

Early Childhood Lead Educator



The purpose of this position

The **purpose** of the position is to meet the needs of individual children and groups by creating a safe and nurturing environment and planning, developing, delivering and evaluating quality learning and developmental programs for a room or specific group of children.

About the position

- This position is within Child, Youth & Families directorate.
- It's part of Child, Youth & Family teams.
- This position **reports to** the Team Leader.
- This position allows for flexibility.
- ☐ The position leads a team.
- The position is designated Band 7 under the ***Schedule of Authorities and Delegations***.
- The position is a: ☐ Budget holder ☐ Has designated revenue or billing targets.
- This position maybe advertised externally as Early Childhood Lead Educator.

Key areas of responsibility

- Coordinate and ensure the delivery of an engaging, reflective, inclusive daily program including supervising educators, preparation and setup of indoor and outdoor areas, safety checks, meeting specialised individual needs of children (for example, administering medications, checking allergy safety, implementing strategies for children with support needs), an implementing daily activities and routines.
- Work closely with the Educators, Early Childhood Teacher and/or Child Development Specialists to contribute to the development of effective programming for individuals and groups. Depending on the nature of the service, Room Leaders may be required to plan, develop, deliver and evaluate programming independently, and utilise existing internal resources when required.
- Greet children and parents at opening and closing each day.
- Resolve immediate concerns with parents/carers and/or children as they arise, referring to more senior staff if required.
- Contact parents/carers when a reportable incident has occurred at the Centre, ensuring appropriate documentation is completed.
- Guide reflective practice sessions for educators.
- Coach, advise and provide on the job support to team members to improve their skills and knowledge in the delivery of programming to improve client outcomes.
- Engage in community initiatives designed to connect with parents, carers and the community, for example, parent information sessions and community events. Support the senior team to design and deliver initiatives.
- Advise the Team Leader or Manager of any performance concerns regarding Educators for assistance in resolving. Formal performance processes will be managed by the Team Leader or Manager.

The Benevolent Society

Early Childhood Lead Educator



- Advise the Manager, Team Leader or Teacher of any changes or concerns regarding children, their needs in terms of the daily program, wellbeing, their services, or other risks, as soon as possible.
- Document and create reports on client services using technology and paper-based systems in a clear, logical, understandable and timely way, such as the creation of portfolios, day books, and parent communication channels.

Key outcomes

When things are going well, we would expect to see these outcomes:

- High quality, effective and dynamic educational programming is implemented Accreditation standards related to service delivery are met and then exceeded.
- Early Childhood Teachers have feedback to improve and personalise programming.
- Parents are positive about children's experiences of the centre.
- Children enjoy their experiences at the Centre.

Key Capabilities

Essential criteria

- Diploma qualified in early childhood teaching.
- First aid certificate (or willingness to obtain a certificate).
- Experience in early childhood education, working with children who are 0-5.
- Experience leading a small team would support success.
- Ability to relate to and support children aged 0-5 years, their families and the community in which the service operates.
- Ability to communicate effectively with children and adults.
- Ability to have difficult conversations with adults including staff and families in a respectful and appropriate manner.
- Good written and verbal communication skills.
- Ability to support a team to develop and implement a program based upon current research that is reflective and strength based.
- Good time management skills, including the ability to adapt and create alternative solutions as the daily environment changes.

People who know this position say that

People who know this position say the things that might make your day are:

- Seeing the children develop a real sense of security in their environment, enabling them to feel safe, trusted, nurtured, celebrated, valued and connected and become confident learners.
- Celebrating the development of individual children and groups across the year.
- Exploring opportunities to support children's interests, skills, and development with input from the child and their family.

The Benevolent Society

Early Childhood Lead Educator



People who know this position say some key challenges you might experience are:

- Supporting parents in immediate distress while balancing the wellbeing of the child and other children in the group.
- Balancing the needs of a group of children with the needs of an individual child.
- Ensuring the team is working in a collaborative and cohesive capacity that is reflected in the daily program and routines.

Work and flexibility

While The Benevolent Society has great tools to connect us remotely, sometimes we will need to connect in person. This means we need to travel on occasion.

This position may require:

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| <input type="checkbox"/> Overnight travel/stays. | <input type="checkbox"/> Weekend work. |
| <input checked="" type="checkbox"/> Travel between office locations/regions. | <input checked="" type="checkbox"/> Evening work. |
| <input type="checkbox"/> Travel to clients (varied locations). | <input checked="" type="checkbox"/> Special event support. |
| <input type="checkbox"/> Use of own registered, insured (comprehensive) motor vehicle. | |
| <input checked="" type="checkbox"/> Use of TBS pool cars. | |

Key relationships

We work collaboratively with others. This position works closely with:

Within The Benevolent Society:

- Team Leader/Manager
- Manager, Practice Support
- Early Childhood Teachers
- Other Room Leaders
- Educators

Outside The Benevolent Society:

- Children
- Families
- External service providers – speech therapists, psychologists, paediatricians