



Doctrina Vitae

Bacchus Marsh  
Grammar

## Position Description

### Director of Early Learning Services

### (Nominated Supervisor)



**Bacchus Marsh Grammar**  
South Maddingley Road, Victoria  
Mailing Address  
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Bacchus Marsh, Vic 3340

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## POSITION DESCRIPTION

**POSITION:** Director of Early Learning Services (Nominated Supervisor)

**ORGANISATIONAL UNIT:** Early Childhood Services

**POSITION STATUS:** Full time

**CLASSIFICATION:** Teacher Level

### POSITION OVERVIEW:

Director of Early Learning Services (Nominated Supervisor) is a key member of a team who actively works towards the development of an innovative and effective service that is delivered to our children and families by leading in line with the Bacchus Marsh Grammar vision and mission, the National Care and Education Regulations, and the Early Years Framework.

A key component of the role is supporting children, families and staff wellbeing, implementation of policies and procedures, record keeping required under the legislation, orientation of new families, enhancing open communication and dealing with concerns and implementation of policies and legislation. As well as induction and compliance of staff, meeting all regulatory requirements and liaising with relevant departments.

Uphold the safety, rights and wellbeing of all children and promote a culture of child safety with a zero-tolerance approach to child maltreatment, abuse and neglect.

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### OUR MISSION

Bacchus Marsh Grammar seeks to meet the desire of the community for an independent education that is comprehensive, challenging and enriching. The school aims to be a safe and caring environment which, through its programs, encourages students to be confident, self-aware, able to contribute to their personal growth and who are willing to be active and positive members of society. With our students, we wish to encourage a strong sense of service, which sees that a commitment to inclusion and a willingness to assist others is a vital component of developing a positive character and a strong society. The school seeks to develop a culture of achievement, which encourages staff and students to strive toward achieving their personal best. In short, we offer an "Education for Life".

### OUR VISION

To develop as a Co-educational, Ecumenical day school that provides a quality education for students in the Outer Western area of Melbourne, which has a strong emphasis on individual care, personal development and pastoral care. In particular, to be a school that:

- Knows the individual and is able to work with their particular strengths and weaknesses.
- Actively encourages students to be involved in a diverse range of curricular and co-curricular activities.
- Fosters a sense of openness, community responsibility and tolerance within students.
- Prepares students for the world after school through a conscious emphasis on "Education for Life".
- Through its programs and teaching, supports and promotes, the principles and practice of Australian democracy, including a commitment to:
  - Elected Government
  - The role of law
  - Equal rights before the law
  - Freedom of religion
  - Freedom of speech and association
  - The values of openness and tolerance

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## KEY DUTIES & TASKS

### 1. General Responsibilities

- Ensure compliance with the Education and Care Service National Law Act 2010 and Education and Care Services National Regulations 2011.
- Ensure compliance with Bacchus Marsh Grammar and Bacchus Marsh Grammar ELC policies and procedures.
- Under the broad direction of Executive Management, manage and oversee administrative procedures, finances, curriculum development, parent and community liaison, staff professional development and training.
- Promote open and clear communication between management, staff and centre families.
- Keep up to date with current developments in the Early Learning field and lead the staff professional development and training programs.
- Build effective networks with families, relevant community organisations and government.
- Respect the confidentiality of information relating to parents, children and staff, complying with the BMG Privacy Policy
- Expand early years knowledge, keep abreast of current issues and research and liaise with relevant early childhood services, other professional services and organisations within the community.
- Convene and lead staff meetings, family meetings and management meetings as required. In conjunction with educational leader.
- Provide a professional point of contact for families and staff.
- Support families with enquires or where concerns and referral as required.
- Meet with school principal weekly to report on the operation requirements of the centre, strategic developments and staff wellbeing.
- To be the responsible person in charge of the service and in absence ensure that another responsible person (as defined by the National law) is in charge of the service.
- To follow BMG's Maintenance Procedures as required, observe, report, and implement maintenance reporting requirements.

### 2. Children

- Protect children and their rights, ensuring compliance with Child Safe Standards, child protection and mandatory reporting legislation.
- Ensure that the children are safe and adequately supervised at all times;
- Ensure a high standard of hygiene in compliance with Centre policies and procedures;
- Ensure compliance with legislation and Centre policies and procedures in relation to children's safety, allergies, illnesses and individual needs.
- Provide support and leadership in the role of Child Safe Officer

### 3. Families

- Develop and maintain positive relationships with families;
- Share information with families relating to their child(ren) and the daily activities of the Centre;
- Act as a resource person for families;
- Attend parent meetings as required;
- Encourage families to participate in Centre governance and experiences;
- Ensure all families have the opportunity to address issues relating to their child(ren); and
- Support families in their parenting responsibilities and in close consultation with families, liaise with organisations and arrange for specialist support when required

### 4. Staff Management

- Develop, implement and promote staff practices, standards and culture that ensure the Woodlea Early Learning Centre is an employer of choice within the local demographic and within the wider industry;
- Management of all staff matters in collaboration with the Human Resources Manager including:
  - Recruitment, Orientation, Probation, Termination processes as defined by HR Policy;
  - Provision of regular Feedback to all staff, including regular 1:1 meeting;
  - Provision of Performance Appraisal Program;
  - Performance Management of underperforming staff;
  - Coaching and Development of staff;
  - Regular time spent on floor with all staff to observe and provide feedback;
  - Centre and Staff rostering requirements, to ensure maximized efficiency and reduced costs;
  - Mentoring, role modelling behaviours for all staff; and

- Co-ordination of Payroll information.

## 5. Service Delivery and Administration

Daily administration to ensure the smooth and professional operation of the service, including:

- Office Management;
- Maximised enrolments for all rooms and management of waiting lists;
- Data entry;
- Calendar Management and scheduling.
- Co-ordination of maintenance and facilities functions for the service; and
- Parent Liaison.
- Review and implement Quality Improvement Plan (QIP).
- Complete annual School Readiness Funding applications and plans as per Department requirements.
- Manage and complete the Department of Education and Early Childhood Department administrative requirements.
- Review of material provided to the educators including the Staff Handbook.
- Support the review and implement Policies and Procedures
- Develop strategies to ensure forward planning, evaluation, and review of the service.
- Create records proactively, even those that would not otherwise be created from activities such as telephone conversations, verbal decisions, meetings, conferences etc.
- Ensure that Principal is informed of current issues within the service;
- Ensure that Principal is informed of any problem arising, which would affect the children, service approval or rating, regulatory and legal compliance or the smooth running of the service;

## 6. Finance Management

- Develop the Centre's annual budget in consultation with Executive Management;
- Ensure management and control of expenditure within budget, including management of salaries;
- Ensure cash flow planning and monitoring to ensure availability of funds as needed;
- Management and accountability of all aspects of the service including Fees, debt management, banking and petty cash, reconciliation, procurement;
- Produce regular and adhoc reports for the Business Manager, and School Principal; and
- Manage finances in line with Budget expectations.
- Manage CCS registration and administration for Bacchus Marsh Grammar Early Learning Centre.
- Monitor the placement and registration of children.
- Attend to correspondence and general enquiries as appropriate.

## 7. Quality Standards

- Ensure that the care and educational program offered is of a high standard and fosters the development and well-being of each child attending the Centre, in accordance with the Early Years Learning Framework;
- OH&S – Identification, mitigation of potential risks;
- Risk Management – Identification, mitigation of potential risks; and
- Understanding of and full compliance of all relevant regulatory framework.
- Ensuring the centre Quality Improvement Plan is implemented and that the centre works towards exceeding the National Quality Standard for Early Education and Care

## 8. Program Delivery

- A full understanding of the requirements of NQS.
- At all times show a commitment and professional approach to the ongoing process of NQS both within the centre and beyond; and
- Manage the Assessment and rating process.
- In conjunction with educational leader assist in the ongoing development and implementation of early learning programs.
- Develop an understanding of new legislation/curriculum and the impact of this on the delivery of programs.
- Be part of a learning team that values listening to the child. The learning team will see themselves as researchers and they will research children's understandings through observation, documentation and collaborative discussion;

## 9. Managing Self & Professional Skills

- Adhere to and comply with Child Safe Standards regulations and Child Safe Code of Conduct.

- Manage own behaviour in accordance with the Staff Code of Conduct.
- Adhere to & cooperate with all policies & procedures and relevant legislation.
- Comply with legal, regulatory, ethical, environmental & social responsibilities and requirements.
- Manage own development and professional learning relative to this position.

#### 10. Working with People

- Contribute as a proactive and effective member of a vibrant professional services team, whose activities integrate and promote the organisation's values.
- Participate in meetings in an active & constructive manner.

#### 11. Other duties

- The incumbent can expect to be allocated duties, not specifically mentioned in this document, but within the capacity, qualifications and experience normally expected from persons occupying positions at this classification.
- Conducting enrolment interviews;
- Providing thorough notes on each child to the relevant educator for wider dissemination as appropriate;
- In conjunction with Head of BMG Junior School and other key pastoral staff, oversee the transition programs and student file handover processes as students move to the Junior School and ensure there is a smooth transition to Prep.

### ORGANISATIONAL RELATIONSHIPS

- **Reporting directly to:** Principal/CEO
- **Direct reports to this position:**
  - Educational Leader
  - Kindergarten Teachers
  - Early Childhood Educators
  - Interns
- **Internal Relationships:**
  - This position may have relationships with staff from a range of different departments within Bacchus Marsh Grammar.
- **External Relationships:**
  - This position will actively liaise and network with a number of external service providers, organisations and stakeholders within the community, with the view of providing the most appropriate and effective services and supports to the people they support.

### EXTENT OF AUTHORITY

- Responsible for the overall day to day management and administration of the service on behalf of the employer / operator and exercises decision making authority within that role;
- Authorised for the management of the service;
- Authorised to sign documents and letters as delegated by BMG; and
- Authorised to deal with human resources issues on a day to day basis and undertake responsibilities in relation to recruitment and staff disciplinary procedures in collaboration with the Human Resources Manager.
- This position has the authority to take such action as is necessary to ensure the health and safety of children and their families are maintained within the centre and on approved activities outside the centre;
- Participate in planning, development, and review of the early learning centres Policies; and
- Embrace Bacchus Marsh Grammar's workplace values, led by example and actively encourage internal and external relationships with reflect those values.

### KEY SELECTION CRITERIA

#### Skills, Knowledge and Experience

##### *Essential Criteria*

- Demonstrated experience in managing an Early Childhood centre or Management within an Educational environment;

- High level organisational skills, including demonstrated capacity to establish and maintain financial and administrative systems;
- Strong leadership skills and the ability to contribute effectively to a team;
- Experience in developing and monitoring budgets and cash flows, preparing financial reports and working with auditors;
- Extensive understanding and experience in adhering to Education and Care Service National Law Act 2010 and Education and Care Services National Regulations 2011 and other applicable legislation and regulations.

### Qualifications

#### Essential Criteria

- Diploma in Children Services/ Bachelor of Education (Early Childhood) or equivalent;
- First Aid HLTAID012. CPR, Asthma and Anaphylaxis qualifications;
- Current working with children check.
- National Police Check
- Protecting Children: Mandatory Reporting and Other Obligations for Early Childhood certificate (current)

### CHILD SAFE

- Please see attached policy.
- The Child Safe Standards aim to protect children and young people by requiring organisations to implement policies, procedures, and processes to prevent and respond to abuse. They aim to keep children and young people safe, a key focus of organisations in Victoria.

All staff are required to complete a disclosure of connection with children and families if they have any affiliation with BMG students outside of the ELC.

We are committed to being a child-safe, child-friendly and child-empowering organisation. In everything we do we seek to protect children. We listen and respond if harm or abuse occurs and remain open, honest, and transparent about any failings.

At Bacchus Marsh Grammar, Early Learning Centre, Woodlea, we comply with the National [Child Safe Principles](#) and the Victorian [Child Safe Standards](#). The standards are a minimum set of requirements for organisations providing services to children in Victoria. This ensures that the safety of children is promoted, child abuse is prevented and allegations of child abuse are properly responded to.

There are 11 Child Safe Standards:

[Standard 1: Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued](#)

[Standard 2: Child safety and well-being is embedded in organisational leadership, governance and culture](#)

[Standard 3: Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously](#)

[Standard 4: Families and communities are informed, and involved in promoting child safety and wellbeing](#)

[Standard 5: Equity is upheld and diverse needs are respected in policy and practice](#)

[Standard 6: People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice](#)

[Standard 7: Processes for complaints and concerns are child focused](#)

[Standard 8: Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training](#)

[Standard 9: Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed](#)

[Standard 10: Implementation of the Child Safe Standards is regularly reviewed and improved](#)

[Standard 11: Policies and procedures document how the organisation is safe for children and young people.](#)



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Further information on the child safety standards can be found at the [Commission of Children and Young People](#).

There is zero tolerance for any form of child abuse or maltreatment within the organisation. Any suspected abuse or maltreatment must be reported both internally and to external authorities including Child Protection and Child first.

If you have concerns that a child is at risk of significant harm as a result of abuse or neglect, please [contact Child Protection](#).

### PRIVACY

- Please see attached Policy

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Approved: \_\_\_\_\_ Date: \_\_\_\_\_

**Debra Ogston**  
Principal

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I have read and agree to abide by the requirements of this position description.

Print Name: \_\_\_\_\_

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

## **Appendix 1**

# **Bacchus Marsh Grammar Early Learning Centre Child Safety Commitment Statement**

Bacchus Marsh Grammar Early Learning Centre is committed to the safety and well-being of all children and young people. We understand our responsibilities and statutory duty of care to comply with both the Victorian Child Safe Standards and the Reportable Conduct Scheme to build our capacity as an organisation to prevent and respond to allegations of child abuse.

Our Service is committed to implementing and abiding by our Child Safe Policy based on Child Safe Standards in Victoria (2022), accentuating our zero tolerance for child abuse and raising awareness about the importance of child safety in our Service and the community. We are dedicated to protecting children from abuse and neglect and, promoting a child-safe environment, maintaining children's well-being.

We adhere to our comprehensive Child Protection Policy, following our mandatory reporting responsibilities to protect children from physical, sexual, emotional, and psychological abuse and neglect.

We are dedicated to promoting cultural safety for Aboriginal children, cultural safety for children from culturally and/or linguistically diverse backgrounds and providing a safe environment for children with a disability. We are committed to ongoing professional development for employees to maintain their ability to distinguish and respond to situations of abuse and neglect, ensuring employees are responsive to their responsibilities in keeping children safe.

We work in collaboration with the United Nations Convention on the Rights of the Child and have confidence in educating children about their right to be safe. At Bacchus Marsh Grammar Early Learning Centre, we know that children learn best when they feel safe and are safe. We believe in teaching children what to do if they feel unsafe and encouraging them to express their views and thoughts on matters that directly affect them. As educators, we listen to and empower children to act on any concerns they or others may raise, which is reflected in our policies and procedures for keeping children safe.

## Appendix 2

### Centre Philosophy

At Bacchus Marsh Grammar Early Learning Centre our school values guide a respectful, inclusive, and empowering learning community. We are committed to fostering a calm, inviting, and stimulating environment where every child feels safe, valued, and capable.

We respectfully acknowledge the Wurundjeri and Wathaurong Peoples, the Traditional Custodians of the land on which we learn and play. We recognise that Indigenous knowledge systems, stories, and cultural practices are vital in shaping our programs and are woven meaningfully throughout our curriculum and environment. This perspective is not separate but embedded into our daily learning, community engagement, and understanding of place.

#### Curriculum/Framework

Our curriculum is guided by the Early Years Learning Framework and reflects a deep commitment to children's rights, agency, and voice. We believe children are competent, capable decision-makers who are active participants in their learning journeys. Their curiosity, creativity, and contributions shape our curriculum, which is built around open-ended, meaningful experiences.

Through an integrated and intentional approach, together with the knowledge, and goals shared by families we support each child's development across all learning domains including early literacy, numeracy, STEAM, sustainable practices, cultural competence, and physical and creative expression. This will be achieved through centre operations, high expectations, intentional teaching, inquiry-based project work, questioning, discussions, and open-ended authentic experiences where children become curious and inquisitive learners. We value and embed sustainable practices and environmental awareness as an everyday responsibility and opportunity for children to become leaders in creating a better world.

Our diverse teaching team draws on a range of evidence-based theories and research, supporting flexible and responsive pedagogy. Learning is not bound by routines it is enhanced by them. Rituals and responsive routines are purposefully designed to build trust, create belonging, and reflect each child and their family.

#### Wellbeing, Child Safety, and Rights

Educators intentionally nurture the social and emotional development of every child, supporting independence, resilience, and a strong sense of identity and belonging. The children will be exposed to a creative environment to build skills that empower them to confidently solve problems independently and collaboratively. We are a child-safe organisation with zero tolerance for child abuse. We will promote our statement of commitment to child safety and wellbeing and model a child safe culture at all levels in our service. We actively implement the 11 Child Safe Standards to promote a culture of safety, respect, and inclusion. Every child has the right to feel safe, to be heard, and to express themselves.

#### Diverse Learning Environment

Our diverse learning environments are aesthetically appealing, inviting, and designed to ensure that children are engaged and challenged. Individual and group learning opportunities are supported through a high-quality learning environment where children become confident learners who can direct their learning and take considered risks. This will be achieved through exposure to various experiences, opportunities and community involvement.

Our diverse learning environments extend across spaces that inspire curiosity, connection, and discovery. They are thoughtfully designed to be aesthetically appealing, inviting, and rich in opportunities that engage and challenge children. Whether exploring within the centre, in natural outdoor settings, or out in the wider community, children are supported to direct their own learning, collaborate with others, and take considered risks. Through these varied experiences and opportunities, children grow as confident, capable learners with a strong sense of belonging.

#### Cultural Competence and Inclusion

We are committed to ensuring that all voices are heard, valued, and reflected in our practices, creating a culturally safe and inclusive environment. Our curriculum reflects and respects the diverse cultures, languages, and traditions of our children, families, educators and community. Events and celebrations are viewed as an opportunity to foster genuine understanding, learning and connection.



**Professional Growth and Reflection**

Educators' wellbeing is promoted through a supportive work environment and a cohesive team culture whilst encouraging staff to challenge themselves as professionals. As a professional learning community, we are committed to ongoing critical reflection and professional growth. Educators regularly reflect on their values, biases, and practices to ensure continuous improvement. Through collaborative dialogue, mentoring, and inquiry, we strive for excellence in early childhood education.