



PENLEIGH AND ESSENDON GRAMMAR SCHOOL

POSITION DESCRIPTION

POSITION: Early Childhood Teacher

REPORTS TO: Director of Kindergartens

LOCATION: Essendon Campus

PURPOSE

To provide the best possible level of early childhood education for each child in line with the School's values and educational objectives and implementing a program which:

- Aids in children's socialisation;
- Values diversity and promotes respect for all individuals;
- Promotes cooperation with others;
- Fosters a love of learning and provides opportunities for learning through play, open-ended discovery and exploration;
- Creates a rich, stimulating, and challenging learning environment in which children feel happy and secure and follow stable and familiar routines; and
- Promotes equal focus in the learning outcomes for both indoor and outdoor environments.

SCHOOL OVERVIEW

Penleigh and Essendon Grammar School is a school for boys and girls from Kindergarten to Year Twelve. The school operates on three campuses with a student population of over 3,000. The Kindergartens and Junior School (boys) are located in Essendon, the Junior School (girls) in Moonee Ponds and Gottliebsen House Middle School (boys), McNab House Middle School (girls) and the Larkin Centre (coeducational Senior School) are located in Keilor East.

The school has an excellent record for the academic achievement of its students in all areas. The curriculum is designed to challenge students intellectually, to develop their knowledge within particular disciplines and to gain an appreciation of contemporary society and its history. The academic programme is complemented by a diverse co-curricular program of Drama, Dance, Music and Sport.

The school actively promotes the safety, wellbeing and participation of all students, including supporting children from culturally diverse backgrounds and those with individual needs and encourages every student to thrive in the classroom and beyond.

SCHOOL VALUES: REACH

RESPECT: We acknowledge the dignity and intrinsic worth of individuals and our world. We demonstrate fairness, kindness, and an awareness of diverse perspectives, recognizing the impact of our actions on others.

EXCELLENCE: In education and all that we do, we pursue the highest standards with focus and a commitment to continuous growth. We embrace challenges, learn from mistakes, and cultivate a culture of mastery and exceptional outcomes.

ACCOUNTABILITY: We act with integrity and take responsibility for ourselves, others, and the world around us. We demonstrate honesty, reliability, and ethical behavior in all we do.

CURIOSITY: We learn and grow through questioning, exploring, and deepening understanding, simulating wonder and innovation. We value intellectual engagement and lifeline learning.

HEART: We show kindness, courage, and empathy in our actions and relationships. We stand for what is right, support others, and build meaningful connections based on trust and compassion.

POSITION CONTEXT

The Early Childhood Teacher is at all times responsible to the Director of Kindergartens, Deputy Principal, and Principal for duties relating to effective teaching and the performance of student welfare and other duties. The incumbent is expected to support the school's values, policies and procedures and the philosophy of an independent school associated with the Uniting Church and support Equal Employment Opportunity principles, including support for an equitable, safe, and productive environment for all staff and students and treating all school community members with dignity and respect.

The Kindergarten program has approximately 80 children and 15 full-time and part-time staff members, with three kindergarten rooms located at the Essendon campus.

JOB GUIDELINES

Teaching practice

To teach classes as required, and to:

- Plan and implement an effective and engaging early childhood program.
- Conduct sessions that are thoroughly prepared and designed to engage and challenge all children in their learning, supporting children's cognitive, social, emotional, and physical development and encouraging creativity, questioning, problem-solving, social skills, and self-confidence.
- Continually evaluate the program and processes against best practices, taking an evidence-based approach to improve outcomes.
- Develop and use a variety of early learning strategies to implement the program and support children's learning.
- Lead a team and maintain a positive environment in the kindergarten which is respectful of all present and fosters a culture of thinking and care and wellbeing.
- Maintain accurate records of attendance.
- Document, monitor and report on children's development and well-being, and report any matters of concern in accordance with school procedures.
- Take responsibility for dealing with behavioural matters and report any matters of serious concern.
- Understand and accommodate the learning needs of all children, to assist all children in realizing their potential. This includes those with a disability or special learning needs.
- Meet government and VIT standards of kindergarten teaching and regularly review personal professional knowledge and practice.
- Have a sound knowledge of and adhere to the Education and Care Services National Regulations, under the Education and Care Services National Law.
- Work collaboratively with all relevant staff members, ensuring information is communicated in an appropriate and timely manner and supports improved learning outcomes.

Student wellbeing

- Undertake child welfare duties, being sensitive to children experiencing personal, social, or organizational problems and liaising with the Director of Kindergartens.

- Actively support and promote school policies and procedures relating to children’s welfare.
- Liaise with parents in relation to children’s issues as required.

Curriculum and resource development

- Contribute to the development of the early years’ curriculum, teaching and assessment materials.
- Design and implement programs based on research and collaboration with colleagues.
- Complete weekly and term program planning with colleagues and document these plans for the Director of Kindergartens to review.

Professional learning

- Annually prepare, implement, and evaluate a professional learning plan in accordance with school priorities and individual learning needs.
- Model good learning, actively participating in professional learning activities and researching on an ongoing basis to keep up to date professionally.
- Support school-wide professional learning and share professional knowledge and practices with colleagues to support student learning.
- Use professional standards to regularly evaluate one’s professional knowledge.
- Participate in a cyclical review process to continuously improve knowledge and practice.

General, administrative, and other activities

- Consult with the Director of Kindergartens as necessary and maintain good communications with the Director of Kindergartens, other Early Childhood Teachers, and Assistants.
- Manage Early Childhood Educators, as allocated.
- Maintain accurate records of the teaching program, child observations and attendance, and provide reports to the Director of Kindergartens.
- Attend and contribute to staff meetings.
- Attend and support a range of school events and activities as required, including but not limited to parent information evenings, parent functions and orientation activities.
- Undertake rostered supervisory duties outside of the classroom and exercise responsibility for the welfare of children.
- Act as a mentor for other staff members as required.

- Supervise student teachers as required.
- Maintain a safe and healthy environment and report any hazards in accordance with school procedures.
- Other duties as required.

SELECTION CRITERIA

The incumbent will demonstrate the following attributes:

- Appropriate tertiary qualifications in Early Childhood Education
- Knowledge of relevant curriculum frameworks (EYLF, NQF, NQS)
- Experience in the effective development and delivery of best practice early childhood teaching and learning programs and practices
- A commitment to student care and wellbeing
- The ability to foster caring and effective relationships with children, parents, and colleagues
- Effective interpersonal and communication skills
- Effective organisational and planning skills
- A commitment to child safety, demonstrating an understanding of appropriate behaviours when engaging with children with diverse needs and backgrounds
- A commitment to ongoing professional learning
- VIT Registration
- First aid, asthma, and anaphylaxis accreditation
- National Criminal Record Check and Working With Children Check

CONDITIONS

Salary according to qualifications and experience, and as per the *Penleigh and Essendon Grammar School (Teacher, Kindergarten Teacher, Kindergarten Assistant (Educator) and School Assistant Staff) Agreement 2022*.

CONCLUDING REMARKS

The position description should not be seen as limiting and is open to review, by negotiation, by either party.