

Early Childhood Teacher

This position is within Child & Family. It is part of various Child & Family Services teams.

- This position reports to the
- Reporting line may vary depending on location and service size
- This position does not have any direct reports This position may have direct reports, positions vary
- This position has the following direct reports:

Position

This position is designated Band 7 under the *Schedule of Authorities and Delegations*

- This position is a budget holder This position has designated revenue targets
- This position is an Aboriginal & Torres Strait Islander identified position
- This position does require a working with children related clearance

The purpose of this position is to plan, develop and evaluate high quality early childhood programming and services that meets the needs of individual children and groups, to optimise their learning, wellbeing, and safety.

Purpose

To achieve this purpose, the position holder would typically

- Plan, develop and evaluate programming for children aged 0-5 that is reflective of evidence informed practice and meets the needs of individual children and groups within the Centre, including children with support needs and cultural diversity.
- Undertake assessments to evaluate children's readiness for school, identifying strategies and providing support for children and parents where appropriate.
- Oversee the opening and closing of the Centre each day.
- Support room staff in their daily work to enable the effective provision of services across the day.
- Coordinate student placements, liaise with student supervisors and supervise students from universities, registered training organisations and TAFE.
- Act as a subject matter expert in the area of delivery of children's services and programming and maintain currency of knowledge on evidence informed practice.
- Coach, advise and provide on the job support to team members to improve their skills and knowledge in the areas of programming and evidence informed practice to improve outcomes.
- Support the senior team with policy, program and process development, review and implementation.
- Advise the Manager of any significant changes or concerns regarding the client, their environment, wellbeing, their services, or other risks, as soon as possible.
- Relieve the Team Leader or Manager, as required.
- Relieve the Room Leader, when required.
- Document and create reports on client services using technology and paper based systems in a clear, logical, understandable and timely way, such as the creation of programs, portfolios and day books.

Focus

Outcomes	When things are going well we would expect to see these outcomes:	
	<ul style="list-style-type: none"> • High quality, effective and dynamic educational programming is in place • Accreditation standards related to programming are met, and then exceeded • Educational programming meets the needs of both individual children and groups • Parents are positive about children’s experiences of the centre • The program is based upon current educational frameworks that embrace reflective practice and a strengths based perspective. 	

Relationships	We work collaboratively with others, however this position works closely with:	
	Within The Benevolent Society: <ul style="list-style-type: none"> • Team Leader/Manager • Manager, Practice Support • Other teachers • Room Leaders • Educators 	Outside The Benevolent Society: <ul style="list-style-type: none"> • Children • Families • External service providers – speech therapists, psychologists, paediatricians • The community in which the service operates

Individual	To achieve the position purpose and outcomes the position holder will need to have:	
	<ul style="list-style-type: none"> • Degree qualified in early childhood teaching (minimum 3 year degree) • First aid certificate (or willingness to obtain a certificate) • Experience in early childhood education where you have been responsible for programming. This could include experience working as a diploma qualified educator Ability to relate to and support children aged 0-5 years, their families, peers and the community • Good understanding of strength based approach theories to early childhood development • Commitment to, and experience working with, frameworks that promote children’s resilience • Ability to communicate effectively with children and adults • Good written and verbal communication skills • Excellent time management skills • Understanding of the needs of diverse communities such as Aboriginal and Torres Strait Islander, culturally and linguistically diverse (CALD), and gay, lesbian, bisexual, transgender and intersex (LGBTI) communities 	

Travel	This position may require some flexibility in terms of travel or hours of work:	
	<ul style="list-style-type: none"> <input type="checkbox"/> Overnight travel/stays may be required <input type="checkbox"/> Some weekend work may be required <input checked="" type="checkbox"/> Some evening work may be required <input checked="" type="checkbox"/> Travel between office locations/regions may be required <input type="checkbox"/> Travel to consumers (varied locations) may be required <input type="checkbox"/> Use of own registered, insured motor vehicle for business purposes may be required <input checked="" type="checkbox"/> Use of TBS pool cars may be required <p>All of us might need to travel occasionally to attend learning opportunities, meetings or other key events.</p>	

Context	<p>Those with knowledge of this position say the things that might make your day are:</p> <ul style="list-style-type: none"> • Seeing children’s enjoyment, learning new facts from the children and seeing their enthusiasm to know more • Parents sharing children’s stories about what they’ve learned and experienced • Seeing children grow, develop and learn
	<p>Those with knowledge of this position say some key challenges you might experience are:</p> <ul style="list-style-type: none"> • Balancing an attachment perspective versus a behaviour management perspective • Managing the expectations of parents • Managing more challenging behaviours that children may exhibit • Managing challenging and difficult conversations with parents • Establishing respect for the role as a teacher within the early childhood environment

Approvals	Approver	Director, Human Resources	31 October 2016	Position Code: CFS010
	Review history	V1.0 Release		
	Advertising	Teacher		
<p>This Position Profile is not intended as an exhaustive description of the position, accountabilities or associated duties. The Benevolent Society may alter or adjust this Position Profile at any time.</p>				