



THE KING DAVID SCHOOL

## POSITION DESCRIPTION

### Early Childhood Educator

<b>POSITION</b>	Early Childhood Educator
<b>RESPONSIBLE TO</b>	Early Learning Centre Director Room Leader / Kindergarten Teacher - on a daily basis
<b>EMPLOYMENT TERMS</b>	<ul style="list-style-type: none"><li>• Employment is in accordance with terms and conditions as outlined in the Educational Services (Schools) General Staff Award 2020 and The King David School Agreement 2023 - 2025</li><li>• Remuneration is in accordance with the Educational Services (Schools) General Staff Award 2020 and dependent on skills and experience</li></ul>
<b>PREPARED BY</b>	Human Resources Manager
<b>ISSUE: 01</b>	<b>DATE:</b> April 2024

All staff members of The King David School are expected to support and promote the School's mission. The King David School exists to provide both excellence and opportunity in education from infancy to year 12. It will foster the development of each individual student in its care paying careful attention and respect to his or her unique needs, abilities and aspirations. It will fulfil its goals with reference and respect to the contemporary Australian society within which it is so fortunate to exist.

The School has a universal expectation for the protection of the young people in its care and is committed to ensuring that all staff promote the inherent dignity and fundamental right of students to be respected and nurtured in a safe school environment. The School has a zero tolerance of all forms of child abuse and actively works to listen to and empower students. The School has policies and processes in place to protect students from abuse and takes all allegations and concerns seriously, and responds in line with the organisation's policies and procedures.

The role of the Early Childhood Educator is to assist the Room Leader/Kindergarten Teacher in providing an appropriate educational program for the children within their care.

To operate the room in a professional manner at all times which meets the requirements of the National Quality Framework, the Education and Care Services National Law Act 2010, the Education and Care Services National Regulations 2011, and the approved learning frameworks; Belonging, Being and Becoming The Early Years Learning Framework for Australia (EYLF), Victorian Early Years Learning and Development Framework (VEYLDF) and the policy and procedures of the Centre.

#### 1. **Plan and Implement a Quality Educational Program**

(NQS Quality Area 1: Educational program and practice)

- a. Assist in the planning, implementation, assessment and review of a high quality and diverse educational program based on appropriate curriculum frameworks and with reference to the



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NQS, considering the developmental needs, interests and abilities of all the children attending the service.

- b. Actively support every child to participate in the program and assist in ensuring that the program promotes children's agency, choices and influence.
- c. Assist in the documentation of children's learning in accordance with the service philosophy and the learning outcomes (EYLF, VEYLDF and FSAC).
- d. Utilise a variety of teaching strategies including intentional teaching and reflective practice in daily work.

#### 2. **Promote the Health and Safety of All Staff and Children**

(NQS Quality Area 2: Children's health and safety; Quality Area 3: Physical environment)

- a. Ensure staff and children utilise effective health and hygiene practices, including meeting all regulations relating to food safety and preparation, medical management plans, and risk management plans, policies and procedures.
- b. Ensure that all children have access to nutritious food and fresh drinking water.
- c. Assist in the promotion of health, wellbeing and physical exercise in the service.
- d. Ensure a safe and stimulating physical environment where all staff and children are protected from hazards or harm.

#### 3. **Build Positive Relationships with All Stakeholders**

(NQS Quality Area 4: Staffing arrangements; Quality Area 5: Relationships with children; Quality Area 6: Collaborative partnerships with families and communities)

- a. Work cooperatively, ethically and respectfully with other educators, and support each other's professional development.
- b. Develop and maintain respectful, supportive, collaborative and responsive relationships with children and their families.
- c. Assist with the supervision of workplace students and volunteers.
- d. Assist with an effective induction and orientation process for new families, children and staff, including workplace students and volunteers.

#### 4. **Contribute to the Effective Management of The Service**

(NQS Quality Area 7: Leadership and service management)

- a. Ensure all practices are in accordance with the NQS and reflect the philosophy, policies and procedures of the service.
- b. Attend professional development opportunities as appropriate or as directed by the director/coordinator.
- c. Contribute to the continuous improvement of the service through reflective practice and as directed by the Director/Assistant Director/Educational leader.
- d. Assist in the completion of any collection of data, medical or other records required in a timely manner, and in accordance with the service's policies and procedures and the NQS.



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- e. An ability to communicate effectively with students, parents and staff. However, the Educators should not speak to parents about developmental or management issues pertaining to their child unless the Teacher or Director is present.

#### **1. General Accountabilities for all Staff**

- a. Demonstrate duty of care to students in relation to their wellbeing
- b. Be well informed and comply with the School's obligations in relation to Child Safe Standards and processes for reporting suspected abuse
- c. Adhere to the School's professional dress code
- d. Attend all relevant staff meetings, assemblies, community days and staff professional learning days
- e. Demonstrate professional and collegial relationships with colleagues
- f. Commit to and actively support the School's agenda for continuous improvement through participation in school improvement planning as required
- g. Support the Mission, Vision and Values of the School
- h. Be familiar with and comply with all School policies and procedures
- i. All other duties as assigned by the Principal

#### **2. Professional Learning**

- a. Diploma of Children's Services or equivalent, or Bachelor of Early Childhood Education
- b. First aid training as prescribed in the Education and Care Services National Law Act 2010.
- c. Anaphylaxis and Asthma management training as prescribed Education and Care Services National Law Act 2010.
- d. Anaphylaxis certification.

#### **3. Essential Skills**

- a. Current Working with Children Check (WWCC) card.
- b. A working knowledge of appropriate curriculum frameworks and an ability to assist in developing and implementation of a high quality educational program that reflects the nature of the Centre, local and wider community, based on the curriculum frameworks.
- c. A working knowledge and understanding of the developmental needs of children aged 0-5 years, including children with additional needs.



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- d. A working knowledge of the National Quality Standards, the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011.
- e. Demonstrated experience and ability to establish warm nurturing and responsive relationships with children and to sensitively meet their needs.
- f. Well-developed interpersonal and communication skills.
- g. Demonstrated ability to work with families, children and educators in a culturally competent manner.
- h. The ability to work cooperatively and flexibly within a team environment.
- i. Knowledge of child protection procedures.
- j. Well-developed organisational skills.
- k. High level of initiative is used in order to anticipate the needs of the teacher and/or students.

<b>KPI 1</b>	<b>Children</b> Children are safe and supervised at all times. Educators are responsive to the children's additional needs/requirements i.e. Cultural, physical, emotional, medical or dietary.
<b>KPI 2</b>	<b>Families and the Community</b> Positive communication and relationships with families are developed and maintained.
<b>KPI 3</b>	<b>Employees</b> Positive relationships are developed and maintained with colleagues that are professional, supportive and respectful.
<b>KPI 4</b>	<b>Administration</b> Adherence to all Government regulations and guidelines, School policies and procedures.
<b>KPI 5</b>	<b>Work Health and Safety</b> Adherence to all policies and guidelines relating to the maintenance and cleanliness of the service, and for the personal health and safety of the children and staff.