



**PORT STEPHENS**  
C O U N C I L

## Job Demands Analysis

### Outside of School Hours Educator

#### Role overview

|               |                                                                                                                                            |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Section       | Children Services                                                                                                                          |
| Working hours | 15 - 38 hrs per week, Mon – Fri 6.30am – 9:30am and 2.30pm – 6:30pm<br>Vacation care 6:30am to 6:00pm (4-8 hr days during school holidays) |
| Breaks        | 30 minute lunch break if working more than 5hrs                                                                                            |
| Location      | Various site locations                                                                                                                     |

#### Role description

|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Position purpose     | The Outside School Hours Educator is responsible for providing high-quality care and supervision for children attending before and after school care and vacation care programs. The role supports children's learning, wellbeing and development through the delivery of age-appropriate education and recreational activities while ensuring compliance with relevant legislation, the National Quality Framework, organisational policies and child safety requirements.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Key responsibilities | <ul style="list-style-type: none"><li>• Support the Nominated Supervisor in ensuring the service operates in accordance with all relevant legislation, regulations, policies, and standards applicable to children's services.</li><li>• Assist with the planning, implementation, and evaluation of educational and developmental programs that support children's learning, wellbeing, and individual needs.</li><li>• Provide quality care and active supervision of children, including supporting personal hygiene, preparing and serving meals and snacks, facilitating educational and recreational activities, and promoting positive behaviour.</li><li>• Complete administrative duties as required, including attendance records, program planning and evaluation, observations, incident reporting, and other service documentation.</li><li>• Build and maintain positive relationships with children, families, school staff, Council representatives, colleagues, and other relevant stakeholders.</li><li>• Ensure the health, safety, and wellbeing of children through active supervision, implementation of child-safe practices, and adherence to service policies and procedures.</li><li>• Set up, pack away, and safely store equipment, furniture, and resources before and after each session.</li></ul> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• Maintain the cleanliness, presentation, and safety of the venue, equipment, and resources through routine housekeeping, basic cleaning, and reporting maintenance requirements.</li> <li>• Contribute to a positive, collaborative team environment by participating in meetings, professional development, and continuous service improvement activities.</li> </ul> |
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### Summary of demands

| Physical                                                                                                                                                                                                                                                                                                                                                                              | Cognitive/Psychological                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Sensory/Communication                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Constant demands for gripping and hand/eye coordination.</li> <li>• Frequent demands for sitting, standing, walking, bending, rotating/twisting, lifting, carrying, pushing/pulling, reaching, balance.</li> <li>• Occasional demands for Squatting/crouching, kneeling, climbing.</li> <li>• Rare demands for driving/operating.</li> </ul> | <ul style="list-style-type: none"> <li>• Constant demands for Working memory, attention/concentration and interpersonal relationships.</li> <li>• Frequent demands for literacy and comprehension, decision making, critical thinking/reasoning, planning/organising, multitasking and time management.</li> <li>• Occasional demands for negotiation/conflict resolution, risk management/judgement, complex or varied tasks, simple or repetitive tasks, pacing and workflow, job control and autonomy.</li> </ul> | <ul style="list-style-type: none"> <li>• Constant demands vision, hearing and speech.</li> <li>• Frequent demands for reading and writing.</li> <li>• Occasional demands for numerical ability.</li> </ul> |

### Tools and Personal Protective Equipment (PPE)

| Tools                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | PPE                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Computer keyboard and mouse</li> <li>• Printer</li> <li>• Laminator</li> <li>• Paper shredder</li> <li>• iPad</li> <li>• Phone</li> <li>• Meal Preparation equipment, including plates, cutlery, serving utensils</li> <li>• Table for meal service</li> <li>• Educational and play resources</li> <li>• First aid kit</li> <li>• Microwave/oven/toaster</li> <li>• Dishwasher</li> <li>• Indoor and outdoor play equipment</li> <li>• Cleaning supplies</li> </ul> | <ul style="list-style-type: none"> <li>• Gloves</li> <li>• Wide brim hat</li> <li>• Sunscreen</li> <li>• Long-sleeve sun protective clothing</li> <li>• High visibility vest</li> <li>• Covered footwear</li> </ul> |

## WHS hazards

- Manual Handling – lifting, carrying, pushing, pulling and moving tables, chairs, play equipment, activity resources, food supplies and storage containers.
- Biological Hazards – possible exposure to infectious diseases, viruses, bacteria, bodily fluids, blood, vomit, saliva, urine, faeces, mould, and other biological contaminants when caring for children.
- Hazardous Chemicals – Exposure to cleaning products, disinfectants, detergents, sanitising agents, art and craft materials, and other substances used within the service.
- Food Preparation Hazards – Exposure to hot surfaces, boiling water, sharp utensils and burns or cuts during food preparation and serving.
- Slip, Trip and Fall Hazards – Wet floors, toys, bags, electrical cords, uneven outdoor play areas, stairs, playground surfaces, and obstacles within indoor and outdoor environments.
- Psychosocial Hazards – Exposure to challenging behaviours, conflict resolution, interactions with parents or carers, and emergency situations.
- Environmental Exposure – Exposure to heat, cold, rain, wind, humidity, UV radiation, and changing weather conditions while supervising outdoor activities.
- Traffic Hazards - Exposure to moving vehicles, pedestrians, cyclists, and members of the public when escorting children between the service, school and bus stop.
- Fatigue – Physical and mental fatigue associated with active supervision, prolonged standing and walking, split shifts, repetitive tasks, and maintaining constant vigilance.

## Demands analysis

### Frequency definitions

|          |                     |                                                                           |
|----------|---------------------|---------------------------------------------------------------------------|
| <b>R</b> | <b>Rare</b>         | Intermittent activity exists for a short time on a very infrequent basis. |
| <b>O</b> | <b>Occasional</b>   | Activity exists for up to one-third of the role.                          |
| <b>F</b> | <b>Frequent</b>     | Activity exists between one to two-thirds of the role.                    |
| <b>C</b> | <b>Constant</b>     | Activity exists for more than two-thirds of the role.                     |
| <b>N</b> | <b>Not required</b> | Not a requirement.                                                        |

### Physical demands

| Demand              | Frequency | Comment                                                                                                                                                                                                       |
|---------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Sitting             | F         | Completing administrative tasks, planning activities, completing documentation, attending meetings, supervising children during seated activities, and reading. May sit on chairs or the floor with children. |
| Standing            | F         | Actively supervising children, facilitating activities, preparing and serving meals, cleaning, and setting up or packing away equipment and furniture.                                                        |
| Walking             | F         | Walking throughout indoor and outdoor areas while supervising children, escorting children to and from school or bus stops, setting up and packing away equipment, and undertaking cleaning tasks.            |
| Bending             | F         | Assisting children, setting up and packing away equipment and furniture, meal preparation, cleaning, and accessing storage areas.                                                                             |
| Squatting/Crouching | O         | May be required when interacting with children, providing first aid, or assisting children.                                                                                                                   |
| Kneeling            | O         | May be required when interacting with children, providing first aid, or assisting children.                                                                                                                   |
| Rotating/Twisting   | F         | Setting up and packing away equipment and furniture, meal preparation, and general cleaning.                                                                                                                  |
| Lifting             | F         | Lifting items generally up to 10 kg, including activity equipment, storage containers, tables, chairs, mats, groceries, and meal supplies.                                                                    |
| Carrying            | F         | Carrying activity resources, equipment, food supplies, cleaning products, and other materials between storage areas and activity spaces, generally up to 10 kg.                                               |
| Reaching            | F         | Reaching to access storage cupboards, shelving, equipment, food items, and educational resources throughout the day.                                                                                          |
| Pushing/Pulling     | F         | Moving tables and chairs, sweeping or moping, manoeuvring equipment trolley, taking out and bringing in garbage bins.                                                                                         |
| Climbing            | O         | While using a 2-step ladder, climbing stairs, and entering/exiting a vehicle.                                                                                                                                 |
| Gripping            | C         | Required when using computers, tablets, kitchen utensils, cleaning equipment, arts and crafts materials, educational resources, and playground equipment.                                                     |

| Demand                | Frequency | Comment                                                                                                                                                                                     |
|-----------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hand/Eye coordination | C         | Required for food preparation, computer use, writing, administering first aid, arts and crafts, supervising activities, and ensuring children's safety during play and learning             |
| Balance               | F         | Maintaining balance while walking on uneven surfaces, climbing stairs, using a step ladder, participating in children's activities, and supervising children during indoor and outdoor play |
| Driving/Operating     | R         | May be required to drive a Council vehicle for work-related purposes.                                                                                                                       |

### Cognitive/Psychological demands

| Demand                          | Frequency | Comment                                                                                                                                                                                |
|---------------------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Working memory                  | C         | Remembering children's individual needs, medical conditions, allergies, attendance, routines, activity plans, emergency procedures, and daily instructions.                            |
| Literacy and comprehension      | F         | Reading and interpreting policies, procedures, care plans, risk assessments, activity plans, communications, and completing written documentation and reports. (e.g. incident reports) |
| Decision making                 | F         | Involves daily decisions regarding children's safety, supervision, behaviour management, first aid, activity modifications, and daily operational matters.                             |
| Critical thinking/<br>Reasoning | F         | Assessing situations, identifying hazards, responding to children's needs, resolving problems, and adapting activities to suit individual and group requirements.                      |
| Attention/<br>Concentration     | C         | Maintaining continuous vigilance while supervising children, monitoring multiple activities simultaneously, and responding quickly to changing situations or emergencies.              |
| Planning/Organising             | F         | Assists with organising educational activities, meal service, resources, supervision arrangements, and daily routines while meeting program objectives                                 |
| Multitasking                    | F         | Simultaneously supervising children, responding to questions, managing behaviours, preparing activities, communicating with families and completing routine tasks.                     |
| Time management                 | F         | Managing activity schedules, meal times, school collections, transitions, documentation, and daily operational tasks within designated timeframes.                                     |
| Negotiation/Conflict resolution | O         | Resolving conflicts between children, responding to behavioural issues, communicating with families, and working collaboratively with colleagues and school staff.                     |
| Risk management/<br>Judgement   | O         | Identifying hazards, assessing risks, implementing appropriate controls, maintaining active supervision, and responding appropriately to incidents and emergencies.                    |
| People management               | N         | Not generally responsible for supervising or managing staff                                                                                                                            |
| Complex or varied tasks         | O         | Managing changing priorities, responding to children's varying needs, adapting activities, and balancing educational, care, and administrative responsibilities.                       |
| Simple or repetitive tasks      | O         | Routine cleaning, meal preparation, attendance recording, setting up and packing away equipment, and completing regular documentation.                                                 |

| Demand                                       | Frequency | Comment                                                                                                                                                                                                         |
|----------------------------------------------|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Pacing and workflow                          | O         | Managing fluctuating workloads, responding to interruptions, maintaining supervision, and adapting to changing daily priorities and children's needs.                                                           |
| Job control and autonomy                     | O         | Working independently within established policies, procedures, and program requirements while exercising judgement in day-to-day decision making.                                                               |
| Interpersonal relationships                  | C         | Building and maintaining positive relationships with children, families, colleagues, school staff, Council representatives, and external service providers.                                                     |
| Remote or lone working                       | N         | Work is generally undertaken as part of a team within a supervised childcare environment.                                                                                                                       |
| Contact with members of the public/customers | F         | Communication with parents, carers, school staff, visitors, contractors, and other members of the public in a professional and respectful manner.                                                               |
| Exposure to traumatic information/events     | O         | May be exposed to child injuries, medical emergencies, child protection concerns, distressed children or families, and other emotionally challenging situations requiring an appropriate professional response. |

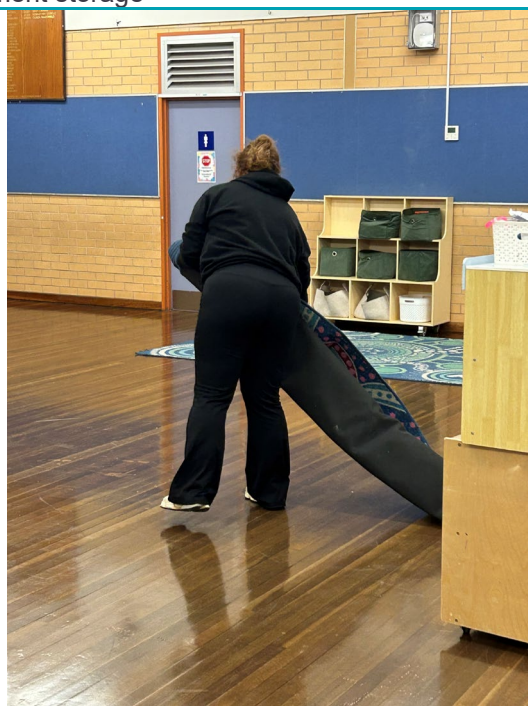
### Sensory/Communication demands

| Demand            | Frequency | Comment                                                                                                                                                                                                        |
|-------------------|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Vision            | C         | Visual observation is required to actively supervise children, identify hazards, monitor indoor and outdoor activities, read documentation, prepare food, administer first aid, and safely use equipment       |
| Hearing           | C         | Hearing is required to respond to children's needs, communicate with colleagues and families, monitor the environment, hear alarms or emergency signals, and recognise signs of distress or unsafe situations. |
| Speech            | C         | Clear verbal communication is required to provide instructions, engage with children, communicate with families, collaborate with colleagues, manage behaviour, and respond to emergencies.                    |
| Reading           | F         | Reading policies, procedures, activity plans, care plans, allergy and medical information, risk assessments, emails, notices, and other workplace documentation.                                               |
| Writing           | F         | Completing attendance records, incident and injury reports, observations, program documentation, communication records, and other administrative tasks.                                                        |
| Numerical ability | O         | Basic numeracy is required for attendance counts, meal preparation and portions, time management, activity planning, and recording information accurately.                                                     |

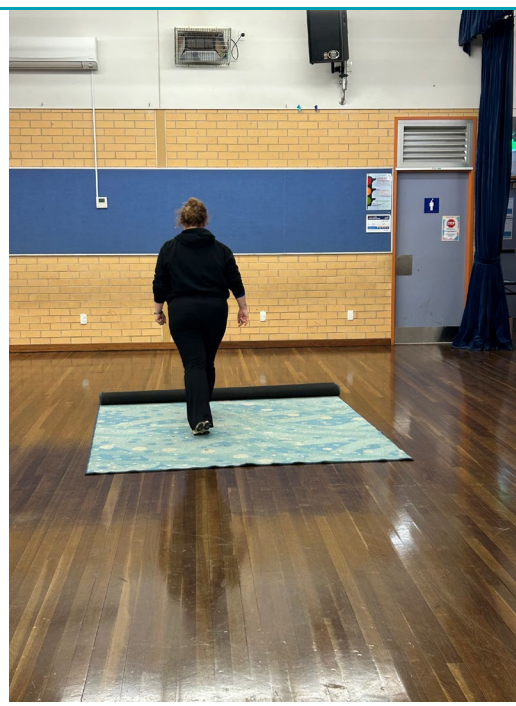
## Image gallery



Equipment storage



Hall set up





Hall set up cont.



Furniture set up



Furniture set up cont.



Food preparation





Food preparation cont.

