



POSITION DESCRIPTION

POSITION:	Early Learning Co-educator
KEY RELATIONSHIPS:	This position reports to the Early Learning Coordinator. All positions at the School ultimately report to the Principal.
POSITION STATUS:	Part-time, fixed-term role
PRIMARY FOCUS:	The Early Learning Co-educator will demonstrate a passion for working with children and have excellent interpersonal and communication skills. The successful candidate will be able to demonstrate enthusiasm, energy and have an excellent understanding of current practice, and time management skills. The successful candidate will be an experienced Early Childhood educator, who can demonstrate differentiation through play-based enquiry learning strategies with students, possess excellent technology skills and competence, and a strong knowledge of the Early Years Learning Framework
DOCUMENT DATE:	June 2026

CAMBERWELL GIRLS GRAMMAR SCHOOL – A Community Dedicated to Learning, Action and Service

Our Vision

A leader and innovator in education, dedicated to fostering a passion for learning and building a more just and sustainable world.

Our Mission

A Christian school in the Anglican tradition, inspiring students in their love of learning and nurturing compassionate leaders with global mindsets.

Our Values

We welcome students of all faiths and cultures, educating them to see wisdom through intellectual inquiry, service learning and spiritual growth, honouring the values of integrity, commitment, respect, hope and courage.

Our Key Areas of Focus

- Learning Designed for All
- Our Community
- Our Expert Workforce

Our Motto

'Utilis in Ministerium' (Useful in Service)

COMMITMENT TO CHILD SAFETY

Camberwell Girls Grammar School (CGGS) is a child safe organisation which welcomes all children, young people, their families and their participation. We are committed to providing culturally inclusive environments where all our students are safe and feel safe and have confidence their voice is heard. We promote positive interactions between students and adults, and between students and their peers based on mutual trust and respect.

Secondary School / Administration

2 Torrington Street, Canterbury
Victoria 3126 Australia
T +61 3 9813 1166

Junior School / Ormiston

4 Mont Albert Road, Canterbury
Victoria 3126 Australia
T +61 3 9813 1965

camgram@cogs.vic.edu.au

cogs.vic.edu.au

ABN 79 004 166 349
CRICOS 00141J

Child safety is a shared responsibility. Everyone engaged or employed by CGGS has a role to play in promoting child safety. All are aware of their responsibility to promptly raise issues or concerns about a child's safety or wellbeing. We have zero tolerance for child abuse and we take proactive steps to identify children who may be at risk or experiencing vulnerability to mitigate harm or distress.

Particular attention is given to the safety needs of Aboriginal or Torres Strait Islander students, those from culturally and linguistically diverse backgrounds, students with disabilities, international students, those unable to live at home and children and young people who identify as LGBTQIA+.

We regularly seek input from students, parents, carers, staff and volunteers in our child safe practices and communicate our policies and ongoing strategies following each systematic review

STAFF OBLIGATION TO CHILD SAFETY

All staff at Camberwell Girls Grammar School (CGGS) take an active role, and are well informed of their obligations, in relation to Child Safety Ministerial Order No 1359 – “Child Safe Standards – Managing the Risk of Child Abuse in Schools and School Boarding Premises”. The CGGS Child Safety Commitment is incorporated into the school's employment cycle from recruitment and reference checking to induction, probationary and 12 monthly performance reviews and regular Professional Learning. Employment at CGGS is subject to school policies including the Child Safety and Wellbeing Policy, Child Safety Code of Conduct, Staff Code of Conduct, and Child Safety Response and Reporting Policy being read, understood and adhered to.

CHILD SAFETY EXPECTATIONS FOR STAFF

All staff at CGGS must ensure that their students have a child safe learning environment at all times. Every interaction that a staff member has with a student must be conducted with child safe standards in mind and with an understanding of the CGGS child safe policies and procedures. This relates to all student interactions onsite, offsite or online, and in all programs including excursions, events, camps and parent involvement activities.

THE ROLE

The role of the Early Learning Co-educator is to support the Early Learning Teacher in delivering a high-quality program underpinned by the Early Years Learning Framework that is consistent with the School's philosophy, policies and practice. It is expected that CGGS staff will respect and support the School's ethos, values, policies and procedures while working with loyalty and commitment to the School.

KEY INTERNAL CONNECTIONS

Reporting directly to

- Early Learning Coordinator

Associated Relationships

- Principal
- Head of Junior School
- Early Learning Centre Staff
- Junior School Leadership Team
- Junior & Secondary School Staff
- School Nurse
- Chaplain

KEY DUTIES AND RESPONSIBILITIES

1. Cooperation & Teamwork

Work cooperatively and in a consultative manner with all staff of the Early Learning Centre and Junior School Team, and to:

- Support and collaborate with the Early Learning Teacher to prepare, implement and evaluate the curriculum program
- Be responsible on a day-to-day basis for implementing curriculum goals and daily routines, these tasks consist of but are not limited to taking photos, observations and engaging in the planning cycle.



- Assist in creating vibrant, engaging, and flexible environments that support learning through inquiry, enabling students to engage, reflect, experiment, and discover.
- Support the preparation and general cleanliness and packing away of resources and equipment.
- Work with individual, small, and large groups of children in both spontaneous and organised activities, indoors and outdoors as directed by the Early Learning Teacher
- Supervise children during all activities and when attending specialist learning, incursions or excursions.
- Engage in displaying and organising of children's work.
- Take telephone calls and convey messages to families, where needed.
- Undertake other duties relating to the operation of the Early Learning Centre as directed by the Early Learning Coordinator and Educational Leader.
- Assist with implementing strategies that address student differences and individual needs
- Build positive relationships with children, families and staff
- Work collaboratively with all staff
- Complete all tasks in a timely and courteous manner
- Be an exemplary role model for the children

2. Communication

- Demonstrate a strong understanding of childhood development and child safety
- Maintain student, staff and parent confidentiality
- Maintain professional relationships with the children and parents
- Ensure interactions with the children reflect the School's philosophy which respects and appreciates cultural diversity

3. Pastoral Care

- Care for students in their class in a way that reflects the CGGS vision and values
- Be sensitive to students experiencing personal, social and/or organisational issues
- Work actively with colleagues and parents concerning a pastoral group
- Consult with the Early Learning Team, Leadership Team and the Head of Junior School as necessary

4. Professional Development

- Engage in ongoing evaluation and reflection of current practice
- Participate regularly in professional development activities and the process of professional staff review
- Prepare and implement an annual professional development plan in accordance with school priorities and individual learning needs
- Attend appropriate seminars, workshops and courses in consultation with the Early Learning Coordinator

5. General Administration and Other Activities

- Document and keep appropriate records of curriculum and assessment.
- Actively contribute to the Quality Improvement Plan (QIP) and Centre's philosophy.
- Adhere to school procedures in relation to matters such as student attendance, punctuality, care of rooms and school rules
- Attend and contribute to meetings for subject, faculty and staff and learning conversations, school events, Open Day, excursions, assemblies, and services, as required or directed by Early Learning Coordinator
- Undertake rostered supervisory duties outside of the classroom and exercise responsibility for the welfare of students

6. Health & Safety

Ensure that the environment is safe and hygienic at all times, and to:

- Attend to the welfare needs of all children: pastoral, health and safety. This includes administering First Aid where necessary.
- Have an understanding and ensure all work performed is in accordance with the School policies and, industry requirements and regulations.



- Monitor and take full care of the health and safety of others within the area of responsibility
- Have strong understanding of emergency and evacuation procedures
- Work cooperatively with Teachers on hazard management
- Actively engage in evacuation and lockdown drills as directed

QUALIFICATIONS

Essential Criteria:

- Diploma of Early Childhood Education
- First Aid qualification (Level 2) and current CPR qualification
- Anaphylaxis Awareness qualification in line with Ministerial Order No. 706
- Current Working with Children Check
- Current National Criminal History Police Check

PREVIOUS EXPERIENCE, SKILLS AND KNOWLEDGE

Essential Criteria:

- Experience working in an Early Learning setting, with with a strong understanding of play-based learning and intentionality
- Strong communication and interpersonal skills for building respectful relationships with children, families and staff
- Collaborative approach to working in a team
- An understanding of relevant regulations, policies and child safety requirements within Early Childhood Education

Desirable Criteria:

- Experience in a School environment

KEY PERSONAL ATTRIBUTES

- A strong interest in working with children
- High level interpersonal skills and proven ability to work collaboratively in a team
- Excellent technical competence and skills
- Positive, dynamic and flexible attitude
- Enthusiasm and energy
- Self-motivation and demonstrated initiative
- Commitment to achieving best practice
- The ability to be discreet and maintain confidentiality
- Well-developed skills of time management and organisation

PROFESSIONAL EXPECTATIONS

Demonstrate commitment to Ministerial Order No. 1359 – Implementing the Child Safe Standards, and CGGS Code of Conduct

- Be responsive and maintain respectful communications and collaborative relationships with the CGGS community
- Model exemplary ethical behaviour and exercise informed judgments in all professional dealings
- Meet expectations as set out in the CGGS Staff Handbook
- Adhere to and implement all safe work practices and procedures in accordance with the CGGS Workplace Health & Safety policy
- Work safely and report any hazards in accordance with school procedures
- Participate in OHS training as required
- Complete additional training as required to maintain compliance with relevant ELC legislation

WHY WORK AT CAMBERWELL GIRLS GRAMMAR SCHOOL?

Camberwell Girls offers opportunities for every student to be the creator of high-quality work, in an environment focused firmly on the future. Through academic excellence, we pride ourselves on being innovative as well as providing the following benefits to all staff:



- Staff wellbeing focus and fun social activities
- Salaries and packages above Award-level
- Active Professional Learning & Development programs
- Paid Discretionary Leave
- Additional paid Personal/carer's Leave
- Employee Assistance Program available for all staff and their immediate household members

N.B. This position description is not intended to represent the entirety of the position nor is it intended to be all-inclusive. CGGS reserves the right to modify this position description in consultation with the incumbent from time to time depending on the operational needs and requirements of the School.

