



CREST EDUCATION

Position Description

POSITION SPECIFICATIONS

Position Title	Early Learning Centre (ELC) Director	Department	Education
Location	Rivercrest ELC	Classification	Early Years Leadership/Classroom teacher
Position Reports to (title)	Head of Campus (CREST Early Years)	Status	0.5FTE Director/ELC Teacher (Position of Responsibility)
Direct Reports (title)	ELC teachers, ELC educators		
Approved by	Executive Principal		

CREST CONTEXT

CREST Education is an organisation which is values based, empowers leaders, enables people to make a difference and has a culture of learning and high performance in a Christian environment. CREST believes that the values, attributes and skills that each staff member brings to the organisation underpin its culture and will ultimately result in the achievement of CREST's Pillars.

OUR FOUR PILLARS



CREST VISION

To be a leading provider of quality Christian Education, delivered by Christian staff, equipping students for a life of faithful service.



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KEY RESPONSIBILITIES

The following Key Responsibility Areas indicate what the position is directly held responsible for producing/achieving:

Educational Leadership and Curriculum

- Lead curriculum design and implementation, ensuring alignment with the Victorian Early Years Learning and Development Framework (VEYLDF), National Quality Standard (NQS), the International Baccalaureate's Primary Years Programme (IB-PYP) and Christian ethos.
- Provide pedagogical leadership, ensuring evidence-informed, high-quality teaching practices across all ELC programs.
- Mentor and support educators in the planning, delivery, and reflection of high-impact learning experiences that promote inquiry, creativity, and developmental appropriateness.
- Promote inclusive practices that cater to children with diverse backgrounds, interests, and learning needs.
- Ensure school readiness programs are robust, holistic, and nurture the whole child.
- Use data to monitor and assess program effectiveness and student progress, informing continuous improvement.

Child Safety and Pastoral Care

- Uphold the highest standards of child safety and wellbeing, in line with the Child Safe Standards and legislative requirements.
- Establish and maintain a nurturing environment where children are safe, respected, and valued.
- Foster positive relationships with each child, understanding their individual needs, backgrounds, and interests.
- Support children in developing social-emotional skills, independence, resilience, and Christian character.
- Collaborate with families, staff, and external professionals to support the holistic development of each child.
- Provide guidance to staff on strategies for managing behaviour and building strong connections with children.



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- Liaise closely with the Head of CREST Early Years, Director of Wellbeing and Learning Diversity Coordinator (Early Years) to ensure well-being needs are addressed.

Professional Engagement and Team Leadership

- Inspire a collaborative, high-performing team culture built on trust, reflection, and a shared commitment to excellence.
- Implement professional learning plans for staff, supporting their development through coaching, mentoring, and feedback.
- Facilitate regular team meetings and reflective practices, aligning with the service's philosophy and goals.
- Promote a culture of professional inquiry and innovation, sharing research and best practice within the team.
- Model exemplary professional conduct, active participation in school life, and commitment to ongoing personal development.
- Plan, prepare and lead professional learning for staff where necessary, in line with the improvement priorities, to improve the learning that occurs and increase staff confidence in their roles.
- Build and maintain strong professional relationships with members of the CREST Early Years Leadership Team, to collaborate and share best practices.

Compliance and Operational Management

- Fulfil all responsibilities of the Nominated Supervisor and Educational Leader as per the Education and Care Services National Law and Regulations.
- Ensure full compliance with the National Quality Framework, including maintaining all regulatory documentation, staff-to-child ratios, and approved learning programs.
- Lead the development, implementation, and review of the Quality Improvement Plan (QIP).
- Monitor policies and procedures to ensure alignment with current legislation, educational standards, and CREST expectations.
- Coordinate rosters, class allocations, staffing schedules, and day-to-day operations of the ELC efficiently and effectively.
- Liaise with the Head of Campus on budget planning, resourcing, and reporting.
- Manage enrolment transitions and orientation processes in collaboration with the Registrar team and Head of Campus.



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Family and Community Engagement

- Build strong, respectful relationships with families, supporting them as key partners in their child's learning journey.
- Ensure families are informed and involved through effective communication, family events, and regular updates on children's progress.
- Represent the ELC at community engagement activities such as Open Days, Information Evenings, and transition programs.
- Promote a welcoming, Christ-centred culture that values diversity and supports all children and families

Strategic Contribution

- Contribute to the strategic planning and implementation of the ELC's goals in alignment with CREST Education's vision and mission.
- Engage in school-wide initiatives, committees, and working groups that advance the priorities of the organisation.
- Collaborate with senior leadership to identify and implement improvement initiatives across curriculum, pedagogy, and wellbeing.
- Advocate for high-quality early childhood education within the school and wider community.

VALUES AND BEHAVIOURS

- Consistently demonstrate and uphold CREST's shared values and behaviours in all daily activities; including the way in which decisions are made.

STRATEGIC REQUIREMENTS

Strategic Alignment

Contribute to the school's strategic goals by aligning leadership practices with the organisation's mission, vision, and Christian ethos.

- Engage in the development and implementation of initiatives aimed at enhancing student outcomes and overall school improvement.
- Propose and implement innovative teaching strategies that support the school's long-term educational objectives and priorities.
- Collaborate with educational leaders to promote a culture of continuous improvement, innovation, and excellence in teaching and learning.



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- Contribute to the service's Quality Improvement Plan and promote improvement and innovation aligned with the National Quality Framework

OPERATIONAL REQUIREMENTS

Operational Effectiveness

- Demonstrated ability to lead and manage change effectively.
- Strong communication and interpersonal skills with diverse stakeholders.
- Skilled in digital platforms for learning, communication, and documentation.
- Capable of strategic thinking and detailed operational management.
- Committed to professional growth and supporting others in their development.

Qualifications and Experience

- Bachelor of Early Childhood Education (or equivalent ACECQA-approved qualification).
- Current VIT registration.
- Approved Nominated Supervisor (or willingness to undertake this role).
- Extensive experience in early childhood leadership or management roles.
- Proven knowledge of the NQS, VEYLDF, and current early childhood pedagogy.
- Experience in International Baccalaureate's Primary Years Programme is desirable but not a prerequisite.

CREST INHERENT REQUIREMENTS	FREQUENCY			
	Unlikely	Possible	Occasionally	Regularly
Passive				
Sitting - counter / desk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sitting - vehicle	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operating telephone / computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Writing / reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Spiritual				
Leading or taking part in daily devotions with staff and/or students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Leading or taking part in prayer with staff and/or students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



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Demonstration of our ethos and Fruit of the Spirit: Galatians 5:22	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Incorporating Biblical theology into curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Manual Handling				
Bending / twisting Spine	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working with one or both hands above shoulder height	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting (5kg or under p/item)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting (5kg or over p/item)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Requiring low/light application of force	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Requiring medium to high application of force	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifting/holding/restraining children	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exerting force in an awkward posture	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Holding & supporting equipment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agility				
Squatting / kneeling	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Looking up / looking down	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reaching forwards or sideways	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gripping or grabbing equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Mobility				
Walking / standing- briefly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Walking / standing- extended	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Walking on uneven ground	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Climb steps/stairs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Climb ladder	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Driving – passenger vehicle	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Driving – machinery/heavy commercial	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sensory				
Hearing – face to face / telephone conversations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Hearing – working with loud machinery	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual – read printed material, signage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Visual – computer screen, electronic signs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Visual – driving	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Visual – watching with vigilance (e.g. school traffic control)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



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Emotional				
Dealing with complex stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Supporting dependent persons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Dealing with conflict	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Managing complex personal situations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Providing empathy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Work Environment				
Outdoor – exposed to elements, plant & equipment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Confined spaces	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working alone	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working at heights (greater than 2m)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exposure to extensive dust	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pollen (or other allergens)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Exposure to polluted odours and/or chemicals	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal Waste	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Office Use Only	
	If selected – Musculoskeletal assessment recommended
	If selected – Audiology (hearing) assessment recommended
	If selected – Vision assessment recommended
	If selected – Lone Worker risk assessment recommended



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LEADERS ONLY

Our Leadership Capabilities.

The CREST Education leadership capabilities describe the specific knowledge, skills, attributes and behaviours required for future success to help CREST achieve our goals. They are non-technical in nature and are those common aspects applicable to our leadership that describe not what we do, but rather, how we do it. Our capabilities are informed by our purpose and strategic direction.

The capabilities are leveraged from the Future Leadership Capability Framework which is based on 25 years of international research findings and framework development.

