

PRYTANEUM
CONSULTING



Children's
Services
Central

NSW Professional Support Co-ordinator

Recruitment & Selection Guide

This guide has been developed to assist children's services providers to implement and administer robust and structured recruitment and selection processes to maximise the opportunity to attract and retain competent and qualified applicants who bring a mix of skills and abilities to these very important roles.

PREPARED BY PRYTANEUM CONSULTING
FOR CHILDREN'S SERVICES CENTRAL
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1. Introduction

Children's services aim to meet the care, education and development needs of children. There are a range of different models of children's services in New South Wales and most of these are licensed by the NSW Department of Human Services, Community Services.

Children's services are grouped into six broad categories: centre based long day care, family day care, occasional care, preschools, outside school hours care and non-mainstream services such as mobile services and Multifunctional Aboriginal Children's services.

Central to the provision of highly effective, responsive and supportive children's services is the selection and retention of appropriately qualified and experienced educators.

This guide has been developed to assist children's service to implement and administer robust and structured recruitment and selection processes in order to improve or replace their current systems with a view to maximising the opportunity to attract and retain competent and qualified applicants who bring a mix of skills and abilities to these very important roles. The templates provided can be adapted to suit specific organisational needs.

It is important that all staff who are responsible for recruiting and selecting applicants for roles within the area of children services understand the principles of best practice in recruitment in order that processes adopted are equitable for all applicants, are robust, transparent, structured and defensible.

The guide covers the following topics:

- Overview of recruitment and selection
- Employment Policy Framework
- Best practice recruitment and selection principles
- The role of Position Descriptions in recruitment
- Advertising
- Selection processes
- Documentation
- Providing feedback
- Templates

2. Using this guide

This guide has been developed as a step by step process to assist Directors and Managers to facilitate objective and transparent recruitment and selection processes. It is straightforward and provides practical advice on the key elements within a recruitment and selection process.

On the basis that there are a number of different categories of children's services covered by this guide it is intentionally 'generic' in structure and does not differentiate between the categories of service providers eg centre based long day care, family day care, occasional care, preschools, outside school hours care and non-mainstream services such as mobile services and Multifunctional Aboriginal Children's Services.

By following the principles suggested in this guide, users will be following a structured and robust process which in turn facilitates defensible decisions in recruitment and selection.

Templates and checklists provided are a suggested model and can be tailored to suit individual needs.

3. References

Children's services can be managed under a number of different management models depending on the ownership of the service eg Community-based not for profit; Council sponsored, Employer Sponsored or For Profit model. Notwithstanding the management model, the operator of a children's service has many obligations including those that exist under Commonwealth family assistance law. The operator has a legal responsibility to:

- Comply with Commonwealth family assistance law;
- Comply with the Children and Young Persons(Care and Protection) Act 1998 and relevant children's services Regulations;
- Ensure that the operator and key personnel are suitable to operate a children's services;
- Comply with funding agreements;
- Ensure the service remains financially viable and can meet its debts and other obligations as they fall due; and
- Comply with all other State and Commonwealth legislation that impact upon the management and operations of a service.

4. Conditions of employment

The different categories of children's services mean that the conditions of employment vary accordingly. A number of children's services are covered by the *Children's Services Award 2010* and other services are covered by various agreements.

The generic nature of this guideline means that suggested processes are not likely to contravene specified requirements of any Award or agreement in the area of recruitment and selection.

For further information about the *Children's Service Award 2010* contact your relevant Union (add in contact details)

To view a copy of the *Children's Service Award 2010* visit:

www.airc.gov.au/awardmod/awards/MA000120.pdf

5. Overview – Recruitment and Selection Practices

Recruitment and selection is not only about choosing the most suitable applicant, but an applicant's recruitment and selection experience with an organisation can also impact on the likelihood of whether an applicant will accept a job offer and on their subsequent commitment to remaining with the service provider.

5.1 Undesirable consequences of poor recruitment

Poor recruitment choices (i.e. poor person-job fit) can have a range of adverse consequences for the service provider and the worker including:

- Higher rates of turnover
- Reduced performance effectiveness
- Lowered job satisfaction
- Reduced work motivation

5.2 Planning the recruitment and selection process

Upfront planning includes thinking about the steps in the recruitment and selection process including early scheduling of the specific activity, consideration of resources needed and allowing sufficient time to support the process. Effective planning of the recruitment and selection process will ensure the best possible process is followed and will also help to manage time constraints and streamline the recruitment and selection process for both the service provider and the applicant.

Good planning also positively affects an applicant's experience of the recruitment and selection process and their perception of the organisation. When the recruitment process is clear, it allows the recruiter to take a methodical and professional approach to the task. This in turn, influences their likelihood to complete the recruitment process and make an offer of employment.

5.3 Effective recruitment processes

Key steps to follow to develop an effective recruitment process:

STEP 1

Ensure there is an up-to-date Position Description which contains information related to:

- Specific tasks and activities required for a job;
- The knowledge, skills and abilities required for effective performance by the job incumbent.

STEP 2

Develop an effective recruitment strategy which considers:

- Appropriate sources of recruitment (i.e. advertisements in various forms of media, personal referrals, employment agencies, direct applications);
- Appropriate recruiters (e.g. supervisor or co-worker).

STEP 3

Conduct selection process using a structured and objective process:

- Determine appropriate Selection Panel;
- Document selection procedures;
- Make job offer/debrief applicants.

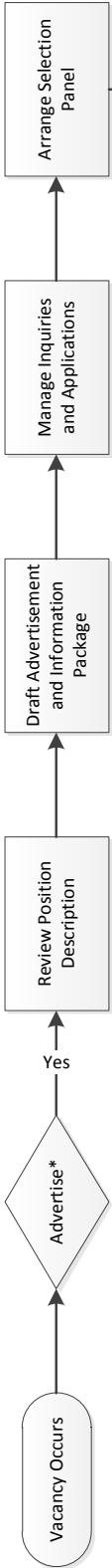
STEP 4

Evaluate the recruitment strategy to determine its effectiveness:

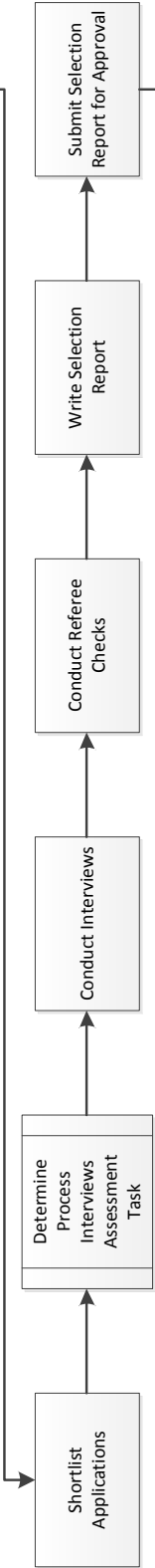
- Review the process in terms of the number of applicants referred, interviewed, selected and hired;
- Compare the effectiveness of applicants hired from various sources.

Recruitment and Selection Process

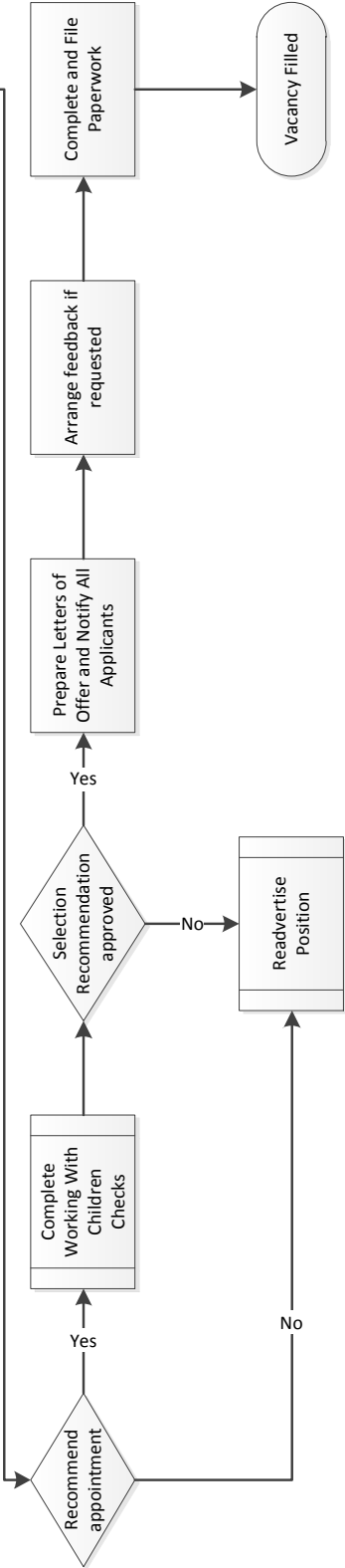
Advertising Process



Selection Process



Completion Process



Note: * Where no Eligibility List exists

6. Steps in the Recruitment and Selection Process

6.1 Review of position information

- Review and update all position information
- Identify/review job requirements and conditions of employment
- Develop/review selection criteria based on job requirements

6.2 Advertising

- Decide when and where to advertise
- Prepare job advertisement and Information Package for applicants
- Place the advertisement

6.3 Application Management

- Provide application information kits to applicants as required
- Develop a Recruitment and Selection file or folder for the selection process
- Acknowledge receipt of applications received
- Arrange Selection Panel and diarise dates for shortlisting and interviews

6.4 Selection Process

- Convene Selection Panel
- Shortlist applications
- Determine what method(s) will be used to assess the suitability of applicants
- Schedule interviews/assessment tasks (if used) and advise applicants of arrangements
- Conduct interviews, assessment tasks and determine recommended applicant(s)
- Complete referee checks for recommended applicant(s)
- Complete Selection Report and seek approval for recommendation
- Initiate a Working With Children Check for the preferred applicant(s)
- Receive Selection Report outcome of decision from the approving authority
- Assess outcome of Working With Children Check
- Make job offer (verbal) and prepare letter of offer
- Prepare letters for other applicants i.e. Eligibility List/Unsuccessful applicants
- Finalise recruitment and selection papers and file

7. Employment Policy Framework

Workplace diversity is about recognising and valuing the varied knowledge, skills and backgrounds that people bring to their work. A diverse workforce has people with differences in age, culture, race, religion, marital status, education, language, abilities and gender. The diversity of families accessing children's services supports the need to employ educators from a broad range of backgrounds.

Equity and Equal Employment Opportunity (EEO) in employment is about giving everybody a fair go. It is about decreasing employment barriers for people who may experience disadvantages or hardship such as target group members. These are people with a disability, women, people from non-English speaking backgrounds, Aboriginal and Torres Strait Islanders.

All applicants should be valued and respected, and have the opportunity to demonstrate and develop to their full potential. Equity of treatment for all employees ensures that individuals are treated on their merits, without regard to their background, age, sex, relationship status or any factor not applicable to their work role.



Directors and Managers with responsibility for recruiting and selecting staff have a responsibility for supporting equity and diversity in the workplace.

This can be done by:

- ✓ actively encouraging a diverse range of applicants, e.g. consider where best to advertise i.e. include community newspapers, community bulletin boards;
- ✓ meeting legislative obligations - through being aware of and committed to following; and
- ✓ selecting the best person for the job, i.e. using equitable, objective and transparent processes.

8. Equal employment opportunity in recruitment

Every worker has rights and obligations under various legislated acts. Key legislation relevant to recruitment practices involves equal opportunity and anti-discrimination in employment. Such legislation includes:

- Human Rights Legislation and Equal Opportunity Commission Act (1986)
- Equal Employment Opportunity for Women in the Workplace Act (1999)
- The Disability Discrimination Act (1992).

All organisations must be mindful of Australian Government legislation and related statutes and ensure that recruitment practices are not influenced by any irrelevant features of the candidate such as age, gender, physical impairment, marital status, medical record, nationality, cultural background, religion, sexual preference, social origin, or trade union activity. Recruitment practices should be based on an applicant's knowledge, skills and abilities relevant to those specifically required for the duties of the position. All selection practices should be free from discrimination.

9. Competitive and equitable selection processes

Using competitive and equitable selection processes aims to ensure that:

- all eligible members of the community have a fair chance to gain a position in children's services;
- selection is based on an applicant's ability to perform the work required of the position; and
- the best person (in terms of knowledge, skills and abilities) is selected for the role.

In order to achieve competitive and equitable selection processes it is important that processes used:

- observe high standards of integrity and probity by all involved;
- are timely and cost effective; and
- are transparent and accountable.

All staff involved in recruitment and selection processes should ensure that they apply the following principles:

Ethical practices that demonstrate:

- Integrity
- Impartiality
- Professional conduct
- Clear accountabilities
- Confidentiality

Fair practices that:

- Are free from discrimination
- Value and deliver diversity in the workplace
- Are transparent and provide a clear audit trail
- Are understood by prospective applicants
- Enable appropriate feedback to applicants

Effective practices that provide employers with:

- Support for their business
- Timely and quality outcomes
- Clear, simple and flexible processes to manage
- Value for money

The following points are key to the successful recruitment and selection of staff:

Impartiality

All stages of the recruitment and selection process must be conducted impartially and objectively.

- To avoid perceptions of bias or corruption, a potential applicant should have no direct involvement in any part of the recruitment process for a job for which they may be an applicant. This includes acting as the contact person for potential applicants, framing advertisements or preparing Position Descriptions.
- To aid impartial and objective decision making, the Referees of all preferred applicants should be contacted. In order to provide a comparative assessment between applicants being considered, each Referee should be asked the same questions relating to the selection criteria and all the questions and responses should be documented.

Accountability

Those involved in the recruitment process must be accountable for all their decisions and must ensure proper records are kept to support those decisions. This can be achieved by:

- Clearly articulating who is accountable for key decisions through the process and the values that will be applied in the recruitment and selection process is an effective way of countering interference or undue influence.
- Documenting all decisions and the reasons for those decisions during a selection process. Good record keeping increases accountability.

Competition

Competitive measures should be used in the recruitment and selection process to maximise the pool of potential applicants.

- Selection criteria should be reviewed before recruitment action is taken to ensure they adequately reflect the requirements of the position and attract the widest field of applicants. For example, don't make the criteria and requirements too narrow to exclude applicants by asking for qualifications if they are not required to do the job.
- Advertisements should be framed to both adequately reflect the requirements of the job and to maximise the potential field of applicants. Advertisements should be placed to attract the widest potential field possible. This could be done by advertising in community newspapers, advertising on community notice boards, at TAFE Colleges, through Careers Advisors, etc.

Openness

The factors impacting on recruitment and selection decisions must be clear to those involved. The process by which decisions are made must be transparent. Confidentiality must be maintained.

- Openness should be promoted in dealing with any conflict of interest. This can be achieved if processes are well documented.
- A policy of openness for all recruitment and selection decisions will avoid sending the wrong message to staff about preferred practices in recruitment and selection. The processes should be clearly documented and applicants advised of processes to be undertaken and all applicants should be provided the same access to information.
- Openness does not mean breaching confidentiality.
- Confidentiality during a recruitment process extends to include every aspect of that process from beginning to end, and is not simply limited to the results of the recruitment process before appointment. Panels should not discuss the selection process or details of applicants with anyone not directly involved in the selection process.



EEO CONSIDERATIONS FOR THE SELECTION PANEL

- ✓ The contact officer should give equal and fair advice to all applicants.
- ✓ Only information provided in an application can be used to determine if an applicant meets the selection criteria.
- ✓ Questions must be relevant to the selection criteria.
- ✓ Use the same form of address when introducing panel members and applicants.

10. Using Position Descriptions

Many selection processes are unsuccessful because the role and responsibilities have not been clearly defined in the first instance. If an informal process is used to describe the duties of a position there can be a misunderstanding about what is actually required and therefore a mismatch of occupant to the actual role can occur.

It is important to have a clear understanding of the principal responsibilities and duties of a position before it is advertised. This can be achieved through a well-defined Position Description (also referred to as Duty Statements; Role Descriptions or Position Overviews).

10.1 Defining the job

The first step in successfully attracting and recruiting staff is to define the vacant job. Is the position an existing one and is being readvertised or is it a new one? A clear, accurate and up-to-date Position Description is crucial to ensuring a good person-job fit. It is also important to make sure that the Position Description matches the everyday reality of the job.

Filling the vacancy is more than just appointing a person to undertake certain tasks and responsibilities. It is essential that the duties, role and responsibilities required of a position are clearly identified.

When defining a job, consideration needs to be given to:

- The knowledge skills and experience that are specifically required for the position;
- The skill mix required for the position i.e. technical/professional/work life experience; and
- Whether the job can be performed in alternate ways. For example, casual, part time or on a permanent basis.

Position Descriptions are not only beneficial in the recruitment and selection process but have a number of other key uses including:

Workplace Induction

Describes and clarifies the specific requirements of the role and identifies the organisation's expectations of what is to be undertaken. Used as part of the induction process, the Position Description is the first point of reference which can be worked through progressively to ensure the employee has a clear understanding of all job requirements from the onset.

Monitoring on the job performance

Is a key reference point when providing feedback to an employee. The Position Description can be used as a checklist during feedback discussions of how an employee meets or does not meet the job requirements. By using the Position Description, feedback is objective and transparent with an employee being assessed against the specific job requirements.



Salary reviews

Used in the same way as monitoring job performance, Position Descriptions can provide objective insight into whether the employee is performing all functions or activities or only some and what functions or responsibilities still need development and what the employee's strengths are.

Take the time to review the Position Description with all new (and current) employees to ensure that they fully understand all requirements from day one. Schedule in regular meetings to discuss the duties until the employee is fully conversant with all job requirements.

11. Developing a new or reviewing an existing Position Description

There are a variety of formats/templates that can be used for developing Position Descriptions to describe the role. A key factor in writing a Position Description is that a well written Position Description will not only identify what a position does, but also why it does it and how it does it. A Position Description should describe how the position contributes to the success and progress of the service. Clarity of what is required will ensure that everyone involved in the process understands the actual requirements and as previously indicated the document can be used for the induction of employees and on the job performance monitoring.

When developing or reviewing an existing Position Description avoid listing tasks in minute detail when explaining **what** a position does. Describing every single duty or responsibility will result in a very lengthy document. Instead, focus on the **key functions** of a job, what is really important and essential that the occupant or applicant is aware of.

No matter what format or template is used the key areas identified in a Position Description can include:

1. **Position details and overview**
2. **Main purpose of the position**
3. **Key functions and activities**
4. **Supervisory relationships and responsibilities**
5. **Key internal and external relationships**
6. **Required qualifications – both formal and informal**
7. **Selection Criteria**

Position details and overview

This information will tell the occupant or applicant the title of the position, the classification/Award under which the position falls, where it is located, who it reports to, whether there are any supervisory responsibilities and where it fits into the overall organisation.

Main purpose of the position

It is useful to include a brief description of the key duties/main purpose of the position. This is usually one to two sentences and gives the reader a general understanding on what is required of the role.

Key functions and activities

This section of the Position Description describes the key functions and activities that the position is expected to undertake. It is the opportunity to include all 'key' functions and duties of the role.

Supervisory relationships and responsibilities

For roles that have supervisory, training or mentoring responsibilities it is a good idea to include the duties and responsibilities in the Position Description.

Key internal and external relationships

This section is the opportunity to include internal and external relationships identified for the role including direct reporting responsibilities. This includes reporting to a Board or Management Team, to families, other staff and reporting on children etc.

Required qualifications formal/informal

A Position Description must identify formal and informal qualifications required for the role. Only include educational qualifications if these are required by legislation or an Award.

Selection Criteria/Knowledge, Skills and Experience

This is a list of the criteria, the knowledge, skills and experience required that is considered absolutely necessary for effective performance in the role. It is generally a list of the key elements identified throughout the Position Description.

'Selection Criteria' are the words used to describe those specific capabilities (knowledge, skills and abilities) needed to do the job. The selection criteria are used to assess the relative merit of applicants.

Selection criteria should be limited and focus on the key essential job requirements. This means that it should not include requirements that aren't needed to do the job or that are minor aspects of the job.

Selection criteria should be in '*plain English*'. They should be clear, concise and easy to understand by people outside of the organisation.

In preparing the selection criteria it is important to make sure that there is a close match between the main purpose, key functions and activities and the actual selection criteria.

Interview questions and reference check reports are in turn developed from the selection criteria. In this way there is a continuous linking of the selection process to the responsibilities and duties of the position. This assists in ensuring fairness and selection of the best person for the job and applicants can clearly see what the role requires and can readily match their experience against the position.

11.1 Developing a Position Description

When developing a Position Description there are some words that should be avoided because they are ambiguous, vague or blanket terms that mask what is actually being done. Some of these words and phrases are 'familiarity with'; 'handles' and; 'deals with'.

For example, rather than "assist supervisor with problems" it might be more accurate to say "review, and take action regarding complaints" or "recommend changes to supervisor". Similarly, rather than saying "applicants need to be familiar with occupational health

legislation in the environment" you could say "good understanding of occupational health legislation in the environment"

Avoid thinking about the qualities or attributes of someone who previously performed the role. Many employees mould a job to fit their own attributes. Position Descriptions should be written to cover those tasks and accountabilities that the organisation requires and reflects the way the Director or Manager needs it to be done.

When describing the duties avoid overusing the term "the position holder ...". While you should not gender bias the Position Description (that is, using he or she terms), it becomes repetitive when every sentence starts with "The position holder is responsible for". An alternate is to start the sentence with the position title. For example *"The Room Leader is responsible for..."* or *"Responsibilities for the position include...."*

A good test of the quality of a Position Description is to check back through the various parts of the document to see if each of the key accountabilities and elements of knowledge, skills and experience are included and explained in full.

It is important to ensure that the entire document fits together well and that the information is consistent and links back to the key accountabilities.

There are some simple techniques to ensure that Position Descriptions are of a high standard.

11.2 Review and edit work

This is best done some time after the initial writing. Obviously, with deadlines to meet, it may be something of an unrealistic luxury to leave much time between the original writing and the reviewing and editing stage. However, whatever the time constraints, it is critical to re-read work for clarity, logic, expression and generally to ensure that the appropriate level of knowledge is imparted to the reader.

11.3 Have someone else review the draft

If possible, share the draft work with another individual who is less familiar with the position. This will ensure that any assumptions of knowledge, shortcuts or omissions are highlighted.

11.4 Position holder review

If there is more than one position, have the position holder or, for new positions, someone who has knowledge of particular tasks, review the Position Description to ensure that it is factually correct, complete and reflects the requirements of the role.



POSITIONS DESCRIPTION

CHECKLIST

The goal of an effective Position Description is that it is a document that will be easily understood by someone who is not familiar with the role:

- ☐ Does the Position Description provide sufficient information for someone who is not familiar with the position to understand its purpose and function and the knowledge, skills and experience required to perform the role?
- ☐ Does the Position Description clearly separate the responsibilities from other positions in the organisation at a more senior or lower level?
- ☐ Is the Position Description written in plain, simple language?
- ☐ Is the main purpose of the position as specific as possible?
- ☐ Do the selection criteria, knowledge, skills and experience match the duties and responsibilities described in the Position Description?
- ☐ Have the required level of knowledge, skills and experience been articulated and explained?

12. Example Position Descriptions for various roles – in different formats

EXAMPLE 1 - MORE DETAILED VERSION

POSITION DESCRIPTION

POSITION: ROOM LEADER

LOCATION:

PAY/CONDITIONS:

ESSENTIAL QUALIFICATIONS & LICENSES:

- Diploma in Children's Services or equivalent from an approved TAFE or recognised training organisation
- Ability to obtain a Working With Children Check

ORGANISATION INFORMATION OVERVIEW:

POSITION PURPOSE:

The primary purpose of the position is the provision of leadership for the development and implementation of a quality care and education program for young children.

POSITION RESPONSIBILITIES:

- Consulting with families and educators, to formulate an age appropriate program in accordance with each individual child's developmental needs.
- Making children's thinking and learning visible – portfolios and documentation, engaging in reflective practice, assessment to enrich children's learning and creating collaborative partnerships.
- Monitoring, recording and evaluating children's development, and making adjustments to the program as necessary.
- Providing feedback, information and discussing issues of concern with the Director or Manager which could contribute to the improvement of the program.
- Sharing information with families, about the development and interests of their children.
- To assist in the care of all children at the Centre.
- To formulate and deliver a high quality, inclusive and educational program, which will provide the children with a secure nurturing environment.
- To minimise stress in young children and their families on separation.
- To build a rapport with families while encouraging the establishment of partnerships.
- Develop and maintain an effective team work relationship with the educators in your immediate group, with educators in other groups and the Director.

- Provide direction to the educators and any students and consult with them regarding the goals and functioning of the program.
- Ensure that educators and students are using appropriate and effective ways of working and communicating with children.
- Liaise with the Director or Manager in relation to any concerns about the functioning of a team member after first addressing this matter with the team member concerned.
- To share all duties involved with the care and education of the children with educators whilst maintaining direct responsibility for planning and implementing the program.
- Encourage educators to be actively involved in the keeping of children's developmental records.
- Actively participate in staff meetings and professional development opportunities as required.
- Share your professional knowledge and experience with other educators while respecting and acknowledging that of others.
- Maintain direct and open communication channels with other educators.
- Supervise students in accordance with their educational institutional requirements and organisational policies.
- To respect the individuality of each child.
- Ensure meaningful communication occurs with each child in your care throughout the day.
- Using a variety of means of observation techniques, maintain accurate and comprehensive developmental records for each child.
- In consultation with the children's families, other educators and the Director or Manager, and in consideration of the group's needs, develop a sound, inclusive care and education program founded on the principles of child development theories and knowledge of the children in your care.
- Evaluate the program and its effectiveness on a regular basis.
- Monitor children who are experiencing difficulty and, after due consultation with the Director and families, enlist the assistance of support agencies available in the community if required.
- Ensure that children's behaviour is guided in accordance with the behaviour guidance policy of the Centre.
- Ensure that children are effectively supervised at all times.
- Consult with the Director or Manager on any matters of concern regarding any child or their family.
- Maintain confidentiality at all times, regarding information of a child or their family.
- Work within and support the philosophy of the Centre.
- Demonstrate empathy to attitudes and feelings of the families leaving their child at the Centre.
- Ensure all families are treated with respect and be inclusive of different cultures, religions and beliefs.

- Encourage families' participation in the children's program.
- Communicate the program goals, the daily events and information about child development effectively and through a variety of means.
- Instigate regular discussions with families to share information about the child and maintain records of these.
- Attend and actively participate in parent meetings and other Centre events where possible.
- Ensure that the room and spaces that are in use are aesthetically and safely arranged and are in keeping with a sound knowledge of the effect of children's environments on play and behaviour.
- Ensure that materials and equipment are kept in a safe and hygienic condition.
- Ensure that materials and equipment are maintained in complete sets as much as possible and stored in an appropriate manner.
- Participate in daily preparation of materials and environment.
- Notify the Director or Manager of any items that are unsafe or require maintenance.
- After consultation with the Director or Manager, dispose of any unsafe materials.
 - Comply with all organisational policies at all times
 - Comply with all state and federal legislative requirements
 - Be familiar with and practice the Fire and Emergency Evacuation Procedures as necessary
 - Follow the correct procedure in relation to the treatment and reporting of incidents
 - Maintain records accurately and on a timely basis as required by the Centres management.
 - Ensure a sound understanding of the ECA Code of Ethics.
 - Maintain Centre records as required by management.
 - Actively promote and maintain a positive image of the Centre.
 - Actively contribute to meeting the National Quality Standards and the continuing improvement process.
- Contribute to management by consultation with the Director or Manager on any issues that may require policy formulation.
- To develop an environment this is relaxed, home-like, aesthetically pleasing and safe for children and staff.
- To build a rapport with families while encouraging the establishment of partnerships.

ORGANISATIONAL RESPONSIBILITIES:

- A commitment to meeting customer expectations
- A commitment to work as an effective team member
- To interact with people in a courteous and respectful manner
- To assist team members in understanding and responding to challenges, change and conflict
- To ensure that all communication (oral or written) is completed in a professional and polite manner

- Ensure the environment and materials are kept in a safe and hygienic state at all times
- To follow the correct procedure when treating and reporting incidents
- To follow all State and Federal legislative requirements relating to children's services
- To follow practice correct fire and emergency evacuation procedures, as necessary

KEY WORKING RELATIONSHIPS:

- This position reports to the Director or Manager and will work closely with educators and other group leaders.
- Communicates and works closely with children and families.

KEY SELECTION CRITERIA:

- Diploma in Children's Services or equivalent, from an approved TAFE, or recognised training institution. Current first aid certificate, including resuscitation.
- Previous work experience in children's services is desirable, but not essential.
- Demonstrated ability to plan and implement a quality, educational and child centred program, reflective of the Early Years Learning Framework and/or My Time, Our Place.
- Demonstrated ability to maintain written records, such as observations, evaluations and programs.
- An ability to work in genuine collaboration with families and an awareness of issues facing families in relation to children's services
- An ability to work as an effective team member and provide leadership and support to educators.
- An ability to set and achieve work and program goals, yet, maintain flexibility
- A well-developed understanding of theories of early childhood development
- A well-developed understanding of the provision of a safe, well planned indoor and outdoor learning environment
- Knowledge of the National Quality Framework, relevant Government Acts and regulations, and the ECA Code of Ethics and the rights of the child.
- Must possess an enthusiastic attitude towards the care and education of young children. Must serve to promote social justice and equity by demonstrating an attitude of acceptance and respect for all children and their families.
- Must possess a positive attitude to the inclusion of children with additional needs and those of all cultures.
- Must possess empathy for the individual needs and desires of the child and their families.
- Must possess a commitment to working within and promoting the philosophy, policies and procedures of the Centre.
- Demonstrated commitment to continuing professional and personal development.

Verification – The Position Description has been explained to me and I understand the responsibilities and accountabilities of this role.

EMPLOYEE'S SIGNATURE/DATE _____

DIRECTOR'S/MANAGER'S SIGNATURE/DATE: _____

EXAMPLE 2- MORE SIMPLIFIED VERSION**POSITION DESCRIPTION****POSITION:** ROOM LEADER**POSITION OVERVIEW:**

The primary purpose of the position is the provision of leadership for the development and implementation of a quality care and education program for young children.

KEY FUNCTIONS AND ACTIVITIES

- To assist in care duties as required with all the children at the centre.
- To formulate and deliver a high quality inclusive and educational program, which will provide the children with a secure nurturing environment.
- Consulting with families and educators, to formulate an age appropriate program in accordance with each individual child's developmental needs.
- Develop and maintain an effective team work relationship with the educators in your immediate group, with other educators, staff and the Director/Manager.
- Ensure that children are effectively supervised at all times.
- Consult with the Director on any matters of concern regarding any child or their family.
- Maintain confidentiality at all times, regarding information of a child or their family.
- Work within and support the philosophy of the organisation and that of the Centre.

SUPERVISORY RELATIONSHIPS AND RESPONSIBILITIES

This position reports to the Director/Manager and will work closely with educators and other group leaders. Communicates and works closely with children and families.

QUALIFICATIONS FORMAL/INFORMAL REQUIRED

- Diploma in Children's Services or equivalent from an approved TAFE or recognised training organisation
- Ability to obtain a Working With Children Check

SELECTION CRITERIA

- Diploma in Children's Services or equivalent, from an approved TAFE, or recognised training organisation. Current first aid certificate, including resuscitation.
- Previous work experience in children's services highly regarded
- Demonstrated ability to plan and implement a quality, educational and child centred program, reflective of the Early Years Learning Framework and My Time, Our Place.
- Demonstrated ability to maintain written records, such as observations, evaluations and programs.
- An ability to work in genuine collaboration with families and an awareness of issues facing

families in relation to children's services

- An ability to work as an effective team member and provide leadership and support to educators.
- An ability to set and achieve work and program goals, yet, maintain flexibility
- A well-developed understanding of the provision of a safe, well planned indoor and outdoor learning environment
- Knowledge of the National Quality Framework, relevant Government Acts and regulations, and the ECA Code of Ethics and the rights of the child.
- Must possess an enthusiastic attitude towards the care and education of young children. Must serve to promote social justice and equity by demonstrating an attitude of acceptance and respect for all children and their families.
- Must possess a positive attitude to the inclusion of children with additional needs and those of all cultures.

Verification – The Position Description has been explained to me and I understand the responsibilities and accountabilities of this role.

EMPLOYEE'S SIGNATURE/DATE _____

DIRECTOR'S/MANAGER'S SIGNATURE/DATE: _____

EXAMPLE 3- MORE DETAILED VERSION**POSITION DESCRIPTION****POSITION:** CHILD CARE EDUCATOR**LOCATION:****PAY/CONDITIONS:****ESSENTIAL QUALIFICATIONS & LICENSES:**

- Ability to obtain a Working With Children Check.
- Certificate III (Children's Services) or equivalent or studying towards the required qualification in the required time frame.

COMPANY INFORMATION OVERVIEW:

POSITION PURPOSE:

To implement a quality care and education program for babies and young children, in co-operation with the Room Leader.

POSITION RESPONSIBILITIES:

- Working with the Room Leader to prepare and maintain equipment, materials and the environment as required.
- Making children's thinking and learning visible – portfolios and documentation, engaging in reflective practice, assessment to enrich children's learning and creating collaborative partnerships.
- Providing a safe and hygienic environment for children.
- Supporting the Room Leader and Director or Manager by providing any feedback, information and issues of concern, this will contribute to the ongoing improvement of the program.
- To work with the Room Leader to deliver a high quality, inclusive and educational program, and provide the children with a secure nurturing environment.
- Liaise and co-operate with all educators regarding the needs of the children.
- Maintain direct, open and effective communication channels with all educators.
- Assist and support students on placement at the centre.
- Share all duties involved in the care and education of the children with the Room Leader.
- Actively participate in staff meetings and professional development opportunities, sharing professional knowledge and experience while demonstrating an interest in the ideas of others.

- Willingly undertake any duties as requested by the Room Leader or Director or Manager.
- To respect the individuality of each child.
- To become familiar with, and actively contribute to, the delivery of the program as planned by the Room Leader.
- To be flexible in following the needs and interests of the children.
- To assist in the recording of accurate and comprehensive observations of the children's learning.
- To support the Room Leader with the evaluation of the program.
- To ensure that children are effectively supervised at all times.
- To consult with the Room Leader on any matters of concern with regards to any child and their family.
- To prepare materials and activities as required by the Room Leader.
- To contribute to the philosophy and goals of the Centre.
- Welcome each child and their family into the Centre every day.
- Demonstrate empathy to the attitudes and feelings of families leaving their child at the Centre.
- Develop a good rapport with families through regular open communication.
- Communicate with the families about the child's involvement in activities each day, under the direction of the Room Leader.
- Actively participate in parent meetings and other Centre events where possible.
- Know and follow the Centre's policies for sun safety; sleep and rest periods; clothing and personal property; medical; and accidents/emergencies.
- Know and follow the Centre's policies for nutrition; health and hygiene; dental hygiene; seasons; and safety.
- Ensure the environment and materials are kept in a safe and hygienic and aesthetically pleasing state at all times.
- Take responsibility for cleaning duties and laundry related to the group and as requested.
- Notify the Room Leader of any materials or equipment which is damaged or requires maintenance.
- Present materials and the environment as required by the Room Leader, the children and the program.
- Be aware of and actively involve the children in tidying up as they finish an activity.
- Be familiar with and comply with all State and Federal legislative requirements.
- Be familiar with and practice the Fire and Emergency Evacuation Procedures as necessary.
- Follow the correct procedure in relation to the treatment and reporting of incidents with children or adults including report of harm.
- Actively contribute to meeting the National Quality Standards and the continuing improvement process.
- Maintain strict confidentiality about the children and their families.
- Actively promote and maintain a positive image of the Centre.

ORGANISATIONAL RESPONSIBILITIES:

- A commitment to work as an effective team member.
- To interact with people in a courteous and respectful manner.
- To assist team members in understanding and responding to challenges, change and conflict.
- Ensure the environment and materials are kept in a safe and hygienic state at all times.
- To follow the correct procedure when treating and reporting incidents
- To follow all State and Federal legislative requirements.
- To follow practice correct fire and emergency evacuation procedures.

KEY WORKING RELATIONSHIPS:

- This position will report directly to the Centre Director or Manager.
- Other key relationships will include Room Leaders, other educators, children and families.

KEY SELECTION CRITERIA:

- Current First aid and resuscitation
- Certificate III (Children's Services) or equivalent or studying towards the required qualification in the required time frame
- Experience within children's services is desirable
- Experience within the area of additional needs is desirable
- An ability to implement a planned program, reflective of the Early Years Learning Framework and /or My Time, Our Place
- An ability to document observations of children's behaviour and development
- An ability to work as an effective team member and to support the Room Leader
- An ability to set and achieve work goals, yet maintain flexibility
- Well-developed interpersonal oral and written communication skills
- An understanding of theories of early childhood development
- An understanding of the provision of a safe, well planned indoor and outdoor learning environment
- An awareness of parenting issues in relation to children's services.

Verification – The Position Description has been explained to me and I understand the responsibilities and accountabilities of this role.

EMPLOYEE'S SIGNATURE/DATE _____

DIRECTOR'S/MANAGER'S SIGNATURE/DATE: _____

EXAMPLE 4 - MORE SIMPLIFIED VERSION**POSITION DESCRIPTION**

POSITION: CHILD CARE EDUCATOR

POSITION OVERVIEW:

To implement a quality care and education program for babies and young children, in co-operation with the Room Leader.

KEY FUNCTIONS AND ACTIVITIES

- Providing a safe and hygienic environment for children.
- To work with the Room Leader in the delivery of a high quality, inclusive and educational program, and provide children with a secure nurturing environment.
- Liaise and co-operate with all educators regarding the needs of children in care.
- Maintain direct, open and effective communication channels with educators.
- Assist and support students on placement at the centre.
- Share all duties involved in the care and education of the children with the Room Leader.
- Actively participate in staff meetings and professional development opportunities, sharing professional knowledge and experience while demonstrating an interest in the ideas of others
- Willingly undertake any duties as requested by the Room Leader or Director or Manager.
- To become familiar with, and actively contribute to, the delivery of the program as planned by the Room Leader.
- To be flexible in following the needs and interests of the children.
- To assist in the recording of accurate and comprehensive observations of the children involved in their activities.
- To ensure that children are effectively supervised at all times.
- To consult with the Room Leader on any matters of concern with regards to any child and their family.

SUPERVISORY RELATIONSHIPS AND RESPONSIBILITIES

- This position will report directly to the Centre Director or Manager.
- Other key relationships will include Room Leaders, other educators, children and families.

QUALIFICATIONS FORMAL/INFORMAL REQUIRED

- Ability to obtain a Working With Children Check
- Certificate III (Children's Services) or equivalent or studying towards the required qualification in the required time frame.

SELECTION CRITERIA

- Current First aid and resuscitation
- Certificate III (Children's Services) or equivalent or studying towards the required qualification in the required time frame
- Experience within children's services is desirable
- An ability to implement a planned program, reflecting the Early Years Learning Framework and/or My Time, Our Place
- An ability to document observations of children's behaviour and development
- An ability to work as an effective team member and to support the Room Leader
- Well-developed interpersonal oral and written communication skills
- An understanding of theories of early childhood development
- An understanding of the provision of a safe, well planned indoor and outdoor learning environment
- An awareness of parenting issues in relation to children's services

Verification – The Position Description has been explained to me and I understand the responsibilities and accountabilities of this role.

EMPLOYEE'S SIGNATURE/DATE _____

DIRECTOR'S/MANAGER'S SIGNATURE/DATE: _____

13. Advertising Process

The purpose of an advertisement is to accurately describe a vacant position, describing the role in the best possible way to attract as many eligible applicants as possible.

To simplify the application process for both applicant and interviewer, the advertisement should include the key selection criteria to be addressed and met by applicants in order to be considered for interview and to progress to other stages of the selection process. Providing this information at the start of the process will save unnecessary phone calls and follow up requests for information.

Before drafting an advertisement, the Director or Manager (supervisor of the vacancy), should review the requirements of the position and review the Position Description if one is available. As roles change over a period of time, if required the Position Description should be updated to accurately reflect the responsibilities of the position prior to advertisement. If there is no current Position Description, developing one before the position is advertised will assist the selection process.

13.1 Where to Advertise

Because of the cost of advertising and restrictions on length for press advertisements, the advertisement must be concise, but not to the point where it is restrictive and unfairly excludes some applicants. Nor should the advertisement be so broad and general as to attract too many applications.

In addition to the above suggestions the more common methods of advertising vacancies vary between press advertisements - local and targeted, to on line providers such as:

- seek.com.au
- mycareer.com.au
- careerone.com
- childcarejobs.com.au
- careforkids.com.au
- gumtree.com.au (free)

Some providers may choose to contact private recruitment consultants.

Some of the matters which need to be considered in deciding whether to engage recruitment consultants are:

- **Cost** - the costs of the recruitment against the value that the children's service provider will gain or lose as a result of a successful or unsuccessful outcome.
- **Job knowledge** - recruitment consultants should be fully briefed on the selection criteria needed for the position including the environment/culture of the specific service, or any special requirements required.

An important factor in the advertising process is to develop advertisements that are going to attract suitable applicants in a highly competitive industry.



MORE ADVERTISING IDEAS...

If experience shows that there is difficulty in attracting suitable applicants in the area or if there is an ongoing requirement for casual staff, consider other advertising opportunities. Consider options such as advertising through the local councils, job network services, through local community advertising boards which can be found in many shopping centres, through community newspapers, school magazines, schools, TAFE or University career events etc.

Develop a flyer with details of ongoing opportunities and distribute through community groups such as Play Groups, the local gym – anywhere where there may be potential applicants either immediately or in the future.

Another option is to contact other children's services in the area and consider a joint advertising process for staff and/or the sharing of casual lists which can assist in reducing advertising expenses and will provide additional hours for casuals if they are on multiple lists.

14. Employing applicants with a disability

- There are numerous services that promote employment for people with disabilities. See
- *JobAccess* is an information and advice service funded by the Australian Government. It offers help and workplace solutions for people with disability and their employers. *JobAccess* is an initiative of the Australian Government to support the employment of people with disability. *JobAccess* includes a comprehensive, easy to use website and a free telephone information and advice service where you can access confidential, expert advice on the employment of people with disability - www.jobaccess.gov.au Free call: **1800 464 800**
- Nova employment - www.novaemployment.com.au
- Department of Education and Training DETNAC Program Development, Level 12, 1 Oxford St Darlinghurst 2010. Phone: 9244 5339 Fax: 9266 8027.
- Community radio stations such as 2RPH and 2SER will advertise vacancies for people with a disability.

15. Employment and training initiatives

15.1 Traineeships

Traineeships provide a structured training program in a number of areas. By combining both on and off the job training, traineeships provide a useful opportunity for youth and encourage applicants into children's services. There are different types of traineeships and much greater flexibility in employment and training options. State and Commonwealth Government incentive funding is available to employers of trainees.

Traineeships primarily target young people as they provide employment and training opportunities for people who are new entrants to the workforce. People who are re-entering the workforce are also eligible for traineeships.

15.2 A range of employment pathways is available:

Establishment pathway – traineeships will be used in association with the permanent recruitment of entry level employees.

Rural and regional pathway – Children's services in rural and regional NSW employing trainees may be assisted in creating supernumerary traineeship positions through a wage subsidy to maximise opportunities for young people in rural and regional areas.

School-based pathway – Children's services may be able to employ school based part-time trainees to enhance career pathways for school leavers.

There are many ways trainees can be recruited under the pathways described above. Recruitment strategies can include the following:

- Advertise vacancies in local and metropolitan newspapers;
- The Department of Education and Training may be able to assist children's services to recruit trainees through New Apprenticeships Centres;
- Through a group training organisation. Under this process the group training organisation is responsible for recruiting the trainee; and
- Through the services of one of the many recruitment organisations.

16. Drafting Advertisements

Creating a successful advertisement is one of the most vital steps of the recruitment and selection process. A carefully worded advertisement will attract the type of applicant being sought as there is a direct link between the quality and placement of advertisements and the response of potential applicants.

The duties of the position appearing in the advertisement should be based on the Position Description. The advertisement should cover the duties of the position in a general, abbreviated statement. Consider the following points when preparing an advertisement.

- Advertisements should be drafted in plain English without any jargon. Avoid any implications that there is a preference for either a man or a woman in the job by using neutral terms such as “the successful applicant” or “you”.
- Think about what job seekers care about and what is important to them when job hunting. For example working hours, conditions.
- Ensure the position title is reflective of the job.
- Use bullet points and bold text to grab jobseekers attention and more so to highlight important aspects of the advertisement.
- Be succinct and specific with content. This will lead to more relevant and appropriate applications.
- The most important word in a recruitment advertisement is the word “you”. Instead of using generic words such as the incumbent use “you” to connect with the reader. This is vital as people scan advertisements before they read them, therefore there is only a few seconds to grab their attention.
- Write in an active voice such as, “you will be” and “ideally you will have”. This further assists in connecting with potential candidates.
- Make sure that “experience” really is necessary before including it in advertisements. Check whether ability and potential are more important. Experience may be able to be gained on the job in a very short period of time. In those cases the advertisement may include wording such as ability to... capacity to... or similar.
- Don't just copy the Position Description into the advertisement. Keep the summary short and engaging. At this point potential applicants are asking themselves two questions: “Can I do this?” and “is it an interesting job?”
- Check that the essential qualifications specified in industrial awards and agreements that cover the position are included.
- Do not include educational qualifications that are not essential for doing the job and which would discourage some applicants from applying.
- Ensure job advertisements are posted where jobseekers would expect to find it. More importantly that it is posted where the right jobseekers are likely to find it. For example TAFE, Universities, children's services specific websites or journals.

16.1 Format and content of advertisements

The format and content of an advertisement can vary depending on where the position is to be advertised and what budget is available for advertising. There are a number of key

elements however that need to be included in the advertisement to attract the right applicants and to deter ineligible applicants.

Job title

What is the job - does the title reflect what the duties are? If the title is varied it can create more interest. For example 'Activities Coordinator' rather than 'After School Carer'?

Salary/Location/Hours of Work

The advertisement should show a salary level or range indicating if it is above award pay. Any specific conditions particularly where they are seen as an incentive should be mentioned.



ADVERTISING TIP...

The advertisement should indicate the location of the job and reference should be made to whether the position is full time or part time, casual or permanent.

Use interesting captions to get the attention of potential applicants

"Be part of a professional and dynamic team committed to providing high quality care for children."

"Do you have a passion for working with children?"

"Would you like to be part of a committed and caring team?"

"Looking for a new career?"

"Are you looking for rewarding and stimulating part time work?"

16.2 Providing Additional Information and Inquiries

The advertisement should include the name and contact details of a person willing and able to provide detailed information on the job, the context and the workplace, to advise callers and to answer questions helpfully and patiently. The contact person would generally be the Manager or Director to whom the position reports to. The nominated contact person should be available to handle inquiries when the job is advertised.

16.3 Lodgement of Applications

The advertisement and/or information package should advise applicants on how and where to submit their application i.e. via email or a postal address. A closing date for applications should also be included and a decision made as to whether late applications will be considered.

Strict confidentiality must be maintained of all applications received. Applications should only be opened and processed by appropriate members of the children's service. The person receiving the applications should ensure that applications are stored in a secure place and kept confidential.

17. Example Advertisements

Children's Facilitator

Location:_____ **Full Time/Part Time** **Hours per week**_____

The XYZ... Child Care Centre is seeking a highly motivated and experienced Children's Facilitator who is seeking a challenging and rewarding position. You will have access to excellent working conditions, support and resources and an organisation committed to staff professional learning and development.

To be considered for this role you must address the following criteria in your application:

- A positive and friendly outlook and commitment to providing high quality education and care for children
- Highly effective oral communication and interpersonal skills
- Knowledge of current trends in early childhood
- Ability to work as part of a cohesive team
- Minimum TAFE Diploma

Conditions/Salary:

For more information contact:

Applications to:

Applications Close:

After School Care Educator

Location:_____ **Full Time/Part Time** **Hours per week**_____

Are you looking for a rewarding part time position? We have one available for a new team member in our after school program which caters for up to 7 - 12 year olds from a wide range of cultural and social backgrounds.

This is a great opportunity to join a dedicated team and work in a stimulating and rewarding environment.

If you can demonstrate the following criteria we would welcome your application.

- Commitment to the care and welfare of children
- Working creatively with primary school aged children
- Working as part of a team
- Working in a structured care environment
- Excellent communication and interpersonal skills and the ability to interact with children

Conditions/Salary:

For more information contact:

Applications to:

Closing Date:

Early Childhood Teacher or Diploma

Location:_____ **Full Time/Part Time** **Hours per week**_____

Established long day care centre, friendly staff and children waiting to welcome a new team member. Applicants will be assisted with orientation of all areas in the centre.

Benefits of this role:

- Permanent full time/part time position
- Exceptional salary
- Teaching role
- Friendly and welcoming environment
- Willing to pay according to experience
- Great hours
- Authorised Supervisor position

Selection Criteria:

- Degree or Diploma qualification
- Current First Aid Certificate
- Authorised Supervisor experience 2 years preferred
- Accreditation experience
- Knowledge of the National Quality Framework and the Early Years Learning Framework
- Experience in a similar role
- Excellent communication skills, both verbal and written
- Genuine passion for working in the early childhood industry

For more information contact:

Applications to:

Closing Date:

Play Co-ordinator - Out of School Hours Care

An exciting opportunity exists for an experienced and enthusiastic individual to join the XXX Out of School Hours Care team to provide high quality care in a safe, hygienic and stimulating environment for children attending the OSHC programme. We are seeking motivated professionals who are creative, fun loving, positive and enjoy new challenges, and are willing to take on some administrative duties.

As the successful applicant, you will have:

- Current Senior First Aid
- Minimum of Certificate 4 in OSHC
- Experience working as with primary school aged children.
- Working With Children Check
- LR Class Driver's License (within 3 months)

This is a permanent part time role offering a minimum of ... hours per week, with the potential to work more should the operational requirements of the programme provide for this. Shifts will be rostered between 7am and 6pm Monday to Friday depending on operational requirements. XXX offers an opportunity for someone looking for a challenge and the opportunity to work in an environment that supports a healthy, flexible work/life balance.

Want more information?

Contact:

Applications to:

Closing date:

18. Information for Applicants

In order to attract a range of suitably qualified and interested applicants you need to have information available about the job. The information should be up to date, accurate and should identify as much as possible about the job i.e. what the company's philosophy and culture is, what the duties and responsibilities include, where the position is located, what the hours of work are, what the required qualifications are and whether there is any other specific information that is relevant e.g. above award wages paid, time off at Christmas etc.

Preparing applicant information in advance of the position being advertised will also make it available for any general inquiries received.

An information package which is made available to all interested applicants provides an opportunity to attract job seekers and should include information such as:

- a copy of the advertisement;
- details of the selection criteria which contain the specific capabilities (knowledge, skills and abilities) needed to do the job;
- the tasks and responsibilities of the job;
- a Position Description that is easy to read and clearly explains what the position does;
- aspects of the job that have been rewarding for others;
- aspects of the job that have been difficult for others;
- opportunities for advancement and professional development;
- remuneration and benefits;
- unique requirements for example travel, physical demands, shift work, overtime;
- clear information about the selection method to be used for example interview and/or other assessment tools to be used; and
- information about the service and any other information about the requirements of the position.

19. Suggested General Information for Applicants

In addition to the Position Description, job advertisement and information about the service, provide applicants of an overview of what is expected in their application.

Information for Intending Applicants

It is XXX's aim to attract and retain the best person for each position advertised. Objective and transparent selection techniques are used to ensure this goal is achieved.

This guide is provided to you in order to you in preparing a suitable application for the advertised position.

Please read this information to ensure you maximise your opportunity for an interview for the position you wish to apply for.

FORMAT FOR YOUR APPLICATION

1. Covering Letter

- Provide a covering letter that introduces you and why you want to apply.
- Ensure your details including your full name, address and contact telephone numbers and email address are clearly displayed on the front page.
- Quote the position name from the job advertisement in the heading of the letter.

2. Application Form and/or Resume or Curriculum Vitae

- Your resume should be clear, brief and contain as a minimum a work history summary of positions held to this time. If you have been in the workforce for a lengthy period details of work in the last 10 years is relevant.
- Include copies of major relevant qualifications, including academic transcripts if available.

3. Selection Criteria Statement

- Refer to the Position Description which lists all the selection criteria.
- Address each selection criteria listed in the position description. The best way to set out your statement is to list each criteria and then explain clearly and concisely under each one, how you meet it.
- When addressing each criteria you should provide specific details of your abilities, qualifications, experiences, standard of work and previous performance.

4. Provide Two Work Related Referees

- Include contact details of two work-related Referees who can provide comments on your suitability for the position.
- Please ensure your Referees know you are applying for this position and may be called.

Please Note

- Do not send original documents e.g. certificates or references – if called for interview you should bring the originals at that time.
- Ensure your application is securely held together (staples preferred) it is not necessary to use folders or bind your application.

Continued overleaf...

FURTHER INFORMATION

- If, after reading the information package, you require further information please contact the person listed in the job advertisement.

Make note of the closing date for applications and please ensure that you submit your application in sufficient time for it to get there by the closing date.

Address your application to:

Alternatively, you may email your application to:

20. The Selection Process

The recruitment and selection process should be completed without delay following the close of applications. Where unexpected and/or unavoidable lengthy delays do occur or are expected, action should be taken to notify all applicants of the delay and expected duration of the delay. A record of that action should be noted on the recruitment file.

20.1 Documentation

The recruitment and selection process will be enhanced if each selection process is supported by good documentation. In that regard it is recommended that for every position that is advertised that a 'Recruitment File' be developed and retained on record for a determined period of time. Retention of papers for a period of 12 months is recommended as any inquiries or further action from that file should be completed within that timeframe.

The recruitment file need only be a simple, but clearly marked folder, where all paperwork relating to that process is retained and filed in confidential storage with limited access, such as in the Director's or Manager's office.

Adopting and maintaining a more formal record of the recruitment and selection process will endorse the concept of an open, transparent and defensible process and documentation could be made available if any scrutiny or review of the selection process is required.

20.2 Selection Panel

It is recommended that a Selection Panel, rather than a single interviewer, is used to determine and/or recommend applicants for a position. Using a panel of interviewers can help to minimise potential biases, as well as provide the opportunity to compare evaluations of the applicant(s) before a final decision is made. A Panel could comprise two or three people depending on the position and type of position being filled. For a qualified educator or managerial position a three person Panel may be appropriate, one of which may be a community or parent representative.

Where appropriate, the Panel should include both male and female representatives. Representation on an interview panel can also provide frontline workers/team members with an opportunity to participate in the recruitment and selection process.

It is recommended that any person involved in a Selection Panel be briefed on the position under selection and on the processes to be used.

One person (usually the Director or Manager) should be nominated to be Convenor or Chairperson of the Panel. Effectively the Convenor or Chairperson is responsible and accountable for:

- completing the necessary administrative tasks of the Selection Panel;
- ensuring the timely progress of the process; and
- ensuring that the process is conducted without bias and all relevant information is considered.

20.3 Role of Selection Panel Members

All Panel members should be made thoroughly familiar with the vacant position, its duties, the environment and the skills, knowledge and experience needed for the position, including the technical aspects.

Other responsibilities of a Selection Panel include:

- participating in the culling process by examining the written application of each applicant in detail;
- participating in the setting of the questions and establishing criteria for appropriate responses;
- taking notes carefully and conscientiously of salient contents and deficiencies in the application, reports of other selection processes, during each interview, of references and referee feedback;
- referring to notes to assist in accurately assessing each applicant's relative merit on the basis of the requirements of the position and the agreed selection criteria;
- being consistent in the asking of allocated questions with all interviewees;
- participating in the ranking process with other Panel Members at the completion of the interviews;
- being consistent and fair at all times and taking appropriate action if the process is unfair and treating all applicants with respect;
- ensuring the confidentiality of the process, i.e. Panel Members must not divulge information about the process to anyone outside the Selection Panel; and
- providing documented reasons to support their choice of one applicant over another.

20.4 Shortlisting

Shortlisting is a most important step in ensuring all applicants have an equal and fair opportunity for selection. Each Panel Member should ensure that no applicant is unfairly selected and that all recommendations are made on the basis of competitiveness, according to the selection criteria.

The purpose of shortlisting applications is to exclude those applicants who, on the basis of their written application:

- do not satisfy the requirements expressed in the advertisement; and/or

- those who do not possess the specified qualifications or experience stated in the advertisement.

It is important that the shortlisting be conducted by all members of the Selection Panel. If, a member of the Panel is unable to attend the shortlisting, all applications should be made available to that member to ensure that all members agree with the outcome of the shortlisting.

Before commencing the shortlisting process Panel Members should discuss the requirements of the role, expectations of the level of skills or experience sought in order that there is a clear understanding by all members as to what is being assessed. If the advertisement indicates *“Demonstrated experience working with children”* – discuss what is actually being sought i.e. what level of experience, etc. This process should be used for all selection criteria. In addition the Convenor/Chairperson should provide information on the actual work environment, culture of the organisation to all Panel Members to ensure that everyone is familiar with the position and the workplace.

Applications should be eliminated from the shortlist in the following order:

- applicants that do not meet the selection criteria; and
- those whose qualifications and experience are substantially inferior to those of other applicants.

There are several points to consider when shortlisting. You should look for information which gives evidence of the critical skills you are seeking.

Not all selection criteria will be able to be easily identified in the written application. Applicants submit their applications in a variety of ways despite information generally being provided on what format to use. Selection Panels should review all information received, including the applicants CV/Resume as well as any other information provided. Some applicants will provide information against the selection criteria, others will provide a comprehensive covering letter. While the format and layout of an application will provide an element of an applicant's level of skills and experience in written communication and presentation, key to the selection process is the knowledge, skills and experience an applicant brings. Be careful not to disregard applicants on the basis of the layout of their application form.

The shortlisting process is intended to review and consider all applicants and identify those applicants whose written application provides sufficient information on their skills and experience to progress them to interview.

If there are a number of suitable applicants identified, the Panel can decide to call a larger number for interview and or further assessment or can do a further competitive cull to reduce the number of applicants to be progressed to interview. An influencing factor on how many applicants should be interviewed would be the type of role. Consider, is the position a supervisory position with low turnover or is it one of a number of positions being sought, and/or is it a position for a casual and where it is intended to create an eligibility list for future use.

Panel Members need to be aware of unfair discrimination and personal bias and should check general impressions and intuitive responses against formal criteria as they might be

influenced by prejudices. Following a structured approach saves Panel Members' valuable time.

By using a shortlisting form (a template is included in the Appendix of these Guidelines), it becomes a useful reference when discussing the final short list with other Panel Members and in preparing suitable questions for interviewees.

To effectively distinguish between applicants, it is recommended that a structured rating scale be used. Advantages of using a rating scale include:

- reduced reliance on Selection Panel members memory or notes;
- increased clarity regarding the criteria that applicants are being assessed against; and
- consistency of assessment across applicants and between Selection Panel Members.

There are various rating scale options available:

1-5 Rating Scale

A rating scale of 1-5 is one example Panels Members can use. After discussion on what the role involves and what knowledge, skills and experience is being sought, Selection Panel Members "rate" each applicant against each selection criteria according to the degree to which the criteria is demonstrated in the application form. For example

- 5 - exceeds the requirements
- 4 - more than meets requirements
- 3 - meets requirements
- 2 - less than meets requirements
- 1 - does not meet requirements, criteria not addressed/basic information

In addition to recording a rating, Selection Panel Members should write brief summary comments(s) on the applicants. Prior to commencing Panel Members should discuss what type of experience would be assessed as 1, 2, 3 etc. and review one application together prior to commencing to ensure that everyone has the same understanding of what is being sought.

0-3 Rating Scale

Alternately a rating scale of 0-3 can be used. Using this scale, applications can be assessed against the selection criteria demonstrated as follows:

- 3 -exceeds requirements
- 2- meets requirements to the required standard
- 1- minimal information provided/some information provided
- 0 - criteria not addressed /no information provided

Each Panel Member should review each application and give their own reasons why/why not each applicant should be shortlisted. There is a space for comments on the form.

Once all Panel Members have reviewed each application they then discuss and integrate their results deciding on who should or should not be progressed to interview based on their review of the application forms.

This process can be assisted by reviewing the ratings provided. For example, the Panel may decide to interview only those applicants who were rated as a 2 or above. Alternately Panel Members may decide that for most criteria applicants need to have a rating of *"meets requirements to the required standard or above"* and, there may be one or two other criteria that a rating of a lesser level is acceptable where they agree that training can be provided.

A critical factor in the shortlisting process is that Panel Members be consistent in the application of their ratings and treatment of applicants. If the Panel decide to use a rating scale and therefore progress applicants with a rating at the level of *"meets requirements to the required standard"* or above, then all applicants who meet that standard must be called for interview to ensure equity in the process.

All Panel Members views have equal weighting. In the shortlisting process Panel Members must agree on who is to be progressed to interview and those who aren't.

Applicants who are shortlisted for a position should be those who best meet the selection criteria. If there are no suitable applicants for interview the Panel needs to discuss the next recruitment strategy.

21. Things to look for in the CV/Resume

There are several points to look out for when considering a CV/Resume which include:

- Details of work experience undertaken, does the work history and education and training experiences align?
- Have examples of actual work undertaken been provided to support the applicant's claim?
- Does the information in the resume align with information provided in a covering sheet or against any additional information against the selection criteria?
- Is there a pattern of frequent job changes - what was behind the changes? Is there a clear reason of frequent changes, such as traveling overseas, to skill development training, further education, career planning, taking up more responsibility, etc?
- Achievements and awards identified.
- Years of experience - this can be misleading. Even after many years in a position the person may still be performing as they did in their first month, while others may have accomplished more in just one year. Therefore, during a resume screen and during an interview one should focus on activities and behaviours rather than years of experience.
- Gaps in employment history. This may not necessarily be negative. Gaps should be explored in the interview.
- At the conclusion of the shortlisting process the applications should be sorted into two groups:
- **To be called for interview** – application forms in this group should show clearly on the front page the word "INTERVIEW". This also needs to be documented on the Selection Culling Sheet.
- **Cull/Not progressed** - the reasons for not shortlisting the applicant should be clearly documented and on the Selection Culling Sheet.

22. Recording Outcomes/Information

At the conclusion of the short listing process the Selection Panel must:

- provide reasons for excluding an applicant;
- information must be based on the selection criteria;
- information must be objective;
- the Selection Panel must apply a consistent approach with all applicants; and
- the Panel must agree on the shortlisting outcome.

22.1 The Convenor/Chairperson is responsible for:

- preparing a list of the applicants to be called for interview with any special instructions concerning each applicant and/or the process, information provided to applicants should include documents required for interview;
- organising the schedule for tests and interviews;
- preparing any pre interview documentation;
- preparing interview location and any special needs required for the interviews; and
- managing the interview process including opening and closing of the interview.

23. Other Selection techniques/tools

There are a range of selection tools and processes available to assist in selecting the most meritorious applicant. Combining a number of different kinds of processes greatly increases the overall validity of the selection process.

Different selection techniques work better for some kinds of work than others. All processes need to be tailored to the precise nature of the job. Selection techniques/tools include structured interviews, work samples, group exercises, role plays, presentations, etc.

23.1 Interviews

Interviews are only effective if they are structured around the key selection criteria and the inherent requirements of the job. Questions should explore past behaviour of applicants in line with the selection criteria. Providing a written copy of the questions to the applicant 10 minutes prior to the interview allows them to prepare will often relax an applicant. If this is done the process should be monitored so that all applicants have the same amount of time to review questions prior to interview.

23.2 Work Tests

These are directly related to the work required to be undertaken as they consist of examples of work which would be expected to be carried out in the position. These could include writing an observation, developing a program, or creating a journal. Examples of previous work such as children's projects and programming documentation can be used provided there is evidence that these are in fact the work of the applicant.

23.3 On the Job Work Experience/Work Trial

There may be the opportunity to provide shortlisted applicants with an opportunity for job work experience or a work trial. Some children's services provide this opportunity for all potential applicants and the work trials range from 2-3 days to one week. During that time the shortlisted applicant is paid as a casual and the final decision regarding their suitability for employment takes into consideration results of the work trial.

If a work trial is undertaken consideration needs to be given to whether the applicant has a current Working With Children clearance.



KEY POINTS WHEN USING ADDITIONAL ASSESSMENT TOOLS

If additional assessment tools are to be used in the selection process, applicants should be advised as early in the process as possible to allow applicants to plan/prepare for it. When conducting additional tools some points to follow include:

- ✓ they must be relevant to the advertised position;
- ✓ be specifically targeted to the selection criteria;
- ✓ not unfairly disadvantage applicants from a particular cultural or community group;
- ✓ they must be factored into the overall selection process;
- ✓ they must be well administered and be undertaken in a suitable environment; and
- ✓ applicants must be notified in advance of the process and be advised about approximately how long the process will take.

24. Interview Questions

The interview process provides the opportunity to have each applicant demonstrate their skills and experience through their response to questions. Taking time to develop questions which will bring out those skills and experience is a key role of the Selection Panel.

A structured interview involves asking each applicant the same set of questions and assessing their responses on the basis of a rating scale or previously discussed criteria. In a structured interview process the questions and assessment criteria are based on the Position Description. The more common types of structured interview questions are experience based (behavioural) or situational (hypothetical).

The structured interview has been found to have a greater predictive validity. It is called structured or behavioural because the principal questions or areas of questioning are predetermined in line with the selection criteria to be addressed at interview. This contrasts with an unstructured interview where the questioning is unsystematic and the coverage of questions can vary widely from one applicant to another.

There are a number of factors that Panels must consider when preparing interview questions:

- Questions should be developed using the Position Description and Job Advertisement.
- Questions should be developed to enable all applicants equal opportunity to respond.
- Questions should not include specific service provider 'buzz' words or acronyms that only staff already working with the providers may be familiar with.
- The number of questions developed should take into account the level of the position and therefore the level of skills and experience sought. The complexity of the position requirements should reflect the number of selection criteria to be addressed. The number of questions to be asked will determine the length of time to be allocated for each interview.
- As a guide interviews are usually conducted over a 30, 45 or 60 minute timeframe however as indicated, the time allocated for an interview is dependent upon the number of questions to be asked and/or whether an additional assessment process is to be used.

24.1 Types of Questions

There are a number of different types of interview questions. Usually a combination of types of questions should be asked. The most commonly asked questions are behavioural or hypothetical questions.

1. Behavioural Questions

Behavioural questions are asking interviewees about their past experiences in relation to their position. Behavioural questions are designed to focus on specific examples of an applicant's prior work experiences and their responses to past situations that are relevant to the position being sought. An advantage of using behavioural type questions is that they provide an opportunity to tap into actual behaviour and experiences.

Examples of behavioural based questions include:

Please describe a situation where you have had to deal with an unhappy client/parent/customer and outline how you dealt with the situation. What were some of the strengths and weaknesses in your approach?

Tell us about the most difficult customer or parent you have ever had to deal with. What problems did you encounter? What would you do differently next time?

Tell us about the most difficult child you have ever had to deal with. What problems did you encounter? What would you do differently next time?

Describe to us a specific problem you have had with another educator and how you resolved this problem. What did you learn from this?

Tell us about a team you have been part of and its outcomes?

Tell us about a time/situation that demonstrates you are a good/effective team member.

Tell us about an initiative you implemented and its outcomes?

Tell us about a conflict you resolved and its outcomes?

Tell us about a time when you have had to console a child who had hurt themselves. What did you do?

Tell us about a time when you have had to deal with a child who was having a temper tantrum. What action did you take? What was the outcome?

2. Hypothetical/Situational Questions

Hypothetical or situational questions ask applicants about hypothetical scenarios that may be encountered in the workplace with a view to determining how they may respond to that situation. The questions tap directly into the problem solving style of the applicant.

Examples of hypothetical or situational questions include:

You notice that one child whom you have responsibility for does not mix with anyone during outside playtime. What, if any, action do you take?

You are the team leader and two team members have an argument with one another about the way that work tasks are assigned. How would you handle this?

A parent complains to you that another educator has disregarded their child. What would you do?

A parent arrives with a child who is obviously ill and should not be at the centre. The Director is not available until later in the morning. What action do you take?

What would you do if a child in your care refused to eat some of their lunch, or refused to sleep at naptime, or hit or bit another child or hit or bit you?

You notice that one of the children appears to be bullying other younger children what action would you take and why?

You notice that one parent is always late picking their child up. While initially it was only a few minutes, you have noticed that it is getting progressively later. What action would you take and why?

3. Probing Questions

During the interview process there may be the need to 'probe' applicants for more information. Probing questions are designed to bring out more detail and obtain more information from the interviewees. Probing questions are particularly useful with nervous applicants as it gives them the opportunity to provide more detail than what may usually be answered in a yes/no response.

Probing questions will be different questions for each applicant and may be asked by any member of the Selection Panel. Probing questions are to seek more information and Panel Members should be careful not to ask leading questions and inadvertently providing the answers sought.

Some examples of probing questions include:

You say it worked out well, how did you assess this?

Tell us what your role was in that example.

What was the outcome/result of that action?

Can you tell us how you gauged that it was a successful outcome?

Prior to the interview process commencing the Selection Panel should practice the questions out loud in order to make sure that the questions are clear and that they are easy to understand i.e. not too long and/or with difficult to pronounce words.

In addition to developing questions the Selection Panel should discuss the range of expected responses and include those on a master question sheet as a reference.

Discussing the suggested responses at the time the questions are developed and/or prior to interview will ensure that there is a consistent approach in the recording of outcomes and the overall ratings of applicants.

25. Other suggested questions

General

- What do you know about XXX Children's Centres?
- What sort of guidelines do we follow in children's service, tell us about them."
- Tell us a little bit about yourself and your work experience.
- Tell us about your experience and how it matches the position you have applied for.
- What most interests you about the position you have applied for?

Child Care Practice

- Imagine you were a parent visiting a children's service with a view to enrolling your child. What would you be looking for?
- How would you go about encouraging the involvement of families in the room?
- What do you see as the day to day activities of the position you have applied for?
- What is your understanding of your role (if successful), in relation to Occupational Health and Safety legislation?
- What action would you take to ensure that a new child settled into the centre?
- In this position you may be working with children with learning disabilities or emotional challenges. What experience have you had working with children with additional needs? What did you learn?
- What methods do you use to develop and implement activities that not only support and promote a child's development but also keep their interest?
- What are your strengths as an educator?
- What kinds of activities do you enjoy doing with the children?
- How do you work with a family whose philosophies differ from your own? (e.g. different beliefs about guidance and discipline)
- How do you communicate with families? How do inform families about their child's day? What other opportunities are provided for families to talk with you about their child's development?
- Do you encourage family involvement? In what ways?
- Tell me about a time you have had to convey a message to a parent about the challenging behaviour of a child, how did you handle it and what was the outcome?

- What would you do with a child who has difficulty separating from their family and cries for long periods of time?
- Tell us about your experience working with a group of children?
- How would you adapt the program to meet the needs and interests of individual children?
- What is your philosophy on guiding children's behaviour?

26. Managing Effective Interviews

Applicants should be given as much notice as practical for the interview process, 2 - 3 days would be considered to be the minimum period of notice. At the time of notification of the interview applicants should be advised of the process that will be undertaken, location, any assessment process to be used in addition to the interview, who the applicant will be interviewed by i.e. the Panel Members names and the approximate timeframes for interview eg 30/45/60 minutes whatever has been decided by the Panel.

When determining interview schedules ensure that you leave 10-15 minutes between interviews for Panel discussion, finalisation of notes and short breaks as needed.

It is important that Panels observe the set timeframes for each interview in order to ensure that all applicants have the same opportunity to present their skills and experience.

26.1 The Interview Process

When conducting interviews the Panel should aim for an atmosphere that is as relaxed as possible and practicable. Clear instructions on when and where the interviews will be conducted all contribute to the conduct of a professional and productive interview process.

It is the Convenors/Chairpersons role to ensure that the interview environment is as comfortable as possible for all applicants.



THE CONVENOR SHOULD:

- ✓ ensure the room being used for interviews is suitable in terms of size, soundproofing from external noise;
- ✓ ventilation and temperature and lighting are important for both the applicants and the Selection Panel;
- ✓ the seating arrangements should be such that the applicant is at a comfortable speaking distance from the Panel and can see the Panel as a group;
- ✓ have water available for applicants; and
- ✓ check that all telephone calls are diverted and interruptions avoided –an “Interview in progress” sign on the door is helpful.

The environment in which the interview is conducted is as much about the physical space and setting as it is about establishing a relaxed atmosphere in which communication between Panel Members and the applicant can take place. The aim is to have the atmosphere as relaxed and friendly as possible to draw out information from the applicants.

26.2 Building and maintaining rapport with applicants

- Make each applicant feel welcome with a friendly greeting and a firm handshake;
- Establish and maintain rapport from commencement to finalisation of the interview;
- Make polite conversation while walking applicants to the interview room;
- Introduce the applicants to each Panel Member by name and position;
- Settle the applicants by taking a few minutes to explain how the process will be conducted, the time allocated etc;
- Panels should pay attention to their own body language - they should be upright interested and listen carefully;
- Control the interview – allow the applicant to talk freely but ensure that all objectives of the interview are met;
- Adhere to EEO principles throughout the interview process; and
- At the conclusion of the interview advise applicants the expected time frame before they will receive feedback.

26.3 Interview Question Structure

As indicated previously, the Selection Panel may want to consider providing interview questions to applicants prior to the interview - 10-15 minutes allows interviewees to collect their thoughts and make notes. This will provide an opportunity for applicants to relax more about the process and be able to frame their responses around the specific questions. If applicants are given the questions in advance the same time period should be met for all applicants being interviewed. Applicants should be able to read the questions and make notes away from distractions.

During the interview, each Panel Member still reads out the questions one at a time to ensure that applicants understand each question. Alternately applicants can be given a copy of the questions to read from during the interview process in addition to Panel Members reading out the questions.

Copies of questions provided to applicants prior to or during the interview process should be collected at the conclusion of the interview.

All Selection Panel Members should be involved in asking questions. Questions should be divided and shared amongst the Selection Panel. For consistency the same Panel Member should ask the same question(s) of all applicants.

Panel Members should be aware of their own body language throughout the interview particularly the use of eye contact, facial expressions, body posture, gestures and voice level.



Positive body language from the Panel encourages applicants to give their best responses. It is important to ensure that each applicant feels that his/her interview is being considered on its individual merit. It is suggested that at least the person asking the question maintains eye contact with the applicant.

26.4 Assessing Applicant's Responses

To effectively distinguish between applicants, all Selection Panel Members should record notes of applicant responses to each question. Relying on memory of how applicants perform during interview is unreliable and can be inaccurate if more than one applicant is being interviewed.

Good note taking is essential during the interview process and provides a solid base for discussion of interview outcomes at the conclusion of the process. When scheduling interviews allow at least 10 minutes between applicants to briefly discuss each interviewee while still fresh in mind.

Take down specific notes on any response/observation/issue for discussion at the conclusion of the interview process. Using the suggested responses as a guide, at the conclusion of all interviews all Selection Panel members should integrate their findings from notes taken of the responses and of their observations.

Determining the best applicant(s) should be based on the outcomes of the interview process and any other assessment tool used in the process as well as information from Referee checks. Similarly as with the shortlisting process, if a rating scale is being used the Selection Panel will need to determine and agree on the approach used to determine the best applicant for the position.

A word of caution if using a rating scale. While helpful, rating scales should be used as a guide only and not as the final indicator. This is because selecting the applicant with the highest overall rating – may not be the most valid and reliable outcome, for example, an outcome may be that 2 applicants have a final rating of say 28 and 30 however, the individual ratings against each of the questions and selection criteria is significantly different and in fact the applicant on the final rating of 28 provided more consistent answers across all criteria where the applicant with a final rating of 30 rated well in 3 or 4 questions but was less consistent and not so well in the majority of the criteria including the most important.



It is important that all Panel Members take notes during the interview, take down brief references of any examples provided as memory joggers.

Compare evidence gathered by all Panel Members when discussing interview outcomes - don't rely on memory.

Ensure that all notes and references about applicants are objective and supportable – don't make references to any matters not directly related to the interview or application process. Use notes to refer to at the end of the interview process.

27. Decision Making

A recommendation should only be made after full consideration of each applicant's capacity to do a job. Panel members should ensure that a recommendation is made only after consultation and agreement by all members. An evaluation of an applicant should be based on all available information that has been provided and evidence that has been gathered throughout the process for example the application form, interview results, assessment task results (if applicable).

By reviewing and discussing each piece of evidence from the selection process and comparing it against the requirements of the role, it becomes clearer as to who should be considered for the position. Once the Panel is at the point of identifying one or more applicants that can do the job and they want to recommend, a Referee check should be undertaken. The information from a structured Referee check will provide additional information to assist the Panel's decision making considerations.

Where the Panel may be at odds as to who is the most appropriate applicant(s) for the position, they should work through the applicants under serious consideration and review the evidence from each stage of the process to determine the most suitable applicant.

The Panel should be clear about the reasons for its decision. Reviewing and discussing each applicant immediately following their interview and making relevant notes during the interview will help in the final decision making.

27.1 Common mistakes made by Panel Members

Panel Members can make a number of mistakes some of these are:

- being unprepared for the process, by not having reviewed documentation properly, not having documentation prepared, ill prepared questions, etc;
- failing to establish and maintain rapport with applicants;
- placing too much emphasis on negative information that may be provided / relying on first impressions or rating toward the average;
- running over time; and
- making a rushed final decision.

28. Eligibility Lists

It is at this point of the process that the Selection Panel may want to establish an Eligibility List for use in the future. An Eligibility List could be created if the Panel considers that there are other applicants interviewed and assessed during the selection process who could do the position but there is currently only one position available at that time.

Establishing an Eligibility List of suitable applicants may provide an opportunity for staff on the list to be considered for future vacancies and avoid the need to complete the whole process over again. The Eligibility List could also be used for casual vacancies or short term/relief vacancies if considered appropriate. Applicants who are included on the Eligibility List would be notified of that at the outcome of the process. The period of time the Eligibility List is held for would be up to the individual organisation.

Depending on the time lapse from the establishment of an Eligibility List and using it, an update of the Working With Children Check and Referee checks may be warranted.

The availability of an Eligibility List does not restrict children's services from readvertising the position at a future time if that is determined as the most appropriate action. The establishment and subsequent use of an Eligibility List is at the discretion of the Selection Panel and at a later time the Director or Manager.

29. Referee Information

Structured Referee checks are useful for identifying and confirming work based information about an applicant. Applicants should be asked to nominate two work related Referees. Referees should be individuals who can provide comment about an applicant's work.

There will be circumstances where an applicant is not able to provide a Referee who can comment on the applicant's work as it may be the applicant's first position or they may be returning to work after a lengthy break, they may have been unemployed for a lengthy period, their Referees may not be in Australia as they were previously employed overseas.

The Referee may not always be in relation to paid employment. The Referee may know of the applicants work through volunteer work.

For privacy reasons contact should only be made with a current employer or supervisor if the applicant has provided relevant contact details. When Referees are contacted they should be asked to respond to reasonable questions about the selection criteria and that are directly related to the position.

Referee checks are most reliable when structured and questions asked relate directly to the selection criteria and/or any area requiring clarification. The outcome of the referee check should be documented and the document included with the selection papers.

Some of the key areas of questions to ask of a Referee include:

- relationship of the applicant to the Referee eg supervisor/manager colleague;
- ask about the length of time the Referred and the applicant have known each other;
- read out the selection criteria and ask the Referee for examples of the applicants work experience when working with the Referee;
- ask about the applicants communication skills, interpersonal skills and ability to communicate effectively with adults and children;
- after discussing the role with the Referee ask them would they recommend the applicant for the type of position sought by the applicant;
- ask whether they are aware of any professional conduct or past performance issues that may require consideration;
- ask whether they would re-employ the applicant; and
- ask whether they have any additional comments to make that might be relevant to the position the applicant has applied for.

30. Approving the Selection Panel's Recommendation

Who approves the recommendations of a Selection Panel will depend on the arrangements within the specific children's service. In most cases the Director or Manager of the service will be on the

Selection Panel and may be the owner of the organisation or the organisation's approving authority. In those cases they would approve the selection recommendation.

In other cases; where the Director or Manager reports to a Management Board the recommendation of the Selection Panel should be forwarded to the appropriate approving authority.

31. Selection Report Writing

Once the Selection Panel have completed the interview process, referee checks and determined which applicant(s) they intend to recommend for the position, the Panel should complete a selection report which together with all other selection information will be used for the approval process.

The selection report is a comparative assessment of each applicant and sets out the reasons why the Panel considered the applicant to be the best match for the position.

The selection report should provide the necessary information to enable the approver to make an informed decision on whether to approve the recommendation.

The information provided in a selection panel report can either be through the use of dot points or by using paragraph of information to support the reasons for the recommendation of the applicant. The most important element is that there is sufficient information provided to enable the authorising person to consider and make a decision to approve the recommendation.

Selection Panels are required to provide comment on every applicant, including those who are unsuccessful. In the case of an unsuccessful applicant it is necessary to highlight that particular criterion where the unsuccessful applicants failed to meet the standard of the recommended applicant. This may include failing to meet a qualification or citizenship requirement.

All members of the Panel should sign the report which indicates their agreement with the decision.

At the conclusion of the selection process the selection report should include comments on all applicants and would include notes on the following:

- Applicants(s) recommended
- Any applicant(s) included on an Eligibility List
- Applicants interviewed but not successful
- Applicants not called for interview following the initial shortlisting process - the shortlisting form used is sufficient for this purpose

There may be instances that the Selection Panel decides that there is no applicant who they consider meets the requirements for the position. In that situation the selection report is written up to reflect that outcome. Information about all other applicants still needs to be included.

A selection report template is included in the Appendix of these Guidelines.

The selection file should be retained in a confidential location for privacy reasons and should not be discussed with other applicants and/or other staff.

31.1 Example Selection Panel Report Information

SUCCESSFUL APPLICANT EXAMPLE 1

Recommended Applicant Mary Brown.

Mary Brown was identified as the most suitable applicant based on the following:

- In responding to questions on all selection criteria Mary demonstrated a clear understanding of the requirements of the role and she was able to provide strong examples of work in a similar environment with a similar level of responsibility. She presented as well prepared and confident.
- In particular during the interview process, Mary demonstrated the ability to work effectively as part of a team and individually with minimal supervision. She gave examples from her previous experience as an educator and had experience as both a member of a small team as well as having previous experience as part of a larger team in a large privately owned company. Mary was able to provide examples of initiatives that she had implemented in the workplace.
- Mary's answers to question 3 in relation to guiding a child's behaviour showed a sound depth of experience and understanding of working with children far ahead of any other applicant interviewed.
- Both Mary's Referees supported her claim of relevant experience for the role and confirmed that she was a skilled and experienced educator.

SUCCESSFUL APPLICANT EXAMPLE 2

Recommended Applicant Mary Brown

During the interview Mary Brown demonstrated high level skills and experience against each of the selection criteria. She was confident and articulate and provided strong examples to support her skills and experience. Mary was able to provide examples from her work in a variety of children's services but in particular she demonstrated sound experience working in a service in a low socio economic area and her responses conveyed a depth of understanding on dealing with a range of issues which would be comparable to the position applied for. Mary demonstrated highly effective communication and interpersonal skills. Mary effectively engaged the Panel and left no doubt as to her ability to fulfil the requirements. Her Referees attested to Mary's skills and ability against the stated selection criteria (their written comments are included with the Selection Report).

ELIGIBILITY LIST – EXAMPLE***Applicant Sam Jones***

At interview Sam demonstrated recent and relevant skills and experience that satisfied the Panel of his claim for the role in comparison to all but the recommended applicant. In particular Sam demonstrated a good understanding of the requirements of working in a children's service environment as well as his ability to work individually without supervision and he demonstrated his effective oral communication and interpersonal skills. Sam has held similar roles and undertaken various small and medium sized centres. The one criterion that Sam demonstrated experience and skills to a lesser degree than the recommended applicant was in relation to knowledge of current trends in early childhood.

UNSUCCESSFUL APPLICANT– EXAMPLE 1***Unsuccessful Applicant Kim Smith***

Kim Smith has not been recommended for the position on the following basis:

Overall she failed to demonstrated skills and experience that was comparative to the recommended applicant and those on the Eligibility List. Specifically in relation to question 3 in relation to guiding children's behaviours, she failed to provide a response which demonstrated a level of understanding of general requirements despite further clarifying questions asked by the Panel.

UNSUCCESSFUL APPLICANT– EXAMPLE 2***Unsuccessful Applicant Kim Smith***

Kim Smith has not been recommended for the position on the basis that she failed to demonstrate a level of skill and experience in comparison to other applicants. This was particularly evident through her responses to questions 1, 3, 4 and 6 where she lacked a depth of experience to draw from. Further, she was not able to provide the Panel an actual example in relation to her ability to working with children.

32. Post Selection Feedback

Once the selection process has been finalised applicants may seek feedback on their application and interview. This is generally undertaken by the Panel Convenor/Chairperson however the others members may assist in debriefing applicants in the absence of the Convenor or where there are large numbers of applicants.

Providing feedback to unsuccessful applicants will assist them in understanding why they were unsuccessful and provide them with a focus for development and may assist them with their future job applications and interviews.

The following guidelines are intended to assist in providing feedback through a debrief process.

- Arrange a suitable time and place for an applicant who requests feedback. Ensure there is enough time available and that privacy and confidentiality are maintained.
- Prepare for the discussion by checking the selection criteria, reading through the notes from the selection process.
- Plan a structure for the discussion. The discussion should emphasise the strengths of the applicant and recommend how any weaknesses can be rectified.
- Give positive feedback first. Tell the applicant about the areas in which they presented well and aspects which impressed the Selection Panel. These may be the application itself, overall presentation at the interview or specific skills, knowledge or experience related to the selection criterion.
- Only discuss the applicant's performance in relation to the specific selection criteria. Avoid personal criticisms and don't enter into disagreements.
- Check for the applicant's understanding of the information you are providing.
- Never discuss another applicant or their performance. Don't justify in this way why another applicant was chosen.
- Listen, acknowledge and show empathy.
- Offer positive suggestions for improvement. These may include more detailed preparation, more detailed information or additional experience, training or qualifications which may assist them.



Provide suggestions for improvement

Suggest any services which may benefit their career development, such as:

- staff development programs;
- individual career counselling; or
- further study.

Close with a restatement of the applicant's positive qualities.

33. Other Pre Employment Considerations

The offer of employment for any applicant must take into account that only Australian citizens and permanent residents (which include New Zealand citizens holding the special category visa 444) can be employed permanently. Applicants without Australian citizenship or permanent resident status, who hold visa allowing them to work in Australia, may be employed on a temporary basis for the duration of their work permit.

34. Employment Screening for Child Related Work

The Commission for Children and Young People conducts child-related employment screening.

In order to safeguard the welfare of children, paid employees in child-related employment must have a background check under the Working With Children Check before they start work.

All staff working in children's services must have a Working With Children Check completed.

The address of the Commission is:

Commission for Children and Young People
Level 2, 407 Elizabeth Street | Surry Hills NSW 2010
Telephone: 02 9286 7220 Facsimile: 02 9286 7201
Website: www.kids.nsw.gov.au/check

35. Letters of Offer

Once the selection report has been approved action is taken to make an offer to the successful applicant(s). This is usually done orally in the first instance and then followed up in writing.

Letters of offer should clearly set out:

- the details of the position;
- conditions of employment, including what Award or Agreement the applicant is to be employed under;
- the proposed commencement date; and
- should include any forms that need to be processed or action needed to be undertaken by the applicant prior to commencement.

In addition to providing factual details and conditions of the proposed employment, letters of offer should be friendly and professional yet maintain a more formal approach to the offer of employment.

It is important that all applicants be notified of the outcome of the process. This provides an outcome for all applicants and maintains the professionalism of the service.

All letters should be clear and factual yet friendly and professional. Careful attention should be given to the accuracy of the details including the applicants name, address, the salary level or Award conditions described.

If an Eligibility List has been created, then applicants on the Eligibility List should be advised in writing of that decision. The letter of advice in relation to the Eligibility List should include the length of time the Eligibility List will be valid for.

Included with the letter of offer should be a letter of acceptance for the successful applicant to complete and return as their confirmation of their acceptance.

Suggested templates for the various letters are set out hereunder with templates included in the Appendix of this Guide. The letters can be tailored to suit individual services and employment conditions.

DRAFT LETTER OF OFFER

Dear *(Name)*

Offer of Appointment for the position of *(Title of Position applied for)*

I refer to your application for the position of *(Title of Position)* with *(Centre/Organisation name)*.

I am pleased to advise oral advice already given to you by *(Name of person and their position that made the verbal offer)* that your application has been successful. I would like to formally offer you the position.

If you agree to accept this position the details of the Award/Agreement which you will be employed under are as follows:

Classification:

Salary Level

Award:

Permanent/Temporary/Casual

Your appointment to this position is conditional on your producing the following original documents before your entry on duty: (i) Birth Certificate (ii) Proof of change of name (if different to birth certificate or passport) (iii) Passport or Certificate of Naturalisation (iv) Educational qualifications. Please note applicants found to have submitted falsified qualifications will face appropriate action which could lead to dismissal.

If you wish to accept this position, please complete and return the attached letter of acceptance to this office as soon as possible or by *(Date)*.

In the interim, it would be appreciated if you would contact *(Name)* on *(Number)* so that arrangements may be made at an early date for you to commence duty.

Once you accept the position I will make arrangements to forward to you details about your commencement, where to report on your first day and any other requirements you need to be aware of prior to commencing.

If you have any questions regarding this offer and/or the position generally, please don't hesitate to contact me on *(Number)*.

Congratulations on your success and I look forward to working with you in the near future.

Yours faithfully

(Name and Position)

DRAFT LETTER OF ACCEPTANCE

Name: _____

Address _____

Contact details: _____

I wish to confirm that I would like to accept the position of

I have read and understand the requirements of the position and understand the conditions for appointment. I understand that my salary will be _____. I would like to confirm that I will be able to commence with

_____ on _____

I agree to produce the following documents prior to my entry on duty:

- (i) Birth certificate or Passport or Certificate of Naturalisation
- (ii) Proof of change of name- where applicable
- (iii) Educational qualifications (which will be verified with the issuing institution) – where required.

Name _____

Signature _____

Date _____

Return acceptance to: _____

DRAFT UNSUCCESSFUL LETTER

Dear (*Name*)

I refer to your application for the position of (*Title of Position applied for*) with (*Centre/Organisation name*).

The Selection Panel has given careful consideration to your application along with those of others. I regret to advise that on this occasion you were not the successful candidate. I take this opportunity to thank you for the interest shown in applying for the position with our Centre and I wish you well in your endeavours.

If you would like feedback in relation to your application/interview please contact (*Name*) on (*Number*) to arrange a suitable time to discuss.

Yours faithfully

(*Name/Position*)

DRAFT ELIGIBILITY LETTER

Dear [Name]

Position (As advertised)

I refer to your application for the position of [Title] with the [Centre/Organisation name].

The Selection Panel has given careful consideration to your application along with those of others. Unfortunately I regret to advise that on this occasion you were not the successful applicant.

However, you have been placed on an Eligibility List that is active for (State proposed time period) from (Date).

This means that if this position or another similar one becomes available during this time, careful consideration will again be given to your application without the necessity of you having to submit a further application. It does not, however, guarantee you that an offer will be made.

Please contact [Name] on [Number] if you would like feedback or have any further questions regarding this position.

Thank you for your interest in applying for this position.

Yours faithfully

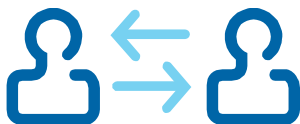
(Name/Position)

36. Induction and Orientation of New Staff

An effective induction process for new staff helps them understand their role and how they 'fit' within the service. It also confirms the working arrangements and expectations in relation to their employment. A structured induction process should be treated as an ongoing process to support new workers over the first few months in a position.

Various types of information can be included in an induction program. As a minimum the information that should be provided includes:

- A copy of their Position Description;
- A copy of any staff manual that includes relevant policies and procedures;
- A copy of the OHS policy requirements;
- An overview of safety procedures for the service;
- Information on the services strategic values and culture; and
- Orientation to the workplace including the duty system, supervision, staff meetings and general protocols.



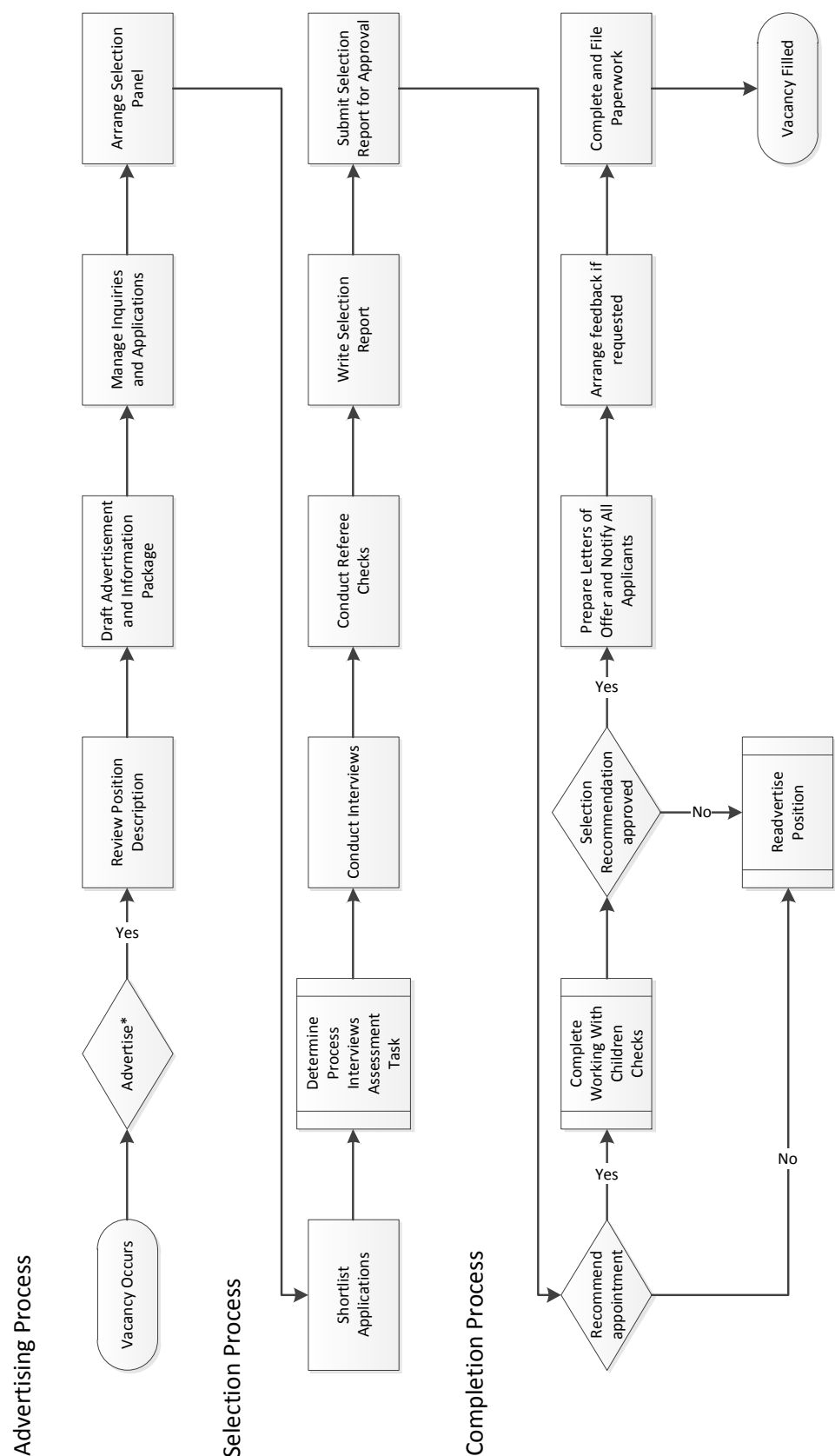
USING A "BUDDY" SYSTEM

In many workplaces new staff are paired with a "buddy" who is familiar with the service and the position of the new staff member. The role of the buddy is to assist the orientation of the new staff member into the workplace in an informal way.

37. Templates

- Recruitment and Selection Process Flowchart
- Steps in the Recruitment and Selection process
- Position Description
- Shortlisting Form
- Referee Report
- Selection Panel Report
- Letter of Offer
- Unsuccessful letter
- Eligibility Letter
- Staff Induction Checklist

Recruitment and Selection Process



Note: * Where no Eligibility List exists

STEPS IN THE RECRUITMENT AND SELECTION PROCESS

REVIEW OF POSITION INFORMATION

- Review and update all position information
- Identify/review job requirements and conditions of employment
- Develop/review selection criteria based on job requirements

ADVERTISING

- Decide when and where to advertise
- Prepare job advertisement and Information Package for applicants
- Place the advertisement

APPLICATION MANAGEMENT

- Provide application information kits to applicants as required
- Develop a Recruitment and Selection file or folder for the selection process
- Acknowledge receipt of applications received
- Arrange Selection Panel and diarise dates for shortlisting and interviews

SELECTION PROCESS

- Convene Selection Panel
- Shortlist applications
- Determine what method(s) will be used to assess the suitability of applicants
- Schedule interviews/assessment tasks (if used) and advise applicants of arrangements
- Conduct interviews, assessment tasks and determine recommended applicant(s)
- Complete referee checks for recommended applicant(s)
- Complete selection report and seek approval for recommendation
- Initiate a Working With Children Check for the preferred applicant(s)
- Receive selection report outcome of decision from the approving authority
- Assess outcome of Working With Children Check
- Make job offer (verbal) and prepare letter of offer
- Prepare letters for other applicants i.e. Eligibility List/Unsuccessful applicants
- Finalise recruitment and selection papers and file

Use the details within this template to select relevant duties/responsibilities for the development of a Position Description for Room Leader.

POSITION DESCRIPTION

POSITION: ROOM LEADER

LOCATION:

PAY/CONDITIONS:

ESSENTIAL QUALIFICATIONS & LICENSES:

- 2 year diploma in Children's Services or equivalent from an approved TAFE or University
- Ability to obtain a National Police Check

COMPANY INFORMATION OVERVIEW:

POSITION PURPOSE:

The primary purpose of the position is the provision of leadership for the development and implementation of a quality care and education program for young children.

POSITION RESPONSIBILITIES:

- Consulting with parents and childcare staff, to formulate an age appropriate program in accordance with each individual child's developmental needs.
- Making children's thinking and learning visible – portfolios and documentation, engaging in reflective practice, assessment to enrich children's learning and creating collaborative partnerships.
- Monitoring, recording and evaluating children's development, and making adjustments to the program as necessary.
- Providing feedback, information and discussing issues of concern with the Director/Manager which could contribute to the improvement of the program delivered to families.
- Sharing information with parents, about the development and interests of their children.
- To assist in care duties as required with all the children at the Centre.
- To formulate and deliver a high quality inclusive and educational program, which will provide the children with a secure nurturing environment.
- To minimise stress in young children and their parents on separation from each other.
- To build a rapport with families while encouraging the establishment of partnerships.
- Develop and maintain an effective team work relationship with the staff in your immediate group, with staff in other groups and the Director.
- Provide direction to the assistants and any students and consult with them regarding the goals and functioning of the program.
- Ensure that assistants and students are using appropriate and effective ways of working and communicating with children.
- Liaise with the Director/Manager in relation to any concerns about the functioning of a team member after first addressing this matter with the staff member concerned.

- To share all duties involved with the care and education of the children with the assistant whilst maintaining direct responsibility for planning and implementing the program.
- Encourage assistants to be actively involved in the keeping of children's developmental records.
- Actively participate in staff meetings and training opportunities as required.
- Share your professional knowledge and experience with other staff members while respecting and acknowledging that of others and maintain direct and open communication channels with other staff.
- Supervise students in accordance with their educational institutional requirements and the companies stated policies.
- To respect the individuality of each child.
- Ensure meaningful communication occurs with each child under your care throughout the day.
- Using a variety of means of observation techniques, maintain accurate and comprehensive developmental records about each child.
- In consultation with the children's parents, other staff and the Director/Manager, and in consideration of the group's needs, develop a sound inclusive care and education program founded on the principles of child development theories and knowledge of children in your care.
- Evaluate the program and its effectiveness on a regular basis.
- Monitor children who are experiencing difficulty closely and, after due consultation with the Director and parents, enlist the assistance of support agencies available in the community if required.
- Ensure that children's behaviour is managed in accordance with the behaviour management policy of the Centre.
- Ensure that children are well supervised at all times.
- Consult with the director on any matters of concern regarding any child or their family.
- Maintain confidentiality at all times, regarding information of a child or their family.
- Work within and support the philosophy of the company and that of the Centre.
- Demonstrate empathy to attitudes and feelings of the parents leaving their child at the Centre.
- Ensure all families are treated with respect and be inclusive of different cultures, religions and beliefs.
- Encourage parent participation in the children's program.
- Communicate the program goals, the daily events and information about child development effectively and through a variety of means.
- Instigate regular discussions with parents to share information about the child and maintain records of these.
- Attend and actively participate in parent meetings and other Centre events where possible.
- Ensure that the room and spaces that are in use are aesthetically and safely arranged and are in keeping with a sound knowledge of the effect of children's environments on play and behaviour.
- Ensure that materials and equipment are kept in a safe and hygienic condition.
- Ensure that materials and equipment are maintained in complete sets as much as possible and stored in an appropriate manner.
- Participate in daily preparation of materials and environment.
- Notify the Director of any items that are unsafe or require maintenance.
- After consultation with the director, dispose of any unsafe materials.
 - Comply with all company policies at all times
 - Comply with all state and federal legislative requirements
 - Be familiar with and practice the Fire and Emergency Evacuation Procedures as necessary

- Follow the correct procedure in relation to the treatment and reporting of incidents
 - Maintain records accurately and on a timely basis as required by the Centres management.
 - Ensure a sound understanding of the AECA Code of Ethics.
 - Maintain Centre records as required by management.
 - Actively promote and maintain a positive image of the Centre.
 - Actively contribute to the Quality Improvement and Accreditation process.
- Contribute to management by consultation with the Director/Manager on any issues that may require policy formulation.
 - To formulate and deliver a high quality inclusive and educational program, which will provide the children with a secure nurturing environment.
 - To minimise stress in young children and their parents on separation from each other.
 - To develop an environment which is relaxed, home-like, aesthetically pleasing and safe for children and staff to live and work in.
 - To build a rapport with families while encouraging the establishment of partnerships.

ORGANISATIONAL RESPONSIBILITIES:

- A commitment to meeting customer expectations
- A commitment to work as an effective team member
- To interact with people in a courteous and respectful manner
- To assist team members in understanding and responding to challenges, change and conflict
- To ensure that all communication (oral or written) is completed in a professional and polite manner
- Ensure the environment and materials are kept in a safe and hygienic state at all times
- To follow the correct procedure when treating and reporting incidents
- To follow all State and Federal legislative requirements relating to child care
- To follow practice correct fire and emergency evacuation procedures, as necessary.

KEY WORKING RELATIONSHIPS:

This position reports to the Centre Director and will work closely with assistants and other group leaders.

Communicates and works closely with children and parents.

KEY SELECTION CRITERIA:

- Two Year diploma in Child Care or equivalent, from an approved TAFE, University or other training institution. Current first aid certificate, including resuscitation.
- Previous work experience in the child care industry is desirable, but not essential.
- Demonstrated ability to plan and implement a quality, educational and child centred program, meeting the needs of individual children and the group.
- Demonstrated ability to maintain written records, such as observations, evaluations and programs.
- An ability to work in genuine collaboration with parents and an awareness of issues facing parents in relation to child care.
- An ability to work as an effective team member and provide leadership and support to staff.
- An ability to set and achieve work and program goals, yet, maintain flexibility.
- A well-developed understanding of theories of early childhood development.
- A well-developed understanding of the provision of a safe, well planned indoor and outdoor learning environment.

- Knowledge of accreditation, relevant Government Acts and regulations, and the AECA Code of Ethics and the rights of the child.
- Must possess an enthusiastic attitude towards the care and education of young children. Must serve to promote social justice and equity by demonstrating an attitude of acceptance and respect for all children and their families.
- Must possess a positive attitude to the inclusion of children with special needs and those of all cultures.
- Must possess empathy for the individual needs and desires of the child and their families.
- Must possess a commitment to working within and promoting the philosophy, policies and procedures of the Centre.
- Demonstrated commitment to continuing professional and personal development.

Verification – The Position Description has been explained to me and I understand the responsibilities and accountabilities of this role.

OCCUPANT'S SIGNATURE/DATE: _____

DIRECTOR/MANAGER'S SIGNATURE/DATE: _____

USE THE DETAILS WITHIN THIS TEMPLATE TO SELECT RELEVANT DUTIES/RESPONSIBILITIES FOR THE DEVELOPMENT OF A POSITION DESCRIPTION FOR CHILD CARE EDUCATOR

POSITION DESCRIPTION

POSITION: CHILD CARE EDUCATOR

LOCATION:

PAY/CONDITIONS:

ESSENTIAL QUALIFICATIONS & LICENSES:

- Ability to obtain a Working With Children Check.
- Certificate III (Children's Services) or equivalent or studying towards the required qualification in the required time frame.

COMPANY INFORMATION OVERVIEW:

POSITION PURPOSE:

To implement a quality care and education program for babies and young children, in co-operation with the Room Leader.

POSITION RESPONSIBILITIES:

- Working with the Room Leader to prepare and maintain equipment, materials and the environment as required.
- Making children's thinking and learning visible – portfolios and documentation, engaging in reflective practice, assessment to enrich children's learning and creating collaborative partnerships.
- Providing a safe and hygienic environment for children.
- Supporting the Room Leader and Director or Manager by providing any feedback, information and issues of concern, this will contribute to the ongoing improvement of the program.
- To work with the Room Leader to deliver a high quality, inclusive and educational program, and provide the children with a secure nurturing environment.
- Liaise and co-operate with all educators regarding the needs of the children.
- Maintain direct, open and effective community channels with all educators.
- Assist and support students on placement at the centre.
- Share all duties involved in the care and education of the children with the Room Leader.

- Actively participate in staff meetings and professional development opportunities, sharing professional knowledge and experience while demonstrating an interest in the ideas of others.
- Willingly undertake any duties as requested by the Room Leader or Director or Manager.
- To respect the individuality of each child.
- To become familiar with, and actively contribute to, the delivery of the program as planned by the Room Leader.
- To be flexible in following the needs and interests of the children.
- To assist in the recording of accurate and comprehensive observations of the children's learning.
- To support the Room Leader with the evaluation of the program.
- To ensure that children are effectively supervised at all times.
- To consult with the Room Leader on any matters of concern with regards to any child and their family.
- To prepare materials and activities as required by the Room Leader.
- To contribute to the philosophy and goals of the Centre.
- Welcome each child and their family into the Centre every day.
- Demonstrate empathy to the attitudes and feelings of families leaving their child at the Centre.
- Develop a good rapport with families through regular open communication.
- Communicate with the families about the child's involvement in activities each day, under the direction of the Room Leader.
- Actively participate in parent meetings and other Centre events where possible.
- Know and follow the Centre's policies for sun safety; sleep and rest periods; clothing and personal property; medical; and accidents/emergencies.
- Know and follow the Centre's policies for nutrition; health and hygiene; dental hygiene; seasons; and safety.
- Ensure the environment and materials are kept in a safe and hygienic and aesthetically pleasing state at all times.
- Take responsibility for cleaning duties and laundry related to the group and as requested.
- Notify the Room Leader of any materials or equipment which is damaged or requires maintenance.
- Present materials and the environment as required by the Room Leader, the children and the program.
- Be aware of and actively involve the children in tidying up as they finish an activity.
- Be familiar with and comply with all State and Federal legislative requirements.
- Be familiar with and practice the Fire and Emergency Evacuation Procedures as necessary.
- Follow the correct procedure in relation to the treatment and reporting of incidents with children or adults including report of harm.
- Actively contribute to meeting the National Quality Standards and the continuing improvement process.
- Maintain strict confidentiality about the children and their families.
- Actively promote and maintain a positive image of the Centre.

ORGANISATIONAL RESPONSIBILITIES:

- A commitment to work as an effective team member.
- To interact with people in a courteous and respectful manner.
- To assist team members in understanding and responding to challenges, change and conflict.
- Ensure the environment and materials are kept in a safe and hygienic state at all times.
- To follow the correct procedure when treating and reporting incidents
- To follow all State and Federal legislative requirements.
- To follow practice correct fire and emergency evacuation procedures.

KEY WORKING RELATIONSHIPS:

- This position will report directly to the Centre Director or Manager.
- Other key relationships will include Room Leaders, other educators, children and families.

KEY SELECTION CRITERIA:

- Current First aid and resuscitation
- Certificate III (Children's Services) or equivalent or studying towards the required qualification in the required time frame
- Experience within children's services is desirable
- Experience within the area of additional needs is desirable
- An ability to implement a planned program, reflective of the Early Years Learning Framework and /or My Time, Our Place
- An ability to document observations of children's behaviour and development
- An ability to work as an effective team member and to support the Room Leader
- An ability to set and achieve work goals, yet maintain flexibility
- Well-developed interpersonal oral and written communication skills
- An understanding of theories of early childhood development
- An understanding of the provision of a safe, well planned indoor and outdoor learning environment
- An awareness of parenting issues in relation to children's services.

Verification – The Position Description has been explained to me and I understand the responsibilities and accountabilities of this role.

OCCUPANT'S SIGNATURE/DATE: _____

DIRECTOR/MANAGER'S SIGNATURE/DATE: _____

RECORD OF SHORTLIST

POSITION: _____

DATE: _____

NAME	SELECTION CRITERIA	OVERALL COMMENTS	INTERVIEW OR CULL

ALL MEMBERS OF THE SELECTION COMMITTEE ARE REQUIRED TO PARTICIPATE IN THE SHORTLISTING PROCESS

CONVENOR

MEMBER

MEMBER

DATE

EMPLOYMENT REFEREE REPORT

APPLICANT: _____

REFEREE'S NAME	
ROLE AND ORGANISATION	
RELATIONSHIP WITH APPLICANT	
PERIOD WORKED TOGETHER	

SELECTION CRITERIA	COMMENTS RECEIVED

Any additional Comments made by Referee:

REFEREE CHECK COMPLETED BY:

_____ (Print Name) _____

DATE: _____

SELECTION PANEL REPORT

DATE: _____

POSITION:	LOCATION:
FULL TIME <input type="checkbox"/> PART TIME <input type="checkbox"/> CASUAL <input type="checkbox"/>	HOURS:
SALARY:	AWARD:

RECOMMENDED APPLICANT(S) - *Order of suitability*

1.
2.
3.
4.
5.
6.

NAME	POSITION TITLE	SIGNATURE
CONVENOR		
MEMBER:		
MEMBER:		

APPROVED: _____

Director/Manager/Authorising Officer

DATE: _____

COMMENTS:

--

RECOMMENDED APPLICANT

NAME	REASONS FOR RECOMMENDATION

PANEL MEMBERS' SIGNATURES:

CONVENOR:	
MEMBER:	
MEMBER:	

INTERVIEWED APPLICANTS NOT RECOMMENDED

NAME	REASONS FOR NOT RECOMMENDING

PANEL MEMBERS' SIGNATURES:

CONVENOR:	
MEMBER:	
MEMBER:	

DRAFT LETTER OF OFFER

Dear *(Name)*

Offer of Appointment for the position of *(Title of Position applied for)*

I refer to your application for the position of *(Title of Position)* with *(Centre/Organisation name)*.

I am pleased to advise oral advice already given to you by *(Name of person and their position that made the verbal offer)* that your application has been successful. I would like to formally offer you the position.

If you agree to accept this position the details of the Award/Agreement which you will be employed under are as follows:

Classification: *Salary Level*

Award: *Permanent/Temporary/Casual*

Your appointment to this position is conditional on your producing the following original documents before your entry on duty: (i) Birth Certificate (ii) Proof of change of name (if different to birth certificate or passport) (iii) Passport or Certificate of Naturalisation (iv) Educational qualifications Please note applicants found to have submitted falsified qualifications will face appropriate action which could lead to dismissal.

If you wish to accept this position, please complete and return the attached letter of acceptance to this office as soon as possible or by *(Date)*.

In the interim, it would be appreciated if you would contact *(Name)* on *(Number)* so that arrangements may be made at an early date for you to commence duty.

Once you accept the position I will make arrangements to forward to you details about your commencement, where to report on your first day and any other requirements you need to be aware of prior to commencing.

If you have any questions regarding this offer and/or the position generally, please don't hesitate to contact me on *(Number)*.

Congratulations on your success and I look forward to working with you in the near future.

Yours faithfully

(Name and Position)

DRAFT LETTER OF ACCEPTANCE

Name: _____

Address: _____

Contact details: _____

I wish to confirm that I would like to accept the position of:

I have read and understand the requirements of the position and understand the conditions for appointment. I understand that my salary will be _____. I would like to confirm that I will be able to commence with

_____ on _____

I agree to produce the following documents prior to my entry on duty:

- (i) Birth certificate or Passport or Certificate of Naturalisation
- (ii) Proof of change of name- where applicable
- (iii) Educational qualifications (which will be verified with the issuing institution) – where required.

Name _____

Signature _____ Date _____

Return acceptance to: _____

DRAFT UNSUCCESSFUL LETTER

Dear (Name)

I refer to your application for the position of (Title of Position applied for) with (Centre/Organisation name).

The Selection Panel has given careful consideration to your application along with those of others. I regret to advise that on this occasion you were not the successful candidate. I take this opportunity to thank you for the interest shown in applying for the position with our Centre and I wish you well in your endeavours.

If you would like feedback in relation to your application/interview please contact (Name) on (Number) to arrange a suitable time to discuss.

Yours faithfully

(Name/Position)

DRAFT ELIGIBILITY LETTER

Dear [Name]

Position (As advertised)

I refer to your application for the position of [Title] with the [Centre/Organisation name].

The Selection Panel has given careful consideration to your application along with those of others. Unfortunately I regret to advise that on this occasion you were not the successful applicant.

However, you have been placed on an Eligibility List that is active for (State proposed time period) from (Date).

This means that if this position or another similar one becomes available during this time, careful consideration will again be given to your application without the necessity of you having to submit a further application. It does not, however, guarantee you that an offer will be made.

Please contact [Name] on [Number] if you would like feedback or have any further questions regarding this position.

Thank you for your interest in applying for this position.

Yours faithfully

(Name/Position)

STAFF INDUCTION CHECKLIST

NAME: _____ **COMMENCEMENT DATE:** _____

INTRODUCTION AND CENTRE TOUR:

- ☐ Centre background – hours, no. children, staff
- ☐ Show facilities and resources available for staff, introduction to staff
- ☐ Identify staff mentor
- ☐ Location of first aid kits, emergency exits, discuss safety procedures and Policy folder location
- ☐ Staff room, timesheets and sign in / out area, break times and refreshments available

STAFF RESPONSIBILITIES AND AWARENESS:

- ☐ National Quality Standards /Quality Improvement processes and Regulations
- ☐ Emergency evacuation procedure and emergency contact details
- ☐ First aid procedures
- ☐ Accident and illness procedures for staff and children
- ☐ Medication policy
- ☐ Health and hygiene procedures – nappy change, toileting, hand washing, etc.
- ☐ Food handling procedures
- ☐ Sun safety and appropriate clothing
- ☐ OHS Reporting, monitoring and manual handling awareness
- ☐ Communication procedures
- ☐ Child protection policy – reporting procedure and protective behaviours for staff
- ☐ Centre Grievance procedure
- ☐ Procedures for late families
- ☐ Staff and parent meetings

STAFF HANDOUTS:

- ☐ Centre security codes and keys
- ☐ Staff roster
- ☐ Shift descriptions
- ☐ Copy of staff handbook, Centre handbook and staff contact details
- ☐ Leave procedure/absence notification

STAFF MEMBER TO COMPLETE AND RETURN:

- ☐ Pay details
- ☐ Emergency contact information
- ☐ Qualification / certificates
- ☐ Staff immunisation records

OTHER:

Staff Member: _____

Sign: _____ Date: _____

Director: _____

Sign: _____ Date: _____