



SUCCESS PROFILE – Early Childhood Co - Educator

Setting your career for success at Geelong Grammar School

ROLE TITLE:		Early Childhood Co - Educator
DIVISION:		Learning, Teaching and Academic Innovation
CAMPUS:		Toorak
REPORTS TO MANAGER:		Director of the Early Learning Centre
STAKEHOLDER / DOTTED LINE MANAGER:		Not applicable
DIRECT REPORTS:		Not Applicable
EMPLOYMENT STATUS:	Tenure	Casual
	Hours	Casual as needed
	Working Weeks	Casual Usually during term time
CLASSIFICATION:		Operational Salary Scale General A4
SUCCESS PROFILE EFFECTIVE DATE:		1 October 2026

THE ROLE

General Description and Role Purpose

The Early Childhood Co-Educator supports the delivery of a high-quality early learning programme by working collaboratively with the ELC team to create a safe, nurturing, inclusive, and engaging learning environment. The role contributes to the implementation of the curriculum, supports the wellbeing, development, and learning of children, maintains compliance and safety requirements, fosters positive relationships with children and families.

Key Responsibilities/Accountabilities

Curriculum

- Provide a nurturing, interesting and stimulating learning environment which caters for the needs of all children within the group.
- To provide for and understand, the needs of children's different cultural and social backgrounds and respect their individuality.
- Plan with the ELC team to develop, implement and evaluate the Early Learning Centre Curriculum.
- To be aware of the Philosophy of Reggio Emilia, The Primary Years Programme of the International Baccalaureate and current best practice theories when designing the learning environment and curriculum.
- Have an ongoing commitment to and participation in, professional development activities that generate an awareness of current trends and development in education and enhance children's learning.
- To be aware of the National and Victorian Early Years Learning and Development Framework and the



SUCCESS PROFILE – Early Childhood Co - Educator

Setting your career for success at Geelong Grammar School

- National Quality Standards that have been implemented by the Government in 2012.

Classroom

- To assist with the supervision of the daily programme.
- Attend to the health and safety of the children in the ELC.
- Administer First Aid where necessary.
- Set up and pack away equipment to provide children's experiences that reflect the aims and philosophy of the ELC and the specific intentions of the current learning agenda.
- Share observations with teaching colleagues on all children in the group with regard to individual needs and potential.
- To provide a consistent and effective role model for children at all times.
- To assist with the maintenance of safety and effective functioning of classrooms, staff areas, storage cupboards and bathrooms.
- To ensure all legally required documents (attendance register, incident forms, medication register, extended hours care register, collection authorisation etc) are accurate, complete and are maintained daily.
- To ensure all children requiring aftercare are signed in to the Extended Hours Care register as the ELC programme concludes.
- To adhere to the School guidelines with regard to curriculum, sun smart, behaviour guidance, early intervention and protective behaviours.
- To carry out delegated responsibilities within the ELC team e.g. the buying of kitchen goods, and art equipment are cleaned daily.
- To provide proactive supervision of children at all times.

Professionalism

- To work as a co-operative member of the ELC team and maintain harmonious working relationships.
- To be aware of the current Education and Care Services National Regulations and Education and Care Services National Law Act as outlined by The Department of Education and Early Childhood Development and any changes or updates made to the Law or Regulations.
- To attend team and School meetings where necessary.
- To attend relevant information nights and events.
- Maintain student, staff, and parent confidentiality.
- Maintain professional and co-operative collegial relations.

School Expectations

- Reflect and uphold the values of the School at all times.
- To contribute to the co-curricular programme of the School.
- To take an active role in the general life of the School.

ORGANISATIONAL RELATIONSHIPS:

The Early Childhood Co-Educator reports to the Director of the ELC and works closely with the ELC Classroom Teacher.

INTERNAL LIAISONS

ELC Team

EXTERNAL LIAISONS

Professional Associations



SUCCESS PROFILE – Early Childhood Co - Educator

Setting your career for success at Geelong Grammar School

Toorak staff		Parents			
Committed to the rigors of the School's Light Blueprint					
Out of hours contact/ other inherent role requirements					
- The incumbent may be required to work public holidays and/or weekends which fall during Term time, where the School is operational. - The attendance at School events, such as family day, is encouraged. - Working physically on campus (onsite) is an inherent requirement of the role.					
Physical, Environmental and Psychosocial requirements					
PHYSICAL	Expectation	Rarely	Occasional	Frequent	Not Applicable
Mobility	Ability to move around the workplace, including stairs and uneven ground	☐	☐	☒	☐
Mobility Endurance	Hiking across rugged, uneven, steep or slippery terrain, often while carrying a pack	☐	☐	☐	☒
Sitting /Standing	Capacity to sit or stand for extended periods	☐	☐	☒	☐
Manual Handling	Ability to lift/carry items up to 10 kg (role-specific) Loading trailers, including lifting above shoulder height. Pushing/pulling heavy items such as bike trailers, boats, stretchers Setting up and packing down large equipment	☒	☐	☐	☐
Operate Vehicles	Operate vehicles or heavy machinery Drive long distances on both sealed and unsealed roads, often with limited breaks Towing and reversing trailers of various sizes	☐	☐	☐	☒
Work at Heights	Using ladders, scaffolding or other objects	☒	☐	☐	☐
Fine Motor Skills	Use of keyboard, writing instruments, equipment	☐	☐	☒	☐
Visual Capacity	Reading screens, documents, and observing surroundings	☐	☒	☐	☐
Auditory Capacity	Communicating in person/phone, responding to alarms	☐	☐	☒	☐
Water-based Activities	Paddling canoes, kayaks, or rafts Carrying boats and gear around water access points Working in wet environments (eg Rivers or rainy weather)	☐	☐	☐	☒
Fatigue Capacity	Working non-business hours shifts Overnight supervision of students Being on-call Possible sleep disruption	☐	☐	☐	☒
Travel	Off-site travel	☐	☐	☐	☒
ENVIRONMENTAL	Expectation	Rarely	Occasional	Frequent	Not Applicable



SUCCESS PROFILE – Early Childhood Co - Educator

Setting your career for success at Geelong Grammar School

Noise Exposure	Working in moderate noisy environments	☐	☐	☒	☐
Workspace Layout	Open-plan or shared workspace	☐	☐	☒	☐
Screen-Based Work	Prolonged computer use	☐	☒	☐	☐
Biological/Chemical Exposure	Exposure to cleaning agents, laboratory materials (if applicable)	☒	☐	☐	☐
Shift or Extended Hours	Work outside standard hours (if applicable)	☐	☐	☐	☒
Outdoor work	Work in hot, cold, wet conditions	☐	☒	☐	☐
Working alone	Work alone or in isolation	☐	☒	☐	☐
Confined Spaces	Work in confined spaces where only one egress (escape route) exists	☐	☐	☐	☒
PSYCHOSOCIAL	Expectation	Rarely	Occasional	Frequent	Not Applicable
Interpersonal Engagement	Regular interaction with staff, clients, students or stakeholders	☐	☐	☒	☐
Emotional Regulation	Managing conflict, sensitive matters, or distressed individuals	☐	☐	☒	☐
Workload Management	Managing competing priorities and deadlines	☐	☐	☒	☐
Change Adaptability	Responding to operational change	☒	☐	☐	☐
Decision-Making	Exercising judgment within delegated authority	☐	☒	☐	☐
Confidentiality	Handling sensitive or personal information	☐	☐	☒	☐
Autonomy	Working independently with accountability	☐	☐	☒	☐
Resilience	Managing pressure, ambiguity and intensity	☐	☐	☒	☐

THE PERSON – Key Selection Criteria

Knowledge/Skills/Qualifications | *What you need to KNOW*

Knowledge / Skills:

- Knowledge of current teaching practice and theory in particular the Primary Years Programme, The Early Years Learning Framework for Australia and the Principles of Reggio Emilia is an advantage.
- Proven ability to work within a team.
- The ability to create a vibrant and exciting learning environment.
- Excellent communication with teaching colleagues.
- High-quality curriculum work with teaching colleagues.
- Demonstrate an ability to care for children and to cater for the individual needs and develop the potential of each child.
- Must have the ability to provide a nurturing, interesting and stimulating learning environment which caters for the needs of all children within the ELC.

Qualifications:

- An ACECQA approved Diploma or Bachelor qualification, specialising in Early Childhood Education Current Victorian Working With Children Check - Employment (WWC) and a current National Police Check or current VIT Registration (which includes a National Police Check).



SUCCESS PROFILE – Early Childhood Co - Educator

Setting your career for success at Geelong Grammar School

- It is a condition of employment that Early Childhood Co-Educators must possess First Aid qualifications and have current Anaphylaxis Management Accreditation in accordance with the new Ministerial Order 706 and the School's Anaphylaxis Management Policy (2020). Information regarding First Aid and Anaphylaxis Management Accreditation requirements, training courses and compulsory briefings scheduled by the School are provided by the Head of Campus.
- Certificate of completion of the National Child Safety Training

Experience | *What you HAVE DONE*

- Experience working with young children in an Early Learning Centre, childcare, school, or similar setting.
- Experience working collaboratively as part of a team and maintaining positive relationships with colleagues, children and families.
- Experience maintaining records and following procedures in accordance with organizational, regulatory and legislative requirements.

Personal Attributes/Attitude | *Who you ARE*

- Courageous
- Curious
- Compassionate
- Civil
- Connected

Competencies | *How you behave and what you CAN DO*

- Demonstrates exemplary ethical standards
- Acts with integrity
- Builds positive and professional relationships with staff, students, and parents
- Open to new ideas and approaches
- Collaborates effectively with individuals and teams
- Commits to the development of self and others
- Aligns personal and organisational purpose
- Committed to evidence-based practice (substantiation)

WORKING AT GGS

- The Success Profile (SP) should be read in conjunction with the School's [Light Blueprint](#), individual performance and development plan, employment contract or relevant agreement etc.
- At Geelong Grammar School employees are committed to actualising the [Light Blueprint](#).
- The SP outlines key responsibilities only. Other duties consistent with the position purpose may be expected. SP's will be reviewed and updated from time to time. SPs fulfil the role of a Position Description.
- Geelong Grammar School is committed to providing a safe and healthy environment. All Employees, contractors, students, volunteers, and visitors share a mutual responsibility to adhere to safety guidelines and contribute to this safe environment, in accordance with the *Occupational Health and Safety Act 2004 (Vic)*.
- Employment is conditional upon obtaining a Victorian Working with Children Check (Employment) and a National Police Check, or current VIT registration.
- Where applicable, employment as a Teacher is conditional upon maintaining a current VIT registration (inc. Police Check), proficiency in all of the AITSL Standards, First Aid qualifications and have current Anaphylaxis Management



SUCCESS PROFILE – Early Childhood Co - Educator

Setting your career for success at Geelong Grammar School

Accreditation in accordance with Ministerial Order 706 and the School's Anaphylaxis Management Policy. Teachers are expected to participate fully in the School's academic, pastoral and co-curricular programmes.

- Geelong Grammar School is committed to experiential learning with and through nature and Creative and Positive Education. Employees are required to attend a Discovering Positive Education training course.
- Geelong Grammar School is committed to the safety of all students and has a zero tolerance of student abuse.
- The School's Student Safeguarding Framework, which includes the Student Safeguarding Strategy, Student Safeguarding Policy and Student Safeguarding Code of Conduct, is available on the [GGS website](#), under 'Student Safeguarding'. The School's expectation is that all staff members (and School Community members) comply with the Student Safeguarding Framework policies and procedures and the [Child Safe Standards](#), as applicable to their role. Any queries in respect of this Framework or the School's expectations should be directed to safeguarding@ggs.vic.edu.au.

Reviewed by:	Head of Campus Toorak	Date:	15 September 2026
Approved by:	Employee Engagement	Date:	15 September 2026