

# SAMPLE JOB DESCRIPTION



## Early Childhood Educator (Certificate III)

**Position Title:** Early Childhood Educator (Certificate III), [name of Preschool or Long Day Care]

**Responsible to:** Room Leader, Director [name of organisation]

**Date:** November 2012

**Qualifications:** Certificate III in Children's Services

### Other Requirements:

- ▶ Current First Aid Certificate, Anaphylaxis and Asthma Management training
- ▶ Clear Working with Children Check

### Award/Agreement:

[insert appropriate award and/or name of enterprise agreement]

## Job Summary

As an educator, you are expected to be an active team member of a team which provides high quality early childhood education and care to children.

This includes:

- ▶ Developing strong relationships with children at the service;
- ▶ Developing strong relationships that support and partner with families and the community;
- ▶ Implementing the policies and associated procedures of the organisation at all times; and
- ▶ Working with other staff towards continuous improvement in all areas of the service's operations.

## Key Accountabilities

### General Responsibilities

- ▶ To work in accordance with the requirements of the *Children (Education and Care Services National Law Application) Bill 2010*, *Education and Care Services National Regulations* and the *National Quality Standard for Early Education and Care*;
- ▶ Working in accordance with the *Code of Ethics of the Early Childhood Australia*;
- ▶ Implementing the services' philosophy in undertaking all other duties;
- ▶ Working in accordance with the policies and associated procedures of the organisation; and
- ▶ Provide ongoing support and assistance to other staff in all areas of service operation.

## Responsibilities as per the National Quality Standard

### 1. Educational program and practice

- 1.1 Ensure to implement the service statement of philosophy and that it guides the pedagogy and teaching decisions;
- 1.2 Contribute as requested to the development of programs which reflect the *Early Years Learning Framework* (EYLF);
- 1.3 Ensure curriculum decision making contributes to each child's learning and assist children to enhance their connection with community, wellbeing, confidence as learners and effectiveness as communicators;
- 1.4 Help children develop the goals of the EYLF:
  - » A strong sense of their identity;
  - » Connections with their world;
  - » Strong sense of wellbeing;
  - » Confidence and involvement in their learning; and
  - » Effective communication skills.
- 1.5 Assist with the implementation of a play based learning environment responsive to children's interest, strengths and abilities;
- 1.6 Contribute to the planning, implementation, evaluation and reflection of programs which reflect the emerging skills and interests of children;
- 1.7 Assist with the implementation of daily routines and use routine times as opportunities for learning;
- 1.8 Under direction of diploma qualified staff or teachers, contribute to the planning of children's learning and the documentation of this so as to make their learning visible;
- 1.9 Under direction of diploma qualified staff or teachers, maintain ongoing records of the child's development and records of children's assessments against learning outcomes; and
- 1.10 Engage in critical reflection and evaluation of children's learning and this is used as a primary source of future planning.

### 2. Children's health and safety

- 2.1. Ensure each child's health needs are supported;
- 2.1. Ensure that children are safe and adequately supervised at all times;
- 2.2. Take responsibility to ensure a potential supervision risk are reported to other educators or Director;
- 2.3. Take responsibility for the protection and rights of children attending the service;
- 2.4. Ensure that the environment is safe, supportive, stimulating and educational for children;
- 2.5. Respond positively and consistently to children's additional needs/requirements – diet/allergies, developmental etc;
- 2.6. Ensure a high standard of hygiene is maintained in compliance with procedures and policies;

- 2.7. Administer first aid and medication in compliance with procedures and policies; and
- 2.8. Ensure to keep accurate and detailed records of injury/accident/trauma and medication forms;
- 2.9. Become familiar with all policies regarding health and safety at the service;
- 2.10. Support children's individual wellbeing and comfort in sleep, rest and relaxation.
- 2.11. Assist to ensure the service's child protection policy is implemented:
  - 2.11.1. Inform the Director of any allegations or convictions of a child protection nature against any other employees, of which you become aware; and
  - 2.11.2. Ensure compliance as a mandated reporter which requires reporting to Community Services, where there is reasonable grounds to suspect that a child is at risk of significant harm.

### 3. Physical environment

- 3.1. Contribute to the development of an environment for children which fosters curiosity, exploration and problem solving;
- 3.2. Maintain respect for the learning environments, both indoors and outdoors and this is viewed as the 'third teacher';
- 3.3. Maintain supplies and equipment levels for the room or centre in accordance with the service's policies;
- 3.4. Assist to maintain the aesthetics of the environment along with the children;
- 3.5. Maintain a clean and safe work environment;
- 3.6. Report all workplace accidents and hazards to your supervisor. Implement immediate action for identified hazards if able to do so;
- 3.7. Conduct daily and monthly workplace inspections and risk assessments and as per schedule provided. Eg, opening/closing checklist, toys and equipment cleaning checklist, safe building checks etc;
- 3.8. Assist the service to ensure environmental sustainability practices is embedded in all areas of the program;
- 3.9. Support children to become environmentally responsible and show respect for the environment; and
- 3.10. Assume an equal share of cleaning duties.

### 4. Staffing arrangements

- 4.1. Maintain educator-to-child ratios and qualifications at all times;
- 4.2. Demonstrate the service code of conduct/code of ethics in all interactions and relationships at the service;
- 4.3. Respect and support colleagues by developing positive and ethical channels of communication that are based on principles of mutual respect, equity and fairness;
- 4.4. Be proactive in supporting a healthy team environment;
- 4.5. Maintain professional and ethical standards at all times when dealing with families, educators and the children;

- 4.6 Participate in ongoing professional development and training programs; and
- 4.7 Attend staff meetings as required and contribute to these meetings through shared observations of children and sharing new ideas.

## **5. Relationships with children**

- 5.1 Ensure each child has a sense of belong, being and becoming within the service;
- 5.2 Maintain respectful, equitable and genuine relationships with all children are maintained at all times;
- 5.3 View and respect children as competent, capable and engage in meaningful interactions through shared decision making with them;
- 5.4 Each child is supported to manage their own behaviour and this is encouraged with positive behaviour guidance strategies;
- 5.5 Respect children's similarities, differences, cultures and diversities;
- 5.6 Each child's dignity and the rights of each child is maintained at all times;
- 5.7 Respond to the emotional, social and wellbeing needs of each child;
- 5.8 Provide physical care, assisting children in toileting, dressing and meal times; and all of these opportunities are viewed as teachable moments;
- 5.9 Form positive, comforting and nurturing relationships with children; and
- 5.10 Assist in maintaining up to date records of the children within your group.

## **6. Collaborative partnerships with families and communities**

- 6.1. Develop and maintain positive and respectful relationships with families;
- 6.2 All families are supported and child rearing practices and beliefs are respected which contributes to joint partnerships being consistently implemented;
- 6.3 With guidance from the Director or diploma trained educators, engage positively in the orientation, enrolment and transition processes for families and children;
- 6.4 Share information with families relating to their child and the daily activities of the service;
- 6.7 Create a safe, supportive and informative environment for families;
- 6.8 Act as a resource person for families;
- 6.9 Maintain the confidentiality policy on children, families and educators at all times
- 6.10 Encourage families to contribute to the community of the centre;
- 6.11 Be an advocate for high quality services for children in our community;
- 6.12 With guidance from the Director, families are supported to access inclusion support and assistance; and
- 4.13 Ensure students on placement are positively welcomed, supported and assisted.

## **7. Leadership and service management**

- 7.1 Become familiar with all the services polices and procedures
- 7.2 Assist with administrative duties as requested;
- 7.3 Ensure the Director 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;

- 7.4 Advocate for children and their families;
- 7.5 Be involved in the service's *Quality Improvement Plan* and assist to implement this as directed;
- 7.6 Positively promote and market the centre to families and the community; and
- 7.7 Attend management committee meetings if requested.

**8. Any other duties specified by the Director**

## References

- ▶ Children (Education and Care Services National Law Application) Bill 2010 - [www.legislation.nsw.gov.au/sessionalview/sessional/act/2010-104.pdf](http://www.legislation.nsw.gov.au/sessionalview/sessional/act/2010-104.pdf)
- ▶ Education and Care Services National Regulations - [www.legislation.nsw.gov.au/sessionalview/sessional/subordleg/2011-653.pdf](http://www.legislation.nsw.gov.au/sessionalview/sessional/subordleg/2011-653.pdf)
- ▶ National Quality Standard for Early Education and Care - (Schedule 1 of the Regulations)
- ▶ Code of Ethics Early Childhood Australia - [www.earlychildhoodaustralia.org.au/code\\_of\\_ethics/early\\_childhood\\_australias\\_code\\_of\\_ethics.html](http://www.earlychildhoodaustralia.org.au/code_of_ethics/early_childhood_australias_code_of_ethics.html)

## Linked Documents

- ▶ Service philosophy
- ▶ Service policies including Workplace Health and Safety Policy
- ▶ Enterprise agreement/and or award
- ▶ Service Quality Improvement Plan
- ▶ Staff Handbook