

WINTA'S PLACE

Pejeng, Ubud, Bali, Indonesia

POSITION, OPERATIONS & LEADERSHIP AGREEMENT LIVE-IN CARER — SPECIAL NEEDS & NEURODIVERGENT CHILDREN AND TEENS

"This is unlike any school I've ever worked in."

Prepared for the Live-In Carer, Before & After School Programs and Weekend Club & Respite Care
Confidential · Pejeng, Ubud, Bali

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PART ONE — OUR WHY, OUR PURPOSE, THIS ROLE

Our Why

Winta's Place exists because too many children fall into the space between mainstream education and specialist disability schools.

These are children who are intelligent. Children with incredible personalities. Children with enormous potential. Children who simply learn differently.

- Many have autism.
- Many have ADHD, or are AuDHD.
- Many have developmental delays.
- Many have sensory processing differences.
- Many have anxiety, or experience school refusal.
- Some have experienced trauma.

Too often, these children are expected to adapt. At Winta's Place, education and care adapt to them — and nowhere is that more true than in the hours around the school day, and in the home itself.

The Live-In Carer holds the parts of a child's day that a school timetable cannot reach: the first tired minutes of the morning, the wind-down at the end of a long day, the sleepovers, the weekends, and the quiet, ordinary moments where trust and life skills are actually built. This is not a supporting role. It is one of the two or three most important relationships a child at Winta's Place will have.

What Winta's Place Is

Winta's Place is a small specialist school and family-support community in Pejeng, Ubud, Bali, built for neurodivergent children and teens through to age 18. Alongside the Core School Program, the community includes Before & After School Care, Weekend Club & Respite Care, a Therapy Network, and — at the centre of it all — a live-in family home.

Everything Under One Roof

Element	What It Means Day to Day
The school	A small, specialist school day built around each child, Monday to Friday.
The live-in home	A private family home where the Founder's daughter lives full-time, and where other children stay for respite.
Before & After School Care	Breakfast Club and Wild & Free after-school care, run by the Live-In Carer, with a chef preparing meals.
Weekend Club & Respite Care	Day drop-in, overnight stays, and live-in respite for families needing a genuine break.
Therapy Network	Speech, OT, counselling and other referrals, with sessions often scheduled into after-school hours on-site.
Parent app & admin	One place for daily notes, routines and handovers between the Live-In Carer, teachers and parents.
Second Carer support	A second carer covers rostered breaks and steps in whenever extra children are present.

Purpose of This Role

The Live-In Carer is responsible for the safe, warm, structured, and genuinely happy day-to-day care of the children and teens in the live-in home and the wraparound care programs — before school, after school, weekends, and overnight. You are the constant adult: the one face, one voice, and one set of routines a child can always rely on, regardless of who else is around that day.

This is fundamentally a safety and trust role before it is anything else. You will, at times, be the only adult present with a child or teen, including overnight. Every other responsibility in this document sits underneath that basic fact.

Who This Role Serves

- The Founder's daughter (16), who lives in full-time and is part of your daily care, exactly as any other child in the home would be
- Children and teens staying for respite — from a few hours, to an overnight, to a weekend, to longer stays during family emergencies or travel
- Children attending Breakfast Club or after-school care who are dropped off and collected by their own parents each day
- A maximum of 4 children under your direct responsibility at any one time. A second carer is engaged whenever numbers rise above this, so ratios never become unsafe

Employment Summary

Position Title	Live-In Carer — Special Needs & Neurodivergent Children and Teens
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Reports To	Head Teacher (day-to-day activities and schedule); Director of Special Education (educational, behavioural and safeguarding standards)
Employment Type	Full-Time · Live-In · 6 days per week
Weekday Hours	6.30am – 8.30am and 3.00pm – 9.00pm
Saturday Hours	6.30am – 2.30pm
End of Rostered Shift	9.00pm daily. Children must be settled and asleep by this time. As a live-in carer you remain in the home overnight; any night wake-up required to resettle a child is paid as an additional fee on top of salary — see Night Wake-Up Fee below
Second Carer Coverage	Saturday 2.30pm – 9.30pm · Sunday 7.00am – 9.00am, plus additional respite/after-school peaks
Live-In Arrangement	Private own room · all meals supplied · wifi, laundry, cleaning and electricity fully covered
Paid Annual Leave	4 weeks (20 working days) paid holiday per year
Location	Pejeng, Ubud, Bali, Indonesia

Salary Structure

You will always have one full-time live-in student in your care — the Founder's daughter — from your very first day, through school opening and beyond. The stages below reflect how your monthly salary

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grows as the wider school enrolls more children, not whether the live-in student is present, which is constant throughout.

At every stage, you hold direct responsibility for a maximum of 4 children at any one time. As soon as numbers rise above 4, a second carer is always brought in so the 4:1 carer-to-child ratio is maintained without exception — this ratio never changes, at any enrolment size.

Stage	What This Looks Like	Monthly Salary (IDR)
Set-up phase (pre-opening)	One full-time live-in student. Building programs, systems and materials ahead of school opening.	9,000,000
School opening	Live-in student, plus a small group of children on before/after school care, with occasional respite beginning as trust with the team builds — see Respite Introduction below. Ratio maintained at 4:1; second carer engaged if the group exceeds 4.	12,000,000
Growth — up to 6 children	Live-in student, plus growing enrolment across before/after school care and gradually introduced respite. Second carer always engaged to maintain the 4:1 ratio at this size.	13,000,000

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Stage	What This Looks Like	Monthly Salary (IDR)
Full capacity — up to 8 children	Live-in student, plus full enrolment across before/after school care and respite. Second carer always engaged to maintain the 4:1 ratio at this size.	14,000,000

Inclusive of all payments required under Indonesian employment regulations. Live-in accommodation, meals, wifi, laundry, cleaning and electricity are provided in addition to salary and are not deducted from it. Your salary moves to the next stage once enrolment genuinely reaches that level, confirmed by the Director.

Respite Introduction

- At opening, the school's core focus is before and after school care, with only occasional respite bookings
- Respite is introduced slowly and deliberately, expanding only as children, parents and the care team feel genuinely safe and settled with each other — there is no fixed timeline for this; it grows in step with how the team and families are settling in, as judged together with the Director
- This gradual approach protects the same "familiar staff, gradual introduction" principle used with every individual child's first overnight stay, applied at a whole-school level while the team is new

Night Wake-Up Fee

- Your rostered shift ends at 9.00pm and resumes at 6.30am. Overnight hours are your own personal time, on the understanding that you are asleep in the home
- If you are woken during the night to resetttle a child, manage an incident, or respond to any need, this is paid as a separate additional fee on top of your monthly salary, agreed with the Director and confirmed in writing
- Every night wake-up must be logged the next morning — time woken, reason, and time resettled — both for safety records and so the fee is paid accurately and promptly

The Vision for This Role

We want the children in this home to experience mornings and evenings that feel calm, warm and predictable — never rushed, never chaotic, and never unsafe. We want parents dropping off a child for respite to feel the same trust a parent feels leaving a child with a grandparent who has done this a thousand times before: total confidence, not just hope. And we want you, as the carer, to feel like a genuinely valued, senior member of the Winta's Place team — not a babysitter, but a trained professional holding one of the most important jobs in the building.

Our Care Philosophy in Practice

- **Consistency is the intervention.** Neurodivergent children thrive on predictable adults and predictable routines. The single biggest thing you offer is sameness, delivered with warmth.
- **Regulation before everything.** A dysregulated child cannot learn a life skill, follow an instruction, or enjoy an activity. Co-regulation always comes first.

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- **Independence is built in small, repeated steps.** Life skills are taught the same way, the same order, many times over — not lectured once and expected to stick.
- **Rest is not wasted time.** Unstructured, low-sensory, unhurried time is treated as a genuine part of the program, not a gap to be filled with more activity.
- **Families are partners.** Parents are kept informed, respected, and never made to feel guilty for needing respite.

The Winta's Place Way — Tone and Culture Standards

With Children & Teens	Warm, playful, endlessly patient, and completely consistent on boundaries. Firm without ever being harsh.
With the Second Carer & Team	Clear handovers, proactive communication, and total honesty about what did and didn't go well in a day.
With Parents	Professional, warm, and factual — never sharing more or less than what actually happened.
With Yourself	Protects your own rest and wellbeing during off-duty hours, so you can show up fully during rostered hours.

PART TWO — CORE AREAS OF RESPONSIBILITY

1. Before-School & Breakfast Club

Breakfast Club runs every weekday morning for children dropped off early, and for any live-in or overnight-respite child. You lead this block from the moment the first child arrives until handover into the school day.

Key Responsibilities

- Open Breakfast Club on time, every day, and welcome each child individually as they arrive
- Wake, dress, and support the morning hygiene routine of any live-in or overnight-respite child, using visual charts, Alexa prompts, and the same order of tasks every day
- Work alongside the chef, who prepares food, to run a hands-on breakfast routine — cooking together, setting the table, tidying afterwards
- Keep the morning strictly device-free and calm, using it as a life-skills block, not a holding pattern before school
- Complete a clean, on-time handover of every child into the school day, flagging anything the teaching team needs to know

Standard of Success

Every child leaves Breakfast Club on time, fed, regulated, and ready to learn — with the teaching team receiving a clear, same-day verbal or app-based handover.

2. After-School Program Delivery

After-school is Wild & Free — the wraparound program that lets families extend the day without a second location, a third-party provider, or an unfamiliar carer.

Key Responsibilities

- Deliver the afternoon's activities exactly as briefed by the Director and Head Teacher — art projects, passion-project support, nature time, cooking, gardening, village walks
- Oversee specialist teachers (music, yoga, meditation, fitness) on their scheduled days, ensuring children transition smoothly in and out of these sessions
- Track the private therapy schedule and personally ensure every child gets to their on-site session on time, alerting the therapist and Director to any changes
- Lead some afternoons and weekend days fully autonomously, using your own judgement within the Director's guidelines
- Pace the afternoon deliberately: simple, easy-to-follow routines, low sensory overload, no devices unless it is purposeful group-focused learning, and no overloaded schedule — always leaving room for rest, presence and "just being"
- Ensure an early, healthy dinner is served and children are calm, fed and ready for collection or bedtime

Standard of Success

Every child's afternoon matches the plan set by the Director and Head Teacher, every specialist session and therapy appointment is attended on time, and no afternoon ever feels rushed, overloaded, or chaotic.

3. Weekend Club & Respite Care

Weekends run at a deliberately slower pace than the school week — connection and rest, not another packed schedule.

Key Responsibilities

- Run Saturday day-club and any weekend respite stays with a light touch: hanging out, friendship-building, gentle activities in the villa or nearby
- Support genuine parent respite — a real, guilt-free break, delivered by carrying on exactly as the child already knows and trusts
- Use weekend and respite time to embed life-skills routines through repetition, working from the Atomic Habits framework: small, consistent habits, tracked and built on over time, rather than big one-off lessons
- Hand over cleanly to the Second Carer at 2.30pm on Saturday, and receive handover back at 7.00am on Sunday
- Introduce any new overnight or respite stay gradually — a familiar day first, then a familiar evening, then a first sleep — never rushing this process

Standard of Success

Parents report genuine, guilt-free rest. Children build measurable independence in hygiene, routine and self-direction over time, tracked in the app.

4. Live-In Household & Overnight Care

You are a resident member of the household, not a visiting staff member, and the home's overnight rhythm depends on you.

Key Responsibilities

- Hold consistent bedtime and sleep routines for the Founder's daughter and any overnight respite child, every night you are rostered
- Maintain the calm, structured, low-sensory tone of the home in the evenings — winding down, not winding up
- Keep your own room and all shared and child-facing areas of the home clean and tidy at all times. A cleaner is provided for the household, but day-to-day tidiness is your responsibility, and modelling it is part of the job — children are taught to tidy up after themselves by watching you do the same
- Respect the home as a family environment: model the same warmth, boundaries and consistency off the clock that you bring to your rostered hours
- Communicate proactively with the Head Teacher and Director about anything affecting the household overnight

House Rules

- Friends or family of the Live-In Carer do not visit or stay at the house, at any time. This is a firm, non-negotiable rule, in place to protect the safety, privacy and stability of the children living in and passing through the home
- Social time is taken during your days off, away from the house, not by hosting guests in the home

- This role suits someone at a life stage where they are genuinely happy to live a settled, single-focused life centred on caring for others, without a partner, children of their own, or family living with them on-site
- The home is a shared family environment for the children in our care first, and a private residence for you second — every decision about the household follows that order

Standard of Success

The Founder's daughter and any overnight children experience the same steady bedtime routine every night, with no safety incidents and no unexplained deviation from agreed routines. The home is consistently clean, calm and free of any non-approved visitors.

5. Behaviour Support & Co-Regulation

Behaviour support is one of the most demanding — and most important — parts of this role. It requires warmth and firmness at the same time, applied with total consistency, every day, by everyone in the child's life.

Codes of Conduct & Consistent Boundaries

- Winta's Place maintains a written code of conduct for children, for teens, and for the Live-In Carer, and every parent agrees to uphold the same standards at home. Consistency across school, home and family is the entire point — a boundary that only holds in one setting teaches a child nothing
- Agreed boundaries are set with the Director, and consequences, once agreed, are upheld every time, by everyone — not softened in the moment because it feels easier

- Healthy discipline is treated as an essential, non-negotiable part of good care. Boundaries must be strong enough, and you must be genuinely comfortable enforcing them, calmly and without guilt
- You are expected to match the school's behavioural standards, not your own personal, family or cultural upbringing around discipline. In practice, this is often the hardest adjustment for carers from backgrounds where children are rarely told no — Winta's Place asks you to hold a firmer, clearer, more consistent line than may feel natural, and to do so warmly rather than harshly

Special Needs Behaviour vs Defiant Behaviour

- You must be able to tell the difference between behaviour that comes from a genuine inability to understand, focus, retain or react in the moment, and behaviour that is simply defiant or difficult — and respond very differently to each
- Where a behaviour is rooted in a child's special needs, the response is patience, support, and adjusted expectations, never punishment for something the child cannot help
- Where a behaviour is defiance within a child's capability, the agreed boundary and consequence is calmly and consistently upheld, without exception
- When in doubt about which is which, you check with the Director rather than guessing — this judgement call is too important to get wrong alone

Pacing to Developmental Level, Not Age

- Every child is paced according to their actual developmental age and level, not their chronological age or what would typically be expected of a child that age

- This applies to instructions, independence expectations, activity choice and behavioural expectations alike — a 14-year-old may need to be met at a much younger developmental stage in some areas, and that is treated as completely normal, not a problem to fix

Understanding Each Child Deeply

- You build a deep, working understanding of each child's needs through honest, open, two-way communication with parents, teachers and the Director — not assumptions
- You take the time to build genuine rapport and connection with each child through short, bite-sized one-on-one time before they move into a before-school, after-school or respite session — this is a deliberate, paced introduction, not a formality, and it exists for the child's emotional and physical safety as much as for relationship-building

Leaning on the Team

- You are not expected to carry behaviour support alone. You lean heavily on the Director, parents and teachers for support and guidance whenever you need it
- Winta's Place operates as a team, with a united front: if a boundary or approach isn't working, it is raised and adjusted together, not changed unilaterally by one person in one setting

Key Responsibilities

- Recognise early signs of dysregulation and respond using Positive Behaviour Support principles: connection before correction

- Use each child's individual behaviour support plan and calm-down sequence precisely and consistently
- Stay calm and physically present during escalation, never matching or amplifying a child's energy
- Ensure your own behavioural and social techniques stay fully aligned with what parents and teachers are doing — everyone on the same page, always
- Escalate immediately to the Head Teacher or Director for anything outside an existing behaviour plan, rather than improvising a new approach alone

Standard of Success

Escalations are managed calmly and safely, consistent with each child's plan, with same-day reporting of any significant incident. Boundaries hold consistently across home, school and family, with agreed consequences upheld every time.

6. Health, Medication & First Aid

Key Responsibilities

- Hold a current, high-level First Aid certification at all times, and keep it renewed without being chased
- Administer medication only exactly as instructed on each child's medical plan, logging every dose given

- Recognise the early signs of illness, allergic reaction, or medical concern in each child under your care, and know each child's specific medical history and allergies before ever being left alone with them
- Keep a stocked, accessible first aid kit in every relevant area of the home, and know its location without hesitation
- Escalate any medical concern immediately, following the emergency procedure in Part Four

Standard of Success

No missed or incorrectly administered medication. Any medical incident is handled calmly, correctly, and reported within the required timeframe.

7. Safety, Supervision & Safeguarding

This is the single most important area of this role. Every other responsibility is secondary to the safety of the children in your care. Full detail is set out in Part Four; the key day-to-day responsibilities are summarised here.

Key Responsibilities

- Never leave a child unsupervised in a manner inconsistent with their individual risk assessment
- Work within full view of the home's camera system in all main rooms, understanding this is a safeguard for children and for you
- Maintain your own current background and police checks, and cooperate fully and promptly with periodic re-checks

- Maintain strict confidentiality over every family's personal, medical and behavioural information
- Report any safety concern — however minor it may seem — the same day, using the required reporting process

Standard of Success

Zero unreported incidents. Full, current compliance with background checks, First Aid, and all safety protocols at all times.

8. Documentation & Communication

Key Responsibilities

- Log same-day notes for every child via the parent/teacher/student app — routines followed, meals eaten, mood, incidents, and any medication given
- Use ChatGPT or Claude, where helpful, to speed up parent updates, goal notes and reporting — never to replace your own direct observation
- Hand over clearly and completely to the Second Carer, the Head Teacher, and parents at every transition point in the day
- Keep records accurate, current and written in plain, professional English

Standard of Success

Every child's daily record is logged the same day, every time, with clean, accurate handovers at every transition.

9. Team Collaboration & Second Carer Coordination

Key Responsibilities

- Take day-to-day direction from the Head Teacher, and educational/behavioural standards from the Director of Special Education
- Coordinate closely with the chef, cleaning support, and specialist teachers who come in on their scheduled days
- Give the Second Carer a complete, accurate handover before every rostered coverage period (Saturday afternoon, Sunday morning, and any respite/after-school peak)
- Raise questions, concerns or observations proactively rather than guessing or working around a problem alone

Standard of Success

Second Carer handovers are complete and accurate every time, with no gaps in supervision or information at any transition.

10. Life Skills & Independence Programming

Key Responsibilities

- Build hygiene, routine, taking-direction, autonomy and independence skills using the Atomic Habits framework — small, trackable habits, reinforced consistently over time

- Lead village walks, gardening, and cooking classes as life-skills and independence activities, not just "fun extras"
- Track each child's progress against their individual goals in the parent app, in coordination with the Director's ILP framework
- Balance activity with deliberate, unhurried downtime — teaching children that rest and "just being" are valuable, not wasted time

Standard of Success

Measurable, logged progress in independence and daily-living skills for every child over each term, reviewed with the Director.

PART THREE — STANDARD OPERATING PROCEDURES

These SOPs translate the responsibilities above into the rhythm of an actual day, week and month. They are a starting framework — the Director and Head Teacher will refine them with you once you begin.

Daily SOP

- **6.30am** — Breakfast Club opens. Wake and support any live-in/overnight child using the visual chart and Alexa routine. Welcome early drop-offs.
- **6.30–8.15am** — Hands-on breakfast routine with the chef: cooking, tidying, laying tables, hygiene routine, getting bags and uniforms ready.
- **8.15–8.30am** — Handover of every child into the school day; note anything the teaching team needs for the day ahead.

- **8.30am–3.00pm** — Off-duty / personal time while children are in the Core School Program (school day is taught by the Head Teacher and teaching team).
- **3.00pm** — Collect after-school children from the classroom; snack and decompress period begins.
- **3.00–5.30pm** — Deliver the after-school activity block exactly as briefed: art, passion projects, specialist-teacher sessions, therapy escort, village walks, gardening, or cooking classes.
- **5.30–6.00pm** — Wind-down block: calmer group time, journaling, quiet activities.
- **6.00–6.30pm** — Early, healthy dinner served.
- **6.30–9.00pm** — Home time for day children; continued care, bedtime routine and settling for any live-in or overnight-respite child.
- **9.00pm** — End of rostered shift; handover notes logged in the app before finishing.

Weekly SOP

- Review the coming week's full school schedule with the Head Teacher, including any changes to specialist-teacher days, therapy sessions, or respite bookings
- Confirm Saturday and Sunday Second Carer coverage and complete a full handover before each
- Check and restock activity materials, first aid supplies, and any items needed for the week's planned village walks, gardening or cooking sessions
- Submit a short written weekly summary to the Head Teacher covering each child's routines, progress and any concerns
- Liaise with the chef on the coming week's meal plan for breakfast and after-school dinner

Monthly SOP

- Meet with the Director of Special Education to review behaviour support plans, ILP-linked life-skills goals, and any safeguarding matters
- Submit a materials and supplies order for the following month
- Confirm First Aid certification and background-check status remain current; flag anything due for renewal well ahead of expiry
- Review camera, safety-equipment and household-safety checks with the Director
- Contribute to the monthly parent-communication summary alongside the Head Teacher

PART FOUR — SAFETY & SAFEGUARDING FRAMEWORK

Our Safety Commitment

Winta's Place treats this role as the single highest safety-risk position in the organisation, because it is the only role that regularly places one adult alone with children, including overnight. Every policy in this section exists to protect the children in our care and to protect you.

Supervision & Ratios

- Direct responsibility is capped at a maximum of 4 children at any one time. A Second Carer is engaged above this number without exception
- Every child has an individual risk and supervision assessment, reviewed with the Director before their first stay

- Sleeping arrangements, bathing, and changing routines follow a documented protocol for each child, reflecting their age, needs and family's wishes
- You are never the sole person with access to a child during their very first overnight stay; a gradual, staged introduction is always used

Background Checks & Vetting

- A full police background check is required before appointment, and is repeated on an ongoing periodic basis throughout employment
- A minimum of four professional references are taken up before appointment, with at least two specifically confirming safe, unsupervised experience caring for children
- Proof of qualifications, training and prior experience is verified, not simply taken on trust
- Any change in your personal circumstances that could affect a background check must be disclosed to the Director immediately

Cameras, Privacy & Recording Policy

- Cameras are installed in all main rooms of the home for legal compliance and child safety. They are not installed in private bathrooms or your own private room
- Footage is stored securely and accessed only for safeguarding, legal, or safety purposes, by the Founder and Director
- All staff and live-in carers are informed of camera locations before starting the role, and are expected to work comfortably and transparently within this arrangement

Emergency Procedures

- Every carer must know, without hesitation: the nearest hospital and clinic, the route there, and the emergency contact order for each child
- In a medical emergency: administer first aid within your training, call for emergency support immediately, notify the Director and parents without delay, and log a full incident report the same day
- In the event of a missing child: raise the alarm immediately, notify the Director and Head Teacher, and follow the site's documented search protocol before any other action
- In the event of a fire or natural hazard: follow the household evacuation plan, prioritising children's safety over any belongings, and complete a headcount at the designated meeting point

Medication & Health Emergencies

- Medication is only ever given exactly as documented on a child's medical plan — no exceptions, no verbal changes without written confirmation
- Allergies and medical conditions for every child in your care must be known and reviewed before each stay, particularly for respite children you may not see regularly
- Any adverse reaction is treated as an emergency: administer any prescribed emergency medication (e.g. an epi-pen) if trained to do so, call for medical support, and notify the Director and parents immediately

Water, Road & Adventure Safety

- Given the activity level of this role — village walks, bike rides, farm and nature time — water safety (rivers, pools) and road safety are treated as core competencies, not optional extras

- Bike rides carrying a child or passenger are only undertaken on routes and with equipment approved by the Director, using proper safety gear at all times
- Any outing beyond the home or school grounds follows a headcount-on-departure, headcount-on-return protocol

Physical Intervention Policy

- Physical intervention is a last resort, used only to prevent immediate harm, and only using techniques you have been specifically trained in
- Any physical intervention, however brief, is reported and documented the same day without exception
- De-escalation, co-regulation and connection-before-correction are always the first response; restraint of any kind is never used as a behaviour-management tool

Confidentiality & Child Protection

- All family, medical and behavioural information is strictly confidential and is never discussed outside the role, including with other families
- Any disclosure by a child that raises a child-protection concern is reported to the Director immediately, following the school's child protection procedure
- You are a mandated reporter in practice, even where not required by local law: if in doubt, you raise it

Incident Reporting

- Every incident — medical, behavioural, safety-related, or a near-miss — is logged in writing the same day, however minor it may seem
- Incident reports are reviewed monthly with the Director as part of continuous safety improvement
- A pattern of unreported or late-reported incidents will be treated as a serious breach of this agreement

PART FIVE — KPIs & PERFORMANCE MEASURES

Domain	Measure	Target / Standard
Safety	Reportable incidents logged same-day	100%
Safety	Background check and First Aid currency	Always current, no lapses
Routine & Consistency	On-time Breakfast Club and after-school handovers	100%
Documentation	Same-day app logging for every child	100% of care days
Family Trust	Parent-reported satisfaction with respite and after-school care	Consistently positive feedback
Life Skills	Logged, measurable progress in independence goals	Clear progress each term for the large majority of children

Domain	Measure	Target / Standard
Team Coordination	Complete, accurate Second Carer handovers	100%

PART SIX — CANDIDATE PROFILE & HOW TO APPLY

Who We Are Looking For

This role is as much about who you are as what you've done. You will be trusted, often alone, with children and teens who cannot always advocate for themselves — so we are looking for someone exceptional across every one of these areas.

- Extremely patient — able to sit with slow, non-linear progress and repeated routines without ever losing warmth or composure
- Highly skilled and highly trained, with proven techniques of your own that you have mastered, not improvised in the moment
- Able to manage any situation calmly, getting every child onside even under pressure
- Energetic, fun and engaging with children and teens, while remaining extremely firm and consistent on boundaries
- Ensures behavioural and social techniques stay fully aligned with parents and teachers — everyone always on the same page
- Creative — able to take the Director's and Head Teacher's schedule and help build it out into real, workable activities

- Highly organised — comfortable with admin, ordering materials, and reporting on time, every time
- Comfortable living and working in an environment with cameras in main rooms, in place for legal and child-safety reasons
- Willing to undergo extreme background checks, including police checks, before and throughout employment
- Trained to a high level in first aid, and confident using that training if ever needed
- Deeply private, confidential and sensitive with family information — nothing discussed outside the role
- Excellent spoken and written English, and a strong, clear communicator with children, parents and the wider team
- Extremely clean and hygienic, with basic cooking skills
- Comfortable using ChatGPT or Claude to speed up parent communication, goal-setting, planning and reporting
- Willing and able to log daily progress in the parent/teacher/student app, consistently and on time
- Physically fit, active, and genuinely loves adventure and fitness — this role involves a lot of physical activity, walks, sport and outdoor adventure
- Able to safely ride a bike while carrying a child or passenger
- Confident holding consistent bedtime and sleep routines
- Experienced in behaviour management, with a genuine track record, not theory alone
- Has worked previously in a disability care setting, either as part of a team or working autonomously

- Comfortable holding firm, healthy boundaries and consequences consistently, even where this differs from your own cultural or family upbringing around discipline
- Able to genuinely tell the difference between special-needs-driven behaviour and defiant behaviour, and to adjust your response accordingly
- At a life stage where you are genuinely happy living a settled, single-focused life centred on caring for others, without hosting friends or family at the house

Candidate Requirements

- Degree in special needs or disability studies, or a closely related field
- Extensive hands-on experience as a disability carer with children and teens in our age range, through to age 18
- Has worked previously in a disability care setting, either as part of a team or working autonomously
- Proof of experience and demonstrated skills — documentation, certificates or portfolio evidence will be requested
- Excellent references, specifically proven experience caring for children alone and unsupervised
- Current First Aid certification, to a high standard
- Clear police and background checks, including ongoing checks during employment
- Based in Bali, or willing and able to relocate, with no plans to relocate elsewhere

How to Apply

Send a CV along with proof of qualifications, experience and skills, a short cover letter describing your experience caring for children and teens alone, and a minimum of four professional references who can speak directly to your experience providing unsupervised care.

APPENDIX A — ILLUSTRATIVE FULL SCHOOL SCHEDULE

Time	Block	Who Is Involved
6.30–8.30am	Breakfast Club	Live-In Carer, chef, early drop-off children, any live-in/overnight child
8.30am–3.00pm	Core School Program	Head Teacher, Assistant Teacher, Director, teaching team
3.00–3.30pm	Handover & snack	Live-In Carer collects children from the classroom
3.30–5.30pm	Wild & Free after-school	Live-In Carer, specialist teachers (music/yoga/meditation/fitness) on their days, visiting therapists
5.30–6.30pm	Wind-down & early dinner	Live-In Carer, chef
6.30–9.00pm	Evening care / home time	Live-In Carer, live-in/overnight children
Saturday 6.30am–2.30pm	Weekend Club (morning)	Live-In Carer

Time	Block	Who Is Involved
Saturday 2.30–9.30pm	Weekend Club (afternoon/evening)	Second Carer
Sunday 7.00–9.00am	Overnight respite handover	Second Carer

APPENDIX B — ILLUSTRATIVE DAILY CARER SCHEDULE

Time	Activity
6.30am	Breakfast Club opens; wake and support live-in/overnight child
6.30–8.15am	Cooking, tidying, hygiene routine, getting ready for school
8.15–8.30am	Handover into the school day
8.30am–3.00pm	Off-duty
3.00–3.30pm	Collect children, snack and decompress
3.30–5.30pm	After-school activity block
5.30–6.00pm	Wind-down
6.00–6.30pm	Early dinner

Time	Activity
6.30–9.00pm	Evening care, bedtime routine, handover notes logged

APPENDIX C — EMERGENCY QUICK-REFERENCE

- Nearest hospital/clinic name, address and route — confirmed with the Director on your first day
- Emergency contact order for every child in your care — confirmed before each stay
- Location of first aid kits in every main room of the home
- Director and Head Teacher emergency contact numbers, saved and tested on your phone before your first shift
- Evacuation meeting point for fire or natural hazard

APPENDIX — GLOSSARY OF TERMS

- **ILP** — Individual Learning Plan, the personalised goal document for each child, held by the Director
- **PBS** — Positive Behaviour Support, our proactive, connection-first approach to behaviour
- **Second Carer** — the colleague who covers your rostered breaks and assists when child numbers rise above 4
- **Respite** — short-term care (hours, overnight, or longer) that gives parents a genuine break
- **Wild & Free** — the name of the after-school program

AGREEMENT & ACKNOWLEDGEMENT

By signing below, the Live-In Carer confirms they have read, understood, and agree to uphold every responsibility, safety protocol and standard set out in this document, and understand that safeguarding and safety obligations are the most important terms of this agreement.

Live-In Carer — Name & Signature	
Date	
Founder & Principal — Name & Signature	
Date	

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Winta's Place · Live-In Carer — Position, Operations & Leadership Agreement