



ATTACHMENT "A"

POSITION DESCRIPTION
LEAD EDUCATOR

Grammar Early Learning Centre (Grammar ELC) is an initiative of the Sunshine Coast Grammar School (Grammar). Grammar offers an independent, Christian based, non-denominational co-education for children from birth to school age, catering to the individual needs of our families.

Grammar ELC holds a current Long Day Care Service Approval for 149 children each day. Accommodating the individual needs of children and their families, we offer a **Nursery Wing** for children aged from 6 weeks and a **Pre-Prep Wing** for children from 3 years to School Age. The Centre delivers a funded Queensland Government approved Kindergarten Program in our Pre-Prep Wing. The Centre operates for 51 weeks of the year from 7.00am to 6.00pm Monday to Friday (excluding all National and approved Public Holidays).

QUALIFICATIONS AND REQUIREMENTS FOR POSITION

- Relevant Diploma Qualification (Approved by ACECQA) or have achieved a relevant ACECQA approved Cert III qualification (or equivalence) and be actively working towards this qualification as per the definition in Regulation 10 of the Education and Care Services Regulation.

10 Meaning of actively working towards a qualification

For the purposes of these Regulations, an educator is **actively working towards** a qualification if the educator—

- (a) is enrolled in the course for the qualification; and
- (b) provides the approved provider with documentary evidence from the provider of the course that—
 - (i) the educator has commenced the course; and
 - (ii) is making satisfactory progress towards completion of the course; and
 - (iii) is meeting the requirements for maintaining the enrolment; and
 - (iv) in the case of an approved diploma level education and care qualification, the educator—
 - a) holds an approved certificate III level education and care qualification; or
 - b) has completed the units of study in an approved certificate III level education and care qualification determined by the National Authority; or
 - c) has completed the percentage of total units of study required for completion of an approved early childhood teaching qualification determined by the National Authority



- Current First Aid Certificate (approved by ACECQA)
- Current CPR Certificate (approved by ACECQA)
- Current Anaphylaxis Training (approved by ACECQA)
- Current Emergency Asthma Management Training (approved by ACECQA)
- Current Working with children check as required under legislation
- Commitment to maintaining current knowledge and attend additional training as necessary

PRIMARY ROLE

- Your primary role is to lead the development and delivery of the learning program as per the Early Years Learning Framework and service philosophy.
- Compliance at all times with the National Quality Framework, all relevant legislation both state and federal and the National Quality Standards. Regulations include, but are not limited to:
 - Education and Care Services National Regulations
 - Workplace Health and Safety Regulations
 - Fire and Evacuation Legislation
 - Family Assistance Law and delivery of Child Care Benefit

Main responsibilities include:

- Welcome each child and their family to the service each day and ensure communication is meaningful.
- Be professional, kind and respectful in all that you do and say.
- Communicate positively and respectfully with children, families, management and other educators.
- Establishing relationships and developing positive interactions with children, families and educators
- Commitment to on-going learning and development as a professional under the Code of Ethics
- Giving each child individual attention and comfort as required
- Basic duties including food preparation, cleaning and gardening.
- Develop and implement developmental programs in accordance with the Early Years Learning Framework and National Quality Standards. All observations, programs and information developed at the service, for the service and in relation to the service (including during personal time) remains the property of the service at all times.
- Programs and child observations must remain at the service at all times.
- Do your part to ensure that all educators, children and families have a sense of belonging at the service and that their experiences are positive.
- Ensure that all information provided to you via parent and staff conversations and phone calls are passed on to the appropriate persons in a confidential and respectful manner.

INDICATIVE DUTIES UNDER THE AWARD LEVEL 4

- Responsible, in consultation with the Assistant Director/Director for the preparation, implementation and evaluation of a developmentally appropriate program for individual children or groups.
- Responsible to the Assistant Director/Director for the supervision of students on placement.
- Responsible for ensuring a safe environment is maintained for both staff and children.
- Responsible for ensuring that records are maintained accurately for each child in their care.
- Develop, implement and evaluate daily care routines.
- Ensure that the Centre or service's policies and procedures are adhered to.
- Liaise with families.

An employee at level 4 will also take on the same duties and perform the same tasks as a Level 3:

- Assist in the preparation, implementation and evaluation of developmentally appropriate programs for individual children or groups
- Record observations of individual children or groups for program planning purposes for qualified staff.
- Under direction, work with individual children with particular needs.
- Assist in the direction of untrained staff.
- Undertake and implement the requirements of quality assurance
- Work in accordance with food safety regulations.

PROGRAM AND PRACTICE

Role Specific

- Responsible for the developmental programs and communication of these with families.
- Critically reflect on practices and set goals for quality improvement.
- Demonstrate the Principles and Practices of the Early Years Learning Framework, specifically;
 - Principles
 1. Secure, respectful and reciprocal relationships
 2. Partnerships
 3. High Expectation and equity
 4. Respect for diversity
 5. Ongoing learning and reflective practice
 - Practices
 1. Holistic approaches
 2. Responsiveness to children
 3. Learning through Play
 4. Intentional teaching
 5. Learning environments
 6. Cultural competence
 7. Continuity of learning and transitions
 8. Assessment for learning
- Demonstrate the Principles and Practices through commitment to the following:
 - **High Expectations-** Recognise and respond to children achieving educational success and hold high expectations for their achievement in learning. Work in partnership with children, families, communities and external agencies to continually strive to ensure all children have opportunities to achieve learning outcomes.
 - **Respect for diversity-** Demonstrate the ability to understand, communicate and effectively interact with people across all cultures. Valuing an ongoing commitment to developing cultural competence with children and positive attitudes towards cultural difference whilst celebrating the benefits of diversity. Acknowledge and value the Australian Aboriginal and Torres Strait Islander culture and traditions.
 - **Play Based learning environments-** demonstrate, role model and embed a program and environment that intentionally teaches children and families about sustainable practices and caring for their world. These include but are not limited to practices such as recycling, composting, water and energy efficiency, minimizing waste, eco-friendly products, discussing and researching environmental issues, maintaining natural gardens and plants and the care of Centre animals. Engage children in play based opportunities through worthwhile and challenging experiences and interactions that promote high level thinking skills.

- **Inclusion-** Consider all children’s social, cultural and linguistic diversity including learning styles, additional needs, abilities, family circumstances and gender in curriculum decision making processes. Ensure all children have equitable access to resources, and participation in the program with opportunities to demonstrate their learning and to value differences.
 - **Community-** Promote a sense of community within the Centre and build connections between the Centre and local community. Provide opportunities for children to learn about and contribute to their local community.
 - **Continuity of learning-** Build on children’s previous experiences to assist children to feel secure, confident and included in transitions between home and the Centre, a new room and school. Ensure children experience continuity in how to be and how to learn. In partnership with families and other educators assist children to understand the traditions, routines and practices of the setting to which they are moving and to ensure children feel comfortable with the process of change.
 - **Assessment for Learning-** Gather and analyze rich and meaningful information and evidence about what children know, can do and understand as an ongoing cycle that includes planning, documenting and evaluating children’s learning. Determine the extent to which all children are progressing towards realizing learning outcomes. Identify children who may need additional support in order to achieve particular learning outcomes or seek specialist help and support for families. Work in partnership to develop and implement appropriate assessment processes.
- Ensuring smooth operation of the room including conducting group times, routines, transitions, toileting and nappy change, sleep, rest and meal times.
 - Include children’s current knowledge, ideas, culture, abilities and interests are the foundation of the program.
 - Support children’s agency and assist them to make choices and decisions as appropriate.
 - Respond to children’s play ideas and play and use intentional teaching to extend their learning.
 - Communicate children’s play ideas and interest with other educators and include in programs and extensions.
 - Be proactive in researching ways to extend children’s learning.
 - Develop collaboratively, and implement action plans for children that have diverse or specific needs, including medical, behavioural or developmental.
 - Use a range of techniques to observe, document and learn about children, including summative assessment.

HEALTH, SAFETY AND HYGIENE

- Ensure children are supervised at all times including during routine times such as nappy change, toileting, sleeping/resting, meal times and both indoor and outdoor play.
- You must be actively involved in children’s learning and play. Supervision at a distance without interaction is not effective or accepted.
- Ensure all relevant checklists and forms are completed honestly and promptly by yourself and other educators in your room and communicate with the Nominated Supervisor.
- Ensure all children are protected from harm and hazard, set up learning environments safely, including relevant fall zones and surfacing for climbing equipment.
- Ensure that incident, medication and other relevant forms are completed honestly and promptly.

- You are a mandatory reporter and must notify of any child protection issues, you should in the first instance discuss with your Nominated Supervisor and ensure that you follow through until you are happy with the outcome and steps taken including, but not limited to reporting to the relevant authorities.
- You must comply with workplace health and safety requirements including taking all reasonable steps for your own health and safety while at work and take reasonable care that your acts or omissions do not adversely affect the health and safety of other persons.
- It is imperative that you understand that manual handling is an integral part of this role. You will be expected to be fit to work with children and perform manual tasks, including, but not limited to;
 - a. lifting children and other equipment using recognised safe lifting techniques
 - b. Bending, twisting and getting down to child's level
 - c. Sweeping, mopping, vacuuming and other cleaning tasks
 - d. Gardening
 - e. Extended periods of standing and sitting
 - f. Respond to the needs of each child throughout the day and in emergency situations.
- You are required to ensure that environments are maintained in a clean and hygienic way and that trip/slip hazards are attended to immediately and reported as necessary.
- Have due regard for the health and safety of children, families, educators, visitors and yourself.
- Take due and adequate care of equipment and materials and follow the guide for the care, storage and maintenance of equipment.
- Participate in evacuation and lock down drills seriously and communicate any identified improvements.
- Respond to, and administer first aid or medication as prescribed and record and notify management and parents when an incident occurs
- Meet each child's individual need for rest, sleep, toileting and meals, even when these are outside of routine times.
- Promote and role model healthy eating with children.
- Ensure children are provided with access to clean, hygienic drinking water throughout the day.
- Follow safe sleeping practices at all times.
- Conduct risk assessments, in collaboration with others, communicate these to those involved and follow control measures identified in these documents.

PHYSICAL ENVIRONMENTS AND SUSTAINABILITY

- Set up environments so that they are safe, interesting and appealing to children.
- Maintain equipment, buildings and all surfaces in a clean and hygienic manner at all times.
- Report damaged equipment, building or facilities immediately to the nominated supervisor and record on the damaged equipment log.
- Foster an interest in caring for the environment with children and support them in, exploring, watering, weeding and planting.
- Maintain gardens, plants and other living element at the service.
- Ensure environments are inviting, uncluttered and show a high level of pride at all times.
- Support and encourage children to contribute to the service's sustainable practices including, but not limited to water and energy conservation, recycling programs, use of reused, reclaimed items and limiting unnecessary wastage.
- Ensure environments are inclusive and suitable for the ages and stages of children in care.
- Promote physical activity and participate in games and activities which develop gross motor development and fitness in young children.

STAFF RELATIONSHIPS AND STAFFING REQUIREMENTS

- Ensure at all times that you are present for your shift and are directly working with children as required.
- Be on time for your shift and returning from breaks. Play your part in providing continuity for children and families at our service and follow the Employee Leave Policy for absences from the service.
- Be aware of the ratios and qualification requirements needed at all times.
- Monitor child and educator numbers and communicate with other lead educators and/or Nominated Supervisor in relation to staffing requirements.
- Communicate positively and respectfully with all other team members and recognise their input and strengths.
- Work collaboratively with other staff members to affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships
- Follow the Early Childhood Australia Code of Ethics 2016 and be committed to your own professional ethics and support those around you to do so as well. Report any unprofessional behaviour that does not align with these ethics.
- Supervise and provide positive guidance to other staff including trainees, students and volunteers.

INTERACTIONS WITH CHILDREN

- Ensure that the dignity and rights of every child is respected at all times.
- Encourage and build self-esteem in each child and in no way shame or embarrass any child at any time.
- Ensure interactions with each child are warm and responsive and build trusting relationships.
- You must ensure that positive behavior guidance issued at all times. Educators are not to use isolation, “time-out” or any other methods which are humiliating or disrespectful. Harsh communication or any form of physical contact when responding to behaviours will not be tolerated.
- Take time to understand the emotions behind children’s behaviours and support their self-regulation.
- Support children to regulate each other’s behaviour in a respectful manner.
- Ensure the dignity and rights of every child is maintained at all times. Report any instances where you believe this is not occurring.

RELATIONSHIPS WITH FAMILIES AND COMMUNITY

- Maintain relationships with families in the service, remembering at all times that they are our clients.
- Welcome families and support them in transitioning to care or into your room.
- Ensure sensitive information to be shared with families is done so professionally and sensitively and only after consultation with the Nominated Supervisor or responsible person.
- Give recognition and empathy to the attitudes and feelings of the parents who leave their children.
- Share information about each child’s day upon collection and be sensitive at all times.
- Support children to learn more about their community.
- Participate in special events held at the service.

COMPLIANCE

- Be aware of and follow service policies and procedures and fully complete any service forms to meet regulatory requirements.
- Contribute to the service Quality Improvement Plan, Philosophy and Policy reviews
- Maintain records on each child and the program as per regulations and quality standards. These include, but are not limited to, developmental records, records on health-related issues, allergies and cultural or religious beliefs. **Please note all intellectual property remains the property of the Centre.**
- Handle any complaints in accordance with the Centre's Grievance Resolution Procedures
- Your personal appearance is expected to be maintained to a high level at all times.
- You are required to remain professional at all times including discussions about the Centre outside of employment hours. Breaches of confidentiality including via social media will lead to performance management and possible termination of employment.
- Actively promote and maintain a positive image of the Centre.
- **Any educator that is studying for the Position that they are working in must complete 1 module every 6-8 weeks, to be meeting the "actively working towards" definition. You must communicate any barriers or temporary changes to this with your Nominated Supervisor. By mutual agreement a modification may be made in unforeseen circumstances.**

OTHER ONGOING REQUIREMENTS

- Present yourself professionally at all times when representing the service and ensure that your actions do not reflect poorly upon the service at any time.
- Commitment to continuous improvement and professional development relevant to role
- Effective communication and interpersonal skills with both adults and children
- Perform all tasks honestly and transparently. Ensure that all communications whether written or verbal is accurate, honest and transparent.
- Ensure you are aware of the National Quality Standards and how they interact with this role
- Attendance at out of hours training or meetings as requested.
- Accept direction and constructive suggestions for ongoing continual improvement
- Your personal appearance is expected to be maintained to a high level at all times. You must wear clothing that protects you from possible harm as advised by your manager including, but not limited to; Sun safe clothing (shirts with sleeves and collars), wide brimmed or Legionnaire style hat, enclosed shoes.
- Perform any other task as requested by the Approved Provider, Nominated Supervisor or management representative which is lawful and does not pose a health or safety risk.

OCCUPATIONAL HEALTH & SAFETY

- Staff employed by the Grammar Early Learning Centre have responsibilities relating to Occupational Health and Safety which require staff to recognise and support all of the Centre's Workplace Health and Safety Manuals, Policies and Procedures, in addition to taking reasonable care to ensure the health and safety of yourself and others at the workplace.

I, acknowledge that I have read and understood the position duties described in this Role Accountability and agree to carry out my duties to meet these outcomes to the best of my ability. ***To the best of my knowledge there is no known reason why I would be unable to fulfil these responsibilities.***

I also understand that at times I may be required to undertake additional duties relevant to the position that are not listed in this statement and that fall within my competency and skill set. I have received a copy of this Role Accountability.

<i>Team Member's Name</i>	<i>Signature</i>	<i>Date</i>
<i>Management Name</i>	<i>Signature</i>	<i>Date</i>

Grammar Early Learning Centre reserves the right to amend this Position Description at its discretion in accordance with any legislative and/or operational requirements.