

Position Description

Senior Relationship Coordinator QLD - Identified

Reports to: Relevant Director

Business Unit: Child Development

SNAICC Level: 7

FTE: 1

Direct Reports: NA

Position summary

The Senior Relationship Coordinator QLD (Queensland), will be assisting in the establishment phase of an Early Years Support team in Queensland, establishing service and stakeholder relationships as well as assist with program codesign process with ACCO ECEC's.

As part of the Child Development team, and in accordance with SNAICC's Board/CEO delegations and quality requirements, policies and procedures, Senior Relationship Coordinator reports to the relevant Director and works closely across the Early Years Support teams.

SNAICC Child Development 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 Child Development 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 Child Development Unit strives to enhance the accessibility, quality, and sustainability of services for Aboriginal and Torres Strait Islander children, ensuring their holistic development and well-being.

Key responsibilities

SNAICC Competency Framework

<p>Key Responsibilities:</p> <ul style="list-style-type: none"> • Build and sustain the relationship with up to 15 (or more as directed) with EYS Services (ACCO ECEC's) • Support EYS Services to engage with and work through the EYS Leadership Framework • 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 	<p>1. Organisational Awareness & Professionalism</p> <p>1.2.1 Organisational Awareness</p> <p>1.2.2 Time Management</p> <p>1.3.5 Problem solving</p> <p>2. Community and Interagency Relations</p> <p>2.3.1 Networks and Stakeholders</p> <p>2.3.2 Community</p>
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Child Development for Aboriginal and Torres Strait Islander Early Year services	2.3.3 Partnerships and collaboration 2.3.4 Knowledge of community
<ul style="list-style-type: none"> Develop and facilitate Professional Development and learning including face to face Professional Development and webinars as required Undertake data analysis with EYS Services including but not limited to completion of the ACCO ECEC checklist Deliver Quality improvement assessment at the invitation of EYS Services 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 Support the implementation of a broad range of improvement projects. Provide additional responsive support that is consistent with the unique requirements of each Service Contribute to regular reporting as directed 	
Networking and information provision	
<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. 	3. Communication & Relationship Skills 3.3.1 Advocacy 3.2.2 Written communication 3.2.3 Verbal Communication 3.3.3 Public speaking 6. Service Delivery 6.2.2 Knowledge of Sector Issues 6.2.3 Stakeholder outcomes
Quality and Compliance	
<ul style="list-style-type: none"> Promote a culture of continuous improvement, collaboration and compliance through the provision of mentoring, training and other support. Contribute to internal quality assurance processes, including identifying, developing, implementing and evaluating quality improvement activities. Ensure adherence to organisational policies and procedure to deliver consistent quality support and service. Actively participate in internal and external audits with responsibility for compliance Actively identify, monitor, and manage areas of key risk and lead appropriate escalation and responses. 	8. Program & Contract Management 8.2.1 Program development 8.2.2 Program management 8.2.4 Achieving results 9. Risk Management, Workplace Safety & Quality 9.2.1 Strategy 9.2.2 Quality 9.2.3 Risk management 9.2.4 Health Safety Wellbeing 9.2.5 Legislation and compliance
Common duties shared with other SNAICC staff	
<ul style="list-style-type: none"> Contribute to SNAICC internal planning processes including 	



staff meetings, and review of SNAICC strategic and operational plans.

- Write reports, articles and provide information for the SNAICC website, newsletter and other SNAICC publications as required.

Significant relationships:

External	Internal
<ul style="list-style-type: none">• ECEC's• Commonwealth, State and Territory Governments• SNAICC's membership	<ul style="list-style-type: none">• Other Early Years Support team members• SNAICC Business Units: Office of the CEO; Child Development; Policy and Research

Key selection criteria

Knowledge & experience

- Broad knowledge and understanding of 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.
- Demonstrated capacity to establish and maintain partnerships and work collaboratively in the design and implementation of Early Years Child Development and activities
- Experience working effectively with Aboriginal and Torres Strait Islander communities and services that support them.
- Experience facilitating reflective practice and shared practice approaches, insights and learnings.
- Demonstrated capacity to develop and implement sector and workforce development including 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.
- A strong understanding of adult professional learning principals and proven capability to develop professional learning content and tools in culturally safe ways
- Proven capability to establish strong trusting professional learning relationships and capability to establish and manage relationships with a variety of stakeholders

Qualifications & requirements

- Relevant tertiary qualifications and experience in early childhood development, education, health, social work, or a relevant field.
- Employee Working with Children Check (WWCC)
- Current National Police Check (no older than three months)
- Current Driver's License.
- Considerate travel is required for the role, with intra and interstate, and into remote and very remote communities.
- It is a genuine requirement of this role that it is held by an Aboriginal and/or Torres Strait Islander person. *Classified under: Equal Opportunity Act 2010 (Vic), s.12, Anti- Discrimination Act 1977 (NSW), s. 14d, Anti-Discrimination Act 1991(QLD), s.7, Equal Opportunity Act 1984 (SA), s. 56(2), Anti- Discrimination Act 1998 (TAS), s.41, Discrimination Act 1991(ACT), s.42d, Anti-Discrimination Act 1996 (NT), s.35(1b(i)).*

Who we are

SNAICC – National Voice for our Children is the national non-government peak body for Aboriginal and Torres Strait Islander children and families, and the sectors that support them.

Since 1981, we have been a strong National Voice representing the interests of Aboriginal and Torres Strait Islander children, families, communities and organisations across Australia.

Our work focuses on three key areas: research and policy, advocacy and sector development engagement and innovation.

SNAICC is governed by a Board of Directors and a Council made up of Aboriginal and Torres Strait Islander community-controlled organisations and leaders from the early years, child safety, development and wellbeing sectors.

Vision

Aboriginal and Torres Strait Islander children and young people thriving in culture, raised within strong families and self-determining communities, empowered to reach their full potential.

Purpose

We engage and amplify the voices of children, young people, their families, communities and our members to drive and influence progress for the fulfilment of the rights of our children through culturally-led, self-determined, and evidence-based approaches, systems and structures.

For more information about SNAICC, visit our [website](#) and view our [Strategic Plan 2025-2028](#).

Our shared values

- **Cultural safety:** 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:** We value reciprocity and partnerships. We show curiosity rather than judgment and give people the benefit of the doubt.
- **Respect & kindness:** We are all valued and valuable. We communicate with people holistically, recognising their humanity.
- **Accountability & integrity:** We do what we say we will. We accept individual and shared responsibility for our actions and outcomes.
- **Staff wellbeing:** We are committed to the wellbeing of our staff.

Organisational expectations

- Compliance with organisational policy and procedures, including code of conduct.
- Take reasonable care to ensure no risk of harm to self and others in the workplace. This includes immediately reporting any incidents, near miss, hazards, and injuries.
- Participate in and contribute to Health Safety and Wellbeing activities to ensure a safe work environment for staff, clients, contractors and visitors.
- Comply with Workplace Health and Safety legislation, standards, SNAICC WHS policies and procedures to participate in the achievement of a safe working culture.
- Where appropriate, participate in workplace inspections, accident reporting and investigations and provide information, instruction and coaching.

Acknowledgement of incumbent

I have read and understood the requirements of the position.

Name:

Signature:

Date: