

Position Description

Position Title:	Senior Advisor Early Years Sector Capacity Building	Business Unit:	SNAICC Early Years Support NSW
Classification:	(SCHADS Award) Level: 7	Reports to:	Director, SNAICC Early Years Support NSW
	SNAICC Scale: PM1 7.1-7.4	No. Direct Reports:	N/A
Employment Type:	Fixed Term – June 2027	FTE:	1

Established in 1981, SNAICC – National Voice for our Children is the National Peak Body in Australia for Aboriginal and Torres Strait Islander children. SNAICC’s vision is that Aboriginal and Torres Strait Islander children, young people and families are protected, our communities determine their own futures, and our cultural identity is valued.

We work to amplify the voice of community and the sector for the fulfilment of the rights of our children.

SNAICC is governed by a Board of Directors: Aboriginal and Torres Strait Islander leaders from the early years, child safety, development and well- being sectors.

SNAICC plays a key role in the following areas:

- Community and sector voice: SNAICC engages with Aboriginal and Torres Strait Islander community and the sector to understand their needs and aspirations and give a strong voice to these perspectives. We also communicate back to and with community on key issues, programs and projects;
- Research, policy and leadership: SNAICC seeks to understand and share what works to drive better outcomes for Aboriginal and Torres Strait Islander children and families and translate this into policy and practice;
- Sector development: SNAICC works with and supports the sector to enhance the quality, access and sustainability of services.

Business unit	SNAICC Programs Unit aims to build the capacity of Aboriginal and Torres Strait Islander community-controlled organisations and mainstream non-government organisations to ensure children have access to high-quality, sustainable, culturally safe, and secure services in the early childhood education and care sector. The primary focus is to support the growth and development of the community-controlled early childhood education and care sector across the country. The Programs Unit works to establish partnerships, provide guidance, and facilitate collaboration between community-controlled organisations and mainstream non-government organisations, promoting cultural safety and inclusivity in service provision. The Programs Unit strives to enhance the accessibility, quality, and
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	sustainability of services for Aboriginal and Torres Strait Islander children, ensuring their holistic development and well-being.	
Position Summary:	<p>The Senior Advisor Early Years Sector Capacity Building will work with NSW Aboriginal and Torres Strait Islander Community Controlled Early Years services to strengthen their capacity in service delivery and quality outcomes. This will include a focus on workforce development (eg. recruitment, training and development support), as well as high quality policy development & programming advice.</p> <p>The Senior Advisor will also feed into SNAICC's advocacy channels to represent the interests of these services to better support the Aboriginal and Torres Strait Islander early years services. This position will have a particular focus on pre-school services (3-5 years).</p>	
Position Characteristics:	Scope:	<p>The Senior Advisor Early Years Sector Capacity Building will report to the Director SNAICC Early Years Support NSW and work collaboratively with NSW Aboriginal and Torres Strait Islander community-controlled pre-schools.</p> <p>The role will have responsibility for a dedicated hub of pre-schools and will work as part of a broader Early Years Support NSW team that will cover the whole state.</p> <p>The SNAICC Early Years Support NSW team works closely with SNAICC Early Years Support teams in other jurisdictions. The role does not have direct reports.</p> <p>The SNAICC Early Years Support NSW team is based in Wollongong NSW, although alternative locations will be considered for the right candidate. Travel within NSW is required to understand the needs of and support NSW Aboriginal and Torres Strait Islander early learning services.</p>
	Significant internal/external relationships:	<ul style="list-style-type: none"> • SNAICC's membership • ECECs and Pre-Schools in NSW • Members of other SNAICC teams: SNAICC Early Years Support WA and Vic; Sector Development, including the National EY Workforce Advisor; Connected Beginnings; Policy & Research; Strategic Engagement & Communications; Corporate Services • NSW Dept of Education • Other funding partners (govt & non-govt)
	Special Conditions:	Aboriginal and Torres Strait Islander people are encouraged to apply
	Delegations:	In accordance with SNAICC's Board/CEO delegations and quality requirements, policies and procedures.

Key Responsibilities:	Relevant areas & levels within SNAICC Competency Framework.
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<p>Support service best practice</p> <ul style="list-style-type: none"> • Provide specialist information and support to help service providers understand and meet ECEC accreditation ratings and compliance standards (i.e. National Quality Framework accreditation and compliance standards) • Provide advice, resources, research briefs and assistance to drive improvements in programming and better practice in local contexts • Provide advice and support regarding the design, development and implementation of evidence-based education and support programs for Aboriginal and Torres Strait Islander early year services <p>Advocacy</p> <ul style="list-style-type: none"> • Collect and collate information that captures learning, stories of success and service challenges relating to ECEC policy implementation for Aboriginal and Torres Strait Islander early years services in NSW. • Provide internal policy and system solutions advice for Pre-School leaders. • With SNAICC's Policy & Research team, contribute to policy solutions and advice to state and federal governments to influence decisions aligned to the needs and perspectives of Aboriginal early years services, to build a more sustainable, high quality and culturally strong early years services system for Aboriginal and Torres Strait Islander children across NSW. • Support service leaders to represent their issues on local, regional and state forums and bodies. <p>Workforce Development Strategy</p> <ul style="list-style-type: none"> • Understand workforce development barriers impacting NSW Pre-Schools • In partnership with THRYVE NSW Workforce Development Advisor, contribute to a NSW workforce development strategy <p>Workforce Recruitment, Retention, Management & Training</p> <p>Identify strategies to provide recruitment assistance to Pre-Schools, including:</p> <ul style="list-style-type: none"> • development of standardised position descriptions, & assistance in promotion of vacant positions; • human resource management policies and procedures; • support development and implementation of human resource systems to manage compliance and staff records (e.g. First Aid training certification) 	<p>1. Organisational Awareness and Professionalism</p> <p>1.2.1 Organisational Awareness</p> <p>1.2.2 Time Management</p> <p>1.3.5 Problem solving</p> <p>3. Communication & Relationship Skills</p> <p>3.2.2 Written communication</p> <p>3.3.5 Interpersonal skills</p> <p>6. Service Delivery</p> <p>6.3.1 Reflective Practice</p> <p>6.2.2. Knowledge of sector issues</p> <p>6.2.3 Stakeholder outcomes</p> <p>2. Community and Interagency Relations</p> <p>2.3.1 Community</p> <p>2.2.3 Partnerships & collaboration</p> <p>2.3.4 Knowledge of community</p> <p>7. Policy & Research</p> <p>7.2.1 Policy development and implementation</p> <p>7.2.2 Evidence based policy and program development</p> <p>7.2.4 Sector Leadership</p> <p>8. Program & Contract Management</p> <p>8.2.1 Program development</p> <p>8.2.3 Contract Management</p> <p>8.2.4 Achieving results</p> <p>9. Risk Management, Workplace Safety & Quality</p> <p>9.2.4 Health Safety and Wellbeing</p>
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<ul style="list-style-type: none"> Identify culturally appropriate training and professional development opportunities, including identifying bespoke training needs facilitate and coordinate provision of appropriate and accredited training for staff establish partnerships with training providers to coordinate and facilitate access to training (e.g. first aid, trauma informed care, Diploma) identify suitable mentoring opportunities to support the development of a local talent pipeline <p>Networking and information provision</p> <ul style="list-style-type: none"> Contribute to communication platforms, networks and strategies, and forums to ensure current and up to date information is available and shared across networks. Facilitate regular opportunities for NSW Aboriginal and Torres Strait Islander early years services to gather, connect, and share practices, learnings and insights. 	
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<p>Common duties shared with other SNAICC staff</p> <ul style="list-style-type: none"> Contribute to SNAICC internal planning processes including staff meetings, and review of SNAICC strategic and operational plans. Assist in the evaluation of projects, activities, and functions of SNAICC. 	<p>1. Organisational Awareness and Professionalism 1.1.1 Organisational Awareness 1.1.2 Time Management 1.1.5 Problem solving</p>
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<p>Selection Criteria</p>	<p>Knowledge and Experience</p>	<ul style="list-style-type: none"> Broad knowledge and understanding of human rights and issues impacting upon Aboriginal and Torres Strait Islander children and families and commitment to the rights, needs and aspirations of Aboriginal and Torres Strait Islander children and families. Working knowledge of the Early Years Learning Framework and the National Quality Framework for Early Childhood Education and Care and accredited training provider environment for early years services. Demonstrated capacity to establish and maintain partnerships and work collaboratively in the design and implementation of Early Years programs and activities Experience working effectively with Aboriginal and Torres Strait Islander communities and services that support them Significant experience in Early Childhood Education policy and programming, including: policy development at a service level; provision of specialist information for providers to meet early years accreditation and compliance standards; provision of support which helps drive practice improvements
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		<ul style="list-style-type: none"> • Experience facilitating reflective practice and shared practice approaches, insights and learnings. • Experience analysing and collating this good practice approaches, and identifying issues that impact on good practice delivery, for the purpose of informing advocacy strategies to influence policy reform. • Demonstrated capacity to develop and implement sector and workforce development strategies focused on early childhood, including: the development of human resource policies and procedures, training plans to support targeted skills enhancement, and coordination and delivery of training. • Demonstrated capacity to establish and maintain effective collaborative professional relationship and partnerships with a broad range of stakeholders across non-government, government, philanthropic, and Aboriginal and Torres Strait Islander community.
	Qualifications	<ul style="list-style-type: none"> • Relevant tertiary qualifications and experience in early childhood development, education, health, social work, or a relevant field. • Working with Children Check • Current police check (no older than three months) • Current Driver's License
	Values	Cultural Safety <ul style="list-style-type: none"> • Aboriginal ways of knowing, doing and being are our foundation and embedded in all aspects of our business activities. We expect cultural humility from those we work with.
Collaboration & trust <ul style="list-style-type: none"> • We value reciprocity and partnerships. We show curiosity rather than judgement and give people the benefit of the doubt. 		
Respect and kindness <ul style="list-style-type: none"> • We are all valued and valuable. We communicate with people holistically, recognising their humanity. 		
Accountability and integrity <ul style="list-style-type: none"> • We do what we say we will. We accept individual and shared responsibility for our actions and outcomes. 		
Staff Wellbeing <ul style="list-style-type: none"> • We are committed to the wellbeing of our staff. 		
Health, Safety & Wellbeing Requirements		<ul style="list-style-type: none"> • Participate in and contribute to Health Safety and Wellbeing activities to ensure a safe work environment for staff, clients, contractors and visitors • Comply with SNAICC WHS policies and procedures to participate in the achievement of a safe working culture

	<ul style="list-style-type: none"> Where appropriate, participate in workplace inspections, accident reporting and investigations, provide information, instruction and coaching 	
Organisational Expectations	Compliance with organisational policy, procedures including code of conduct.	
Approvals:	CEO Name: Catherine Liddle Date:	Director Operations and HR Name: Fran Whitty Date:
Acknowledgement of Incumbent	I have read and understood the requirements of the Senior Advisor Early Years Sector Capacity Building – THRYVE NSW position. Name: <i>(please print)</i> : _____ Signature: _____ Date: _____	