



The Cathedral School
of St Anne & St James
T O W N S V I L L E

Position Description

ROLE TITLE:

Lead Childcare Educator (Group Leader)

DEPARTMENT:

Full-time maternity contract

The Cathedral School Early Learning Centre

Ian Gamack (Principal)

REPORTS TO:

Luke Baills (Nominated Supervisor)

Julie Whitbread (Early Learning Coordinator)

Emma Grundy (Childcare Coordinator)

AWARD:

The Queensland Anglican Schools Enterprise Agreement

DATE PREPARED:

November 2020

CONTRACT DATES:

January 2022 to 23 September 2022

From the minute you walk into our Centre you know that you have arrived at a very special place. A welcoming place with landscaped gardens and views the School's unique lagoon and spectacular rain trees. Our Early Learning Centre provides wonderful facilities, excellent resources including its very own toy library and allows staff to enjoy uninterrupted break times. The Centre is currently seeking a Lead Educator to fulfil a maternity leave contract. If you are ready to experience the joy of working in a wonderful Centre now is the time to join our team.

ORGANISATIONAL ENVIRONMENT:

The Cathedral School is an Anglican co-educational school of approximately 1200 students from six weeks old to Year 12 including 170 boarding students from Years 7 to 12.

MISSION:

The mission of The Cathedral School is to be a caring, Christian community in which students are challenged and inspired to explore, learn and grow so they will be equipped to make wise decisions as informed members of society.

AIMS:

1. To be a Centre for academic excellence.
2. To encourage an understanding that the spiritual and moral aspects of life are central to our humanity.
3. To affirm the unique worth of the individual.
4. To inspire our students through creative, purposeful, enjoyable learning, to reach their full potential.
5. To develop attitudes which are anticipatory, visionary and reflective.
6. To educate our students to be discerning, sensitive and responsible.

ORGANISATIONAL EXPECTATIONS:

All employees are expected to respect the confidentiality of the individual, and to treat all members of the School community with courtesy.

All employees are bound by the requirements of the School's and The Cathedral School Early Learning Centre's policies, procedures and any other practices (such as the Code of Conduct and Dress Code) and are expected to provide appropriate support and pastoral care to children of the School.

The Cathedral School is committed to maintaining a healthy and safe work environment. Everyone must adhere to the current *Workplace Health and Safety Act*.

The Cathedral School is committed to the safety and wellbeing of children enrolled at the school. As a condition of employment in accordance with the *Working with Children (Risk Management and Screening) Act 2000 (Qld)*, employees are expected to obtain and hold for the duration of employment, a current Suitability Notice (Blue Card).

Note that staff are required to familiarise themselves with the School's Child Protection Policy and The Cathedral School Early Learning Centre's policies and procedures.

With regard to child behaviour, a Lead Educator's (Group Leader) role is to use developmentally age appropriate strategies to encourage children to make appropriate behaviour choices. Serious misdemeanours are to be reported to the Early Learning Coordinator/Childcare Coordinator so that appropriate action may be taken. It is within the staff's Duty of Care to step in when a situation is unsafe or a child is at risk.

All employees recognise and accept that multi skilling is an essential component of The Cathedral School Early Learning Centre and all employees may be required from time to time to undertake duties that are outside their normal position description but within their skills, competency and capability.

Much of the information gleaned by staff during the course of their duties is confidential and should be treated as such. Staff shall not use confidential information to gain advantage for themselves, their related persons or for any other person or body, in ways, which are inconsistent with their obligation to act impartially. Nor should such information be used improperly cause harm or detriment to any person, body, or the School.

Proof of qualifications will also be required prior to commencement.

PRIMARY ROLE PURPOSE

The **Lead Childcare Educator (Group Leader)** position is a full-time position. The position will be required to fulfil 2 main functions. These being:

1. Provide a high level of education to assist each child to reach their full potential;
2. Provide exceptional pastoral care.

The Lead Educator's role is to provide a safe, caring and Christian community in which children are challenged and inspired to explore, learn and grow in order to assist them to reach their full potential – academically, physically, culturally, socially and spiritually.

Lead Educators are required to contribute to the provision of a quality education program, enriching learning through innovative learning spaces, methods, technologies and partnerships and, to promote learning as a lifelong process and something to be enjoyed and maximised for each child. Lead Educators are expected to support the aims of the School, its policies and practices.

In order to provide an excellent service and support the learning and personal development of each child the position will be required to participate and/or complete

- Annual induction program covering child protection;
- Professional development including online portal training as required by the Centre;
- Attendance at staff meetings.

Learning at The Cathedral School Early Learning Centre is a partnership and shared responsibility between the school, home and the child. A climate of mutual trust and respect is created through open, positive communication between staff, parents and children.

RELATIONSHIPS AND AUTHORITY

The position is responsible to the Early Learning Coordinator/Childcare Coordinator for the day to day performance of duties. Employees at this level are responsible for their own work.

Employees are required to work with general supervision. Performance is measured against the achievement of targets, introduction of new initiatives and the overall performance of the section controlled.

Problems are solved by reference to established practices and procedures, and the application of initiative or judgement in applying them or by reference to the Early Learning Coordinator/Childcare Coordinator.

Peer guidance and assistance for less experienced employees may be required from time to time.

The position is required to supervise and work cooperatively with the assistants in all aspects of the program implementation.

SKILLS AND KNOWLEDGE

Essential Criteria

The Lead Educator (Group Leader) will be required to meet the following Essential Criteria and actively work towards obtaining the desired Competencies, Knowledge & Skills.

Qualifications

- Diploma of Children's Service or equivalent as recognised by the Education & Care Services National Law Act / Education & Care Services Regulations is the minimum formal requirement.
- Current Suitably 'Blue Card' or exemption notice.
- Current First Aid, CPR, Asthma & Anaphylaxis certificates are required and must be kept up to date.

Competencies, Knowledge & Skills

- Ability to develop units of study incorporating the Emergent Curriculum / Early Years Learning Framework Guidelines into programming and classroom practice.
- A working knowledge of the current Education and Care Service Act and Education and Care Service Regulations is required.
- ICT skills and the ability to record daily observations and journals using QKeYLM.
- Complete yearly induction program.
- Complete yearly professional development programs.
- Ability to work with a diverse group of children.
- Ability to affirm the unique worth of each child.
- Behaviour Management skills.
- Ability to track and report children's progress throughout the year.
- Possess excellent interpersonal and communication skills.
- Demonstrate the ability to work with others as a team member and provide instruction to assistants.
- Demonstrate the ability to problem solve and be proactive in the workplace.
- Excellent time management and decision making skills.
- Ability to attend staff meetings.
- An understanding of work health and safety and anti-discriminatory practices.

Desirable Competencies, Knowledge & Skills

- Knowledge of competency required for each year level including developmental milestones.
 - Competent use of QKeYLM (or school designated software) to record observations and children's progress.
 - Ability to reflect and evaluate learning practices.
 - Ability to transfer theory into practice.
 - Attend professional development programs to enhance skills and knowledge.
 - Basic understanding of occupational health and safety and anti-discriminatory practices.
-

KEY ACCOUNTABILITIES:

The key accountabilities of the Lead Educator (Group Leader) are to work with the Early Learning Coordinator/Childcare Coordinator to plan and implement a quality education program. This includes:

Caring for children whilst maintaining a high level of childcare practices including:

- Be responsible for the group of children in your care.
- Application of current learning practices throughout the daily routine.
- Develop, plan (using QKeYLM or school designated software), implement and evaluate age appropriate programs for the physical, social, emotional and cognitive needs of the children in their care, in collaboration with room Assistant.
- Arrange for the use of the environment, equipment, furniture, toys and consumables materials to meet the developmental needs of their children.
- Prepare and maintain materials, in conjunction with the Assistant, required for the daily program.
- To prepare daily journals and observations and ensure they are kept up to date.
- Assess, record and report on children's progress.
- Supervise all indoor and outdoor play areas to ensure safe practices including preparation of play areas and picking up of toys.
- Organise sleep breaks for children including moving of bedframes throughout the room.
- Be aware of special/additional needs, cultural, linguistic, religious, gender, language diversities and socio-economic differences and treat each child with dignity and respect.
- To maintain confidentiality in respect of children and their parents at all times. To regard information learned about children and families in the school as strictly confidential and not be discussed with anyone other than the Early Learning Coordinator/Childcare Coordinator.
- Prepare portfolios to be distributed to each child at the end of the year showcasing the year's accumulation of work.
- Assisting with the toilet training of children.

Pastoral

- Observe and interpret children's behaviour and appropriately communicate progress or problems to parents.
 - Act as an appropriate role model and care-giver while supervising children at play and at routine times.
 - Assist in children's arrivals and departures using appropriate communication skills to ease any anxieties of parents and/or children.
 - Liaise with and support parents and actively encourage parent involvement.
 - Encourage children to take responsibility for their own actions and make them aware of the need to show respect for others in interpersonal relationships.
-

Other

- To provide feedback and input in the development of policies and procedures and implement accordingly at all times.
- Ensure all equipment, furniture, toys and materials are maintained in a safe and hygienic condition at all times. Report any maintenance required to the Early Learning Coordinator/Childcare Coordinator.
- Mentor Assistant's Growth Plans.
- Work as part of the team to achieve the aims and objectives of the school and develop cooperative relationships that ensure the smooth operation of the room.
- Be punctual to work and staff meetings.
- Perform any other duties as directed by the Early Learning Coordinator/Childcare Coordinator or Head of Junior School.
- Be clear about action to be taken in the case of emergencies (e.g. accidents, fire, suspected child abuse and attempts at unauthorised removal of children from the Centre.)
- Participate in staff development days, Parents and Friends Meet and Greet, Class Information nights, Parent-Teacher interviews, Performance Evenings and Presentation Ceremony.
- Staff meetings and professional development sessions are attended when instructed to attend.

Workplace Health & Safety

- Be aware of the school's WHS Management System.
- Perform all work and associated functions in a safe manner.
- Comply with all documented WHS policies, procedures, work instruction and verbal instructions issued by the organisation or its officers.
- Correctly use and maintain all personal protective clothing and equipment supplied by the organisation.
- Identify hazards, conduct risk assessments, and take corrective action to eliminate hazards where possible in the workplace, and / or to report hazards and risks in accordance with WHS procedures.
- Establish and maintain a high standard of housekeeping and cleanliness within individual work areas and on the school's property generally.
- Report and assist with the investigation of all incidents in the workplace, including minor injuries, near misses and property damage.
- Attend any team talks or specific training supplied by the school.
- Be familiar with the location of first aid equipment, fire protection facilities and evacuation procedures.
- Work in a manner that will not endanger yourself, other employees or the general public.

These duties are indicative of the tasks encompassed in this position and are not exhaustive. They may also vary over time to reflect the changing needs of the School.

FUNCTIONAL JOB REQUIREMENTS:

Critical job demand descriptor	% of time the task is performed	Task
Constant	>66%	<p>Continual walking around indoor and outdoor areas over even and uneven surfaces (mats, tiled bathrooms surface, synthetic grass and sand)</p> <p>Maintaining semi-full squat position for 10-30 seconds at any one time when interacting with children (particularly at activities desk)</p> <p>Talking and interacting with children</p> <p>Picking up toys/objects off the ground</p> <p>Moving outdoor play equipment</p> <p>Lifting and lowering beds to/from floor and placing sheets on beds</p> <p>Wiping/washing children's hands</p> <p>Cleaning walls, play equipment, bookcases, activity desks below waist height</p> <p>Sweeping, dust panning</p> <p>Emptying garbage bins</p> <p>Lifting/lowering sandpit mat from storage</p> <p>Distributing food plates to children</p>
Frequent	34%–66%	<p>Reaching floor to overhead height</p> <p>Carrying bed frames, play equipment and children e.g. Moving/lifting outdoor play equipment lifting and moving bed frames over a distance (up to 24 beds lifted in succession)</p> <p>Pushing food distribution trolley</p> <p>Filling/emptying bucket and pushing mop</p> <p>Picking up items from the ground</p> <p>Assisting with toileting children</p> <p>Readying outdoor area</p> <p>Retrieving bottles and nappies stored at above shoulder height</p>
Occasional	5%–33%	<p>Feeding, assisting toddlers</p> <p>Assisting with arts and motor development</p> <p>Dressing children</p>
Rare	<5%	<p>Lifting/carrying/pushing outdoor play equipment weighing more than 15kg</p> <p>Sitting, filing, phone calls and administration</p> <p>Climbing more than 4 steps (step ladder)</p>

Applying for the Position

Applicants wishing to apply for the position are required to submit a cover letter and resume outlining their experience providing 3 work references to which the school can contact.

Please send applications to:
Human Resources The Cathedral School,
Email: hr@cathedral.qld.edu.au
