

## POSITION DESCRIPTION

<b>Position Title:</b>	Educational Lead
<b>Position Number:</b>	7089
<b>Group:</b>	Business and Community Services
<b>Business Unit:</b>	Corporate and Community Services
<b>Service Unit:</b>	Community Services
<b>Reports To:</b>	Team Leader Long Day Care
<b>Grade:</b>	11
<b>Hours Of Work:</b>	35
<b>Last Date Of Review:</b>	August 2020
<b>Last Date Of Evaluation:</b>	August 2020

### Role Function Summary

This is a high-quality customer service role responsible for providing educational coaching and mentorship, building capacity of educators by inspiring, motivating, affirming, challenging and extending their practice and pedagogy in accordance with Early Years Learning Framework (EYLF).

The Educational Lead supports the Team Leader in the day-to-day service delivery in accordance with Education and Care Services National Law Act and Regulations, working towards exceeding the National Quality Standards (NQS):

- Quality Area 1 – Educational program and practice
- Quality Area 2 – Children's health and safety
- Quality Area 3 – Physical Environment
- Quality Area 4 – Staffing arrangements
- Quality Area 5 – Relationships with children
- Quality Area 6 – Collaborative partnerships with families and communities
- Quality Area 7 – Governance and leadership.

### Key Responsibilities (Major and Essential Job Functions)

- Day-to-day educator responsibility, supporting operational requirements by working in ratio and acting as Responsible Person as the need arises.
- Lead and guide the development and implementation of a high-quality educational program, based on the EYLF that promotes each child's learning across the five learning outcomes. This is to be undertaken in consultation with children, staff and the families of children attending the service.
- Coach and mentor the team of educators to plan, implement, assess and review a high quality and diverse educational program based on EYLF and with reference to the NQS, considering the developmental needs, interests and abilities of all the children attending the service.
- Coach and mentor the team of educators to actively support every child to participate in the program and ensure that the program promotes children's agency, choices and influence.

- Coach and mentor the team of educators in the development and delivery of effective and valuable documentation of children's learning in accordance with the service philosophy and the learning outcomes (EYLF).
- Coach and mentor the team of educators to utilise a variety of teaching strategies including, adult-led, child-directed play, guided play/learning, reflective practice and critical reflection in their daily work to enable ongoing self-assessment of strengths, identified issues and goals across the service.
- Build supportive and respectful relationships with families from orientation that allow a focus on interactions, collaboration, routines, intentional teaching and scaffolding that shows the children's learning taking place.
- Be responsible for accessing current information about curriculum and contemporary pedagogy and provide this to all educators as appropriate.
- Support the Team Leader with day-to-day management of service operations, record management, ensuring educators are performing within the requirements of their roles.
- To operate in an ethical professional manner at all times and work with others in the leadership team ensuring that the service meets the requirements of the Education and Care Services National Law and Regulations.
- Responsible for managing Trainee Program in conjunction with Provider.

This position description does not form an exhaustive list of your duties. You may be required to undertake other projects, tasks and activities as required from the business from time to time which are within the skills, competence and training of the incumbent. Singleton Council reserves the right to amend or update this position description in accordance with operational needs.

### Organisational Responsibilities:

Council's decisions, actions and behaviours are governed by its vision, mission and values. All employees of Council have an accountability to ensure their work and behaviour is aligned to these.

<b>Community Vision</b>	Singleton. Vibrant, progressive, connected, sustainable & resilient.
<b>Organisation Vision</b>	ESP - Engaged people; Safe and Sustainable workplace; and a Performance based culture
<b>Values and Behaviours</b>	<p>Council has five values which guide behaviours and decision making. It is through these values high quality services are delivered to employees and the community. Employees play an important role in leading the way and upholding Council's values, including the Code of Conduct. Council's values are:</p> <ul style="list-style-type: none"> <li>• <b>Integrity:</b> We act with commitment, trust and accountability.</li> <li>• <b>Respect:</b> We are open, honest, inclusive and supportive.</li> <li>• <b>Excellence:</b> We strive to achieve the highest standards.</li> <li>• <b>Innovation:</b> We are creative, progressive and strategic.</li> <li>• <b>Enjoyment:</b> We promote a harmonious, productive and positive workplace.</li> </ul>
<b>Safe Workplace</b>	It is a requirement of employment with Singleton Council that all staff undertake their work in accordance with WHS policies and procedures. Employees will display and promote safety in the workplace at all times.
<b>Policies and Procedures</b>	<p>The responsibilities of this position are completed in line with all Council policies and procedures related to this position.</p> <p>Awareness of the principles of equity and diversity, work health and safety, environment, risk management, records management and quality assurance as they relate to this position.</p>

### Organisational Relationships

<b>Internal Relationships:</b>	Team Leader, Coordinator, Manager, Other team members/Council staff
<b>External Relationships:</b>	Parents, Caregivers, Children, Families, Early Intervention Agencies, Service visitors, Government Departments, Community Organisations
<b>Direct Reports:</b>	Nil
<b>Indirect Reports:</b>	Nil

## Specifications and Technical Skills:

### Essential Criteria:

- Bachelor of Education (Early Childhood) or equivalent, with accreditation as recognised by ACECQA
- First Aid Certificate including Asthma and Anaphylaxis; Working with children Check and working knowledge of Child Protection legislation
- A commitment to providing excellent customer service to both internal and external customers of Council
- Demonstrated teaching experience of providing high quality care and education for children aged 0-5 years and working with children with additional needs.
- Demonstrated ability to plan, implement and evaluate Early Childhood Curriculum based on National Quality Framework and Early Years Learning Framework.
- Demonstrated effective time management, administrative, computer skills, good written and verbal communication skills
- Nominated Supervisor experience, with a working knowledge of the Education and Care National Law and Regulations, National Quality Framework and Early Years Learning Framework

### Desirable Criteria:

- Demonstrated experience in leading the building of partnerships with families
- Ability to apply conflict resolution/problem solving techniques

## Physical Requirements / Work Environment:

The physical demands and work environment described here are representative of those that must be met by an employee to successfully perform the inherent requirements of the job. This position will involve work in the office environment as well as being able to navigate construction and work sites.

### Physical Requirements and Work Environment

ACTIVITY	FREQUENCY				# OF HOURS A DAY							
	Repetitive	Frequent	Occasional	Infrequent	1	2	3	4	5	6	7	8
Sitting		✓					✓					
Walking			✓			✓						
Standing			✓			✓						
Bending				✓	✓							
Squatting				✓	✓							
Climbing				✓	✓							
Kneeling				✓	✓							
Twisting				✓	✓							
Lifting				✓	✓							
Driving				✓	✓							

If manual lifting is required ensure a risk assessment is completed each time lifting is required.

Hand Manipulation Required	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Repetitive Hand Movements	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
	<b>Right Hand</b>					<b>Left Hand</b>			
Simple Grasping (hold bottle)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Simple Grasping (hold bottle)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Power Grasping (tight grip)	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>	Power Grasping (tight grip)	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
Pushing Pulling (to from body)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Pushing Pulling (to from body)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Fine Manipulation (fine finger)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Fine Manipulation (fine finger)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

Tick below if these are requirements of the position:

	Operating mobile plant		Working with paints, solvents, oil, grease
✓	Light repetitive handling		Cold environment

	Dog/cat control		Climbing, working at heights
	Cattle, sheep handling		Confined spaces work
	Native Animal, reptile handling	✓	Customer contact
	Garbage collection	✓	Screen based work (intermittent)
✓	Office, toilet cleaning		Screen based work (constant)
✓	UV exposed	✓	Clerical deadlines
	Herbicide/Pesticide use	✓	Supervisory – clerical, planning, deadlines
✓	Cooking		Building trades work
✓	Walking on Slopes / Hills / Gradients		Motor trades work
✓	Walking on uneven surfaces	✓	Child care
	Working with bitumen		Hospitality
	Working with concrete		Exposure to dust or fumes

## Skills Progression and Assessment Record:

Position Title: **Educational Lead**

Employee:

<b>Skill Progression Requirements</b> <input checked="" type="checkbox"/> Step Achieved	<b>Salary Step</b>	<b>N/A</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Bachelor of Education (Early Childhood) or equivalent, with accreditation as recognised by ACECQA	1					
Demonstrated ability to provide high quality care and education for children aged 0-5 years, including those with additional needs	1					
Demonstrated application of the Education and Care National law and Regulation, National Quality Framework and Early Years Framework	1					
Demonstrated ability to plan, implement and evaluate an Early Childhood Curriculum	1					
Demonstrated understanding of Child Protection legislation and regulations	1					
Demonstrated ability to coach and mentor staff, work with minimal supervision and as part of a team	2					
Demonstrated ability to proactively lead the development of a high quality and diverse educational program	2					
Demonstrated ability to lead the development and maintenance of the service Quality Improvement Plan	2					
Demonstrated ability to provide support to the professional development of individual staff	2					
Demonstrated ability to communicate skills through the provision of information to staff and families	2					
Demonstrated ability to lead the team of educators to actively support every child to participate in the program and ensure that the program promotes children's agency, choices and influence	3					
Demonstrated ability to maintain respectful, supportive, collaborative and responsive relationships with children and their families	3					
Demonstrated ability to build and maintain strong links with local networks, resource agencies and other relevant organisations	3					
Demonstrated ability to lead and promote understanding of legislative requirements and curriculum framework documents within the service community	3					
Demonstrated ability to support educators in utilising a variety of teaching strategies, including intentional teaching and reflective practice in their daily work	3					
Demonstrated ability to ensure all practices of all educators are in accordance with legislative requirements and reflect the philosophy, policies and procedures of the service	4					
Demonstrated commitment to learning and participating in professional learning opportunities	4					
Demonstrated comprehensive knowledge of theory relating to childhood education and care, professional standards, approved learning frameworks, and contemporary understanding of evidence-based best practice approaches to teaching and learning	4					
Demonstrated ability to competently act in higher position	4					
Demonstrated critical thinking skills, including the ability to analyse and challenge conventional practice and ideas, with a	4					

clear sense of purpose/direction and the ability to influence						
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Skills Review Year (eg 2018): \_\_\_\_\_

Position: \_\_\_\_\_

**Annual Skills Assessment:**

The following is to be completed at the time of the annual skills assessment.

**Comments on Employee's attitude and application to work:****Employee's Comments:**\_\_\_\_\_  
Name\_\_\_\_\_  
Signature\_\_\_\_\_  
Date**Manager / Supervisor's Comments:**\_\_\_\_\_  
Name\_\_\_\_\_  
Signature\_\_\_\_\_  
Date**Director's Comments:**\_\_\_\_\_  
Name\_\_\_\_\_  
Signature\_\_\_\_\_  
Date**Summary of Skills Assessment****1****2****3****4**

Total number of skills at each salary step =

Number of skills not applicable at each salary step =

Number of skills achieved at each salary step =

Number of skills not achieved at each salary step =

☒ **Proposed Salary Step Placement**