

COOK

NATIONAL QUALITY STANDARD (NQS)

| QUALITY AREA 7: GOVERNANCE AND LEADERSHIP | | |
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| 7.1 | Governance | Governance supports the operation of a quality service. |
| 7.1.3 | Roles and Responsibilities | Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service. |

| TAFE Kids Inc | |
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| POSITION: | Cook |
| SUPERVISOR: | Director/ Nominated Supervisor |
| DIRECT REPORTS: | No direct reports |
| QUALIFICATIONS: | <ul style="list-style-type: none"> • Certificate III in Commercial Cookery or Certificate III in Hospitality (Commercial Cookery) or equivalent • Certificate in Safe Food Handling • Certificate in Menu Planning • Certificate in Nutrition • Valid Working with Children Check clearance |
| ESSENTIAL EXPERIENCE | <ul style="list-style-type: none"> • Proven ability in all areas of cookery including menu planning, meeting nutritional guidelines, working within budgets • Understanding and working knowledge of WHS legislation • Demonstrated knowledge of food handling guidelines |
| UP TO DATE KNOWLEDGE AND COMPLIANCE OF THE FOLLOWING LAW-REGULATIONS-ACTS | <ul style="list-style-type: none"> • Service Policies and Procedures • Education and Care Services National Law (2010) • Education and Care Services National Regulation (2011) • National Quality Standard (NQS) • Early Years Learning Framework (EYLF)/My Time Our Place (MTOPL) • ECA Code of Ethics • Work Health and Safety Act 2009 • Food Standards Australia & New Zealand Code (FSANZ) • Commonwealth Privacy Act 1988 and the Australian Privacy Principles (APPs) (2014) • Fair Work Act 2011 • National Principles of Child Safe Organisations or relevant Child Safe Standards (adjust to suit your state/territory) • Other relevant state and federal legislation and regulations as required |
| POSITION OBJECTIVES | <ul style="list-style-type: none"> • To provide a healthy, balanced, varied diet through a carefully planned menu for all children attending the Service, including meeting necessary dietary requirements |

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| | <ul style="list-style-type: none"> • Manage food purchasing for the service in accordance with the approved budget and finances • Build and maintain positive relationships with children, families, educators, staff and management. |
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ROLE DIMENSIONS- KEY PERFORMANCE AREA

| QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE | | |
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| 1.1 | Program | The educational program enhances each child's learning and development. |
| 1.2 | Practice | Educators facilitate and extend each child's learning and development. |
| 1.3 | Assessment and planning | Educators and co-ordinators take a planned and reflective approach to implementing the program for each child. |

Educational Program & Practice Key Tasks:

- be proactive in ensuring currency in best early childhood practice
- contribute to the Quality Improvement Plan for the service in relation to food safety and handling and cooking experiences for children
- assist with the documentation of children's experiences and participation in the educational program in relation to cooking experiences
- support children's learning through investigation and projects with respect to cooking experiences,
- with support from the Lead Educator and Educational Leader critically reflect on all aspects of the educational program in relation to cooking experiences
- provide assistance to the teaching team regarding food and cooking experiences for children,
- be involved in special events which require preparation and/or organization of food and/or beverages; and
- involve children in kitchen activities as appropriate.

| QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY | | |
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| 2.1 | Health | Each child's health and physical activity is supported and promoted. |
| 2.2 | Safety | Each child is protected. |

Children's Health and Safety Key Tasks:

- promote child wellbeing and prevent harm to children and young people by adopting and adhering to the National Principles of Child Safe Organisations or relevant Child Safe Standards



- ensure compliance as a mandated reporter in accordance with the service Child Protection policy and procedures
- assist the Director/ Nominated Supervisor to comply with child protection in the workplace – Inform the Director/ Nominated Supervisor of all allegations or convictions of a child protection nature against an employee, of which you become aware
- prepare and cook nutritious meals that are culturally appropriate for children 0-6 years, in a timely manner that fits the Service’s routines
- collaborate with the Director/ Nominated Supervisor, educators, parents and health professionals to plan and prepare meals for the children including lunch, morning tea, taking into consideration
 - nutritional requirements of the age group
 - cultural and religious differences
 - additional dietary and/or medical needs of the individual child
 - special needs of the 0 - 2-year-olds
 - the labour, facilities and financial resources available
- provide for/or supplement alternative foods/beverages for children with allergies or identified food/dietary requirements,
- ensure food handling standards and quality guidelines are adhered to at all times as per food handling guidelines
- demonstrate a high level of understanding regarding food handling and cross-contamination risks when preparing food for food safety, allergies and intolerances
- have knowledge and understanding of the nutritional standards set by the Australian Food and Beverage classification system
- ensure that all food is stored in compliance with Health Regulations
- ensure all food is heated and cooled in compliance with Health Regulations
- evaluate the menu on a regular basis in collaboration with children, families, educators, Director/ Nominated Supervisor and health practitioners
- display menu in a well-presented manner making sure that the current menu for 2 weeks is always available for families to see
- operate mixers, ovens, choppers, shredders, steamers, grills, grinders, steam kettles, fry kettles, and other food equipment in accordance with operating guidelines
- adjust recipes to the demand of different volumes
- maintain and demonstrate knowledge of Workplace Health and Safety (WHS) legislation and safety issues relating to children and educators/ staff

- ensure correct manual handling techniques and procedures are followed and assist by identifying manual handling hazards and risks within the service
- report any situation that may constitute a hazard to health and safety to children, families, educators, staff or visitors to the Director/ Nominated Supervisor
- ensure a high standard of hygiene in compliance with procedures and policies
- demonstrate the ability to read food nutritional panels and ingredients lists on products
- demonstrate an understanding of special dietary requirements relating to allergies, intolerance, and medical conditions
- ensure a high standard of hygiene in compliance with procedures and policies

| QUALITY AREA 3: PHYSICAL ENVIRONMENT | | |
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| 3.1 | Design | The design of the facilities is appropriate for the operation of a service. |
| 3.2 | Use | The service environment is inclusive, promotes competence and supports exploration and play-based learning. |

Physical Environment Key Tasks:

- create a safe, supportive, stimulating and educational environment for all children
- report any repairs and maintenance regarding the kitchen/ food handling areas required to the Director/ Nominated Supervisor
- report any situation that may constitute a hazard to health and safety to children, families, educators, staff or visitors to the Director/ Nominated Supervisor
- ensure effective processes are followed to meet WHS requirements
- maintain the aesthetics of the environment and ensure all resources and equipment are respected and maintained within the kitchen/ food handling areas
- contribute to ensuring the service strives towards environmental sustainability in all areas, through sustainability action plans
- maintain sanitary and inviting kitchen workspaces and eating areas at all times including regular and systematic cleaning of the following areas
 - fridges and freezer areas
 - serving trays
 - any appliances used
 - range hood and stove
- regularly empty bins to deter insects and vermin
- promote high quality health and safety for adults and children



- perform laundry duties in relation to kitchen articles and assist in other laundry duties of the Service
- complete and file all relevant checklists to ensure that proof of compliance is being maintained
- ensure that all chemicals and cleaning supplies are kept in a secure locked cupboard in compliance with WHS guidelines
- ensure correct manual handling techniques and procedures are followed and assist by identifying manual handling hazards and risks within the service

| QUALITY AREA 4: STAFFING ARRANGEMENTS | | |
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| 4.1 | Staffing Arrangements | Staffing arrangements enhance children's learning and development. |
| 4.2 | Professionalism | Management, educators and staff are collaborative, respectful and ethical. |

Staffing Arrangements Key Tasks:

- have a working knowledge of the National Quality Standards and meet these guidelines in their work practices
- ensure compliance in regard to policies and procedures relating to the operation of the service
- always act within the guidelines set out in the Code of Ethics (Early Childhood Australia Inc.)
- contribute to the development of a *Statement of Commitment to Child Safety and Wellbeing* to demonstrate a strong culture of child safety within the Service
- adhere to the services Child safe policies including *Child Safe Environment Policy*, *Child Protection Policy*, *Reportable Conduct Policy (Vic Services)* and *Child Safety and Wellbeing Policy (Vic Services)* at all times and take all reasonable steps to protect children from abuse and harm
- ensure compliance with a zero tolerance of racism within the Service
- contribute positively and effectively to the team environment to ensure smooth operation of the service
- promote a healthy team environment and develop positive channels of communication
- participate in ongoing professional development and training programs in conjunction with the Educational Leader
- implement the service *Dealing with Complaints Policy* and procedures and follow the *Dealing with Complaints Policy* in relation to complaints or incidents
- ensure any grievances raised by educators, staff or families are reported to the Director/ Nominated Supervisor
- keep up to date with current trends and issues in Early Childhood and support research-based practices within the service; and
- attend meetings and family meetings as required.

| QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN | | |
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| 5.1 | Relationships between educators and Children | Respectful and equitable relationships are maintained with each child. |
| 5.2 | Relationships between children | Each child is supported to build and maintain sensitive and responsive relationships. |

Relationships with Children Key Tasks:

- view and respect children as competent and capable
- promote positive, comforting and nurturing relationships with children
- promote the cultural safety, participation and empowerment of culturally and/or linguistically diverse backgrounds, including Aboriginal and Torres Strait islander children to express their culture and enjoy their cultural rights
- promote the safety, participation and empowerment of children with a disability
- ensure that educators/ staff provide a supportive educational environment for all children and families
- ensure children are respected and their rights are being met (United Nations Convention on the Rights of the Child -CRC)
- act as a positive role model, demonstrating appropriate behaviour and language; and
- communicate with children in an open, honest manner and ensure that the child's perspective is regarded as unique and special.

| QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES | | |
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| 6.1 | Supportive relationships with families | Respectful relationships with families are developed and maintained and families are supported in their parenting role. |
| 6.2 | Collaborative partnerships | Collaborative partnerships enhance children's inclusion, learning and wellbeing. |

Collaborative Partnerships with Families and Communities Key Tasks:

- be courteous and helpful to the families in the service
- collaborate with families regarding children's individual dietary requirements
- access resources and professional support to ensure the service menu meets all nutrition and health standards as required



- support the Director/ Nominated Supervisor to manage information in relation to children’s healthy eating and nutrition which assists families to access resources within the local and wider community
- positively promote and oversee evaluation strategies, in relation to the service menu (e.g., satisfaction survey) to determine parents communication views to use for future planning.

| QUALITY AREA 7: GOVERNANCE AND LEADERSHIP | | |
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| 7.1 | Governance | Governance supports the operation of a quality service. |
| 7.2 | Leadership | Effective leadership builds and promotes a positive organisational culture and professional learning community. |

Leadership and Service Management Key Tasks:

- co-ordinate the purchasing of food and supplies with the Director/ Nominated Supervisor within the allocated budget
- be aware of, and assist in the management of the food budget including the choices of food and use of purchases
- keep records of receipts, packing slips and order forms
- source quality and seasonal (where possible) stock that is of nutritional value for our children
- comply with, maintain and review all service policies and procedures in accordance with the Education and Care Services National Law and National Regulations
- maintain a sound and current understanding of the National Quality Framework (NQF) and approved learning framework/s
- maintain compliance with the regulations as prescribed by the regulatory authority along with all legal and statutory requirements
- strive to achieve ‘Service’ goals (as outlined in Policy Manual) and ensure the Service’s statement of philosophy is reflected in daily practice
- report directly to the Director/ Nominated Supervisor of any problem arising, which would affect the children, service approval or rating, regulatory and legal compliance or the smooth running of the service
- ensure procedures relating to administrative functions of the kitchen including development of routines and procedures
- maintain confidentiality of sensitive information in relation to educators, staff, families, children and the service in line with the *Privacy and Confidentiality Policy* and procedures; and
- comply with the *Privacy and Confidentiality Policy* and procedures and assist to ensure the policy is followed at a service level; and



- any other duties within the scope of the role of Cook, under the direction of the Director/ Nominated Supervisor. This job description may be reviewed in the future.

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| I have received, reviewed and understand the responsibilities as the COOK. I also acknowledge that I am responsible for the satisfactory execution of these responsibilities and will adhere to all requirements as set out in the Job Description. | | | |
| Employee Name | | Date | |
| Employee Signature | | | |

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| Supervisor Name | | Date | |
| Supervisor Signature | | | |