds organisational values, child-safe principles and quality practice.

4. Mandatory Legislative & Governance Responsibilities

The role holder is required to:

- Maintain accurate and complete records in accordance with statutory, audit, funding, and organisational requirements.
- Protect personal and sensitive information in accordance with the Privacy Act 1988 (Cth) and confidentiality obligations.
- Ensure WHS risks, hazards and incidents are identified, controlled, recorded and reported in accordance with the WHS Act and organisational procedures.
- Comply with the Fair Work Act and relevant industrial instruments when supervising or directing staff.
- Ensure conduct and decision-making complies with anti-discrimination, equal opportunity, and anti-bullying legislation.

- Act ethically and in accordance with organisational values, policies, and codes of conduct.
- Perform other duties as directed, commensurate with the scope and expectations of the role.

5. Key Relationships

Internal

Relationship	Purpose
Director (OSHC)	Direction, reporting, escalation
Other Operations Staff	Collaboration, mentoring and support
Corporate Support Teams	Finance, people, compliance, systems, and administration

External

Relationship	Purpose
Children and Families/Carers	Engagement, communication and service quality
School Principals and Staff	Student transitions, collaboration and communication
Regulators & Government Agencies	Compliance and operational liaison
External Support Professionals	Inclusion and support for children with additional needs
Activity Providers	Excursion and vacation care program delivery

6. Capabilities & Selection Criteria

Qualifications

- ACECQA-approved qualification relevant to Out of School Hours Care (minimum Diploma of Early Childhood Education and Care or other ACECQA-approved equivalent qualification).

Experience

- Experience working in an Out of School Hours Care, Early Childhood Education and Care, or school-age care setting.
- Demonstrated experience supporting or leading educators to deliver quality programs for children.
- Experience contributing to continuous improvement, compliance and quality practices within an education and care service.

Knowledge & Skills

- Sound knowledge of the Education and Care Services National Law and Regulations and the National Quality Framework.
- Understanding of My Time, Our Place (MTOP) and child-centred approaches to school-age care.

- Strong communication and relationship-building skills with children, families, schools and colleagues.
- Ability to maintain accurate records, support compliance requirements and contribute to effective program delivery.

Values & Behaviour

- Demonstrates ethical, accountable leadership with a strong commitment to child safety, inclusion and continuous improvement.
- Fosters a professional, collaborative and respectful culture aligned with organisational values and regulatory expectations.

7. Role Scope & Authority

Area	Description
Decision Making	Operates within delegated authority and established policies; escalates matters outside scope to senior staff.
Financial Responsibility	No direct financial responsibility.
People Responsibility	Provides day-to-day guidance, support and mentoring to educators but has no formal people management responsibility.
Compliance Frameworks	NQF, NQS, My Time, Our Place (MTOP), Children's Services Award, WHS Act, Fair Work Act, Privacy Act and organisational policies.

8. Employment Conditions

- Maintain required licences (Drivers), checks (National Police Check and Working with Vulnerable People/Working with Children Check), First Aid and CPR Certificate and mandatory training
- Comply with organisational policies and procedures
- Participate in supervision, performance review, and professional development

9. Acknowledgement

Name	Signature	Date
Employee		
Manager		