

LEAD EDUCATOR- RESPONSIBLE PERSON

THE DIPLOMA TRAINED EDUCATOR IS RESPONSIBLE FOR:

Supporting and assisting the managing team of the service to ensure the smooth operation of the service in compliance with service policies and procedures. The Diploma Trained Educator will provide high quality education and care to children in a safe and positive environment.

NATIONAL QUALITY STANDARD (NQS)

| QUALITY AREA 7: GOVERNANCE AND LEADERSHIP | | |
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| 7.1 | Governance | Governance supports the operation of a quality service. |
| 7.1.3 | Roles and Responsibilities | Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service. |

| Buttercups Childcare and Early Learning Centre | |
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| POSITION | Lead Educator |
| SUPERVISOR | Director/ Nominated Supervisor |
| DIRECT REPORTS | Educators (as assigned) Students/Volunteers (as assigned) |

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| <p>QUALIFICATIONS</p> | <ul style="list-style-type: none"> • Degree in Early Childhood from a recognised University (as listed on the approved qualification list by ACECQA), <i>or</i>: • Diploma of Early Childhood Education and Care (or equivalent) • Certificate III in Early Childhood Education and Care (or equivalent) • Current <i>Provide an Emergency First Aid response in an Education and Care Setting</i> qualification • Current ACECQA approved Anaphylaxis and emergency asthma management training • Valid Working with Children Check • Accredited Child Protection Training |
| <p>ESSENTIAL EXPERIENCE</p> | <ul style="list-style-type: none"> • Previous experience in a leadership role • Demonstrated knowledge of the Early Years Learning Framework, Education and Care Services National Law (2010), and the Education and Care Services National Regulations (2011), Family Assistance Law (Child Care Subsidy 2018). |
| <p>RESPONSIBLE PERSON CONDITIONS</p> | <ul style="list-style-type: none"> • Be 18 years or older • Have adequate knowledge and understanding of the provision of education and care to children • effectively supervise and manage an education and care service • Consent to the role of the Responsible Person • Agree and be willing to be placed in day-to-day charge of the education and care service |
| <p>UP TO DATE KNOWLEDGE AND COMPLIANCE OF THE FOLLOWING LAW-REGULATIONS-ACT S</p> | <ul style="list-style-type: none"> • Service Policies and Procedures • Education and Care Services National Law (2010) • Education and Care Services National Regulation (2011) • National Quality Standard (NQS) • Early Years Learning Framework (EYLF)/My Time Our Place (MTOPI) • ECA Code of Ethics • Work Health and Safety Act 2009 • Commonwealth Privacy Act 1988 and the Australian Privacy Principles (APPs) (2014) • Fair Work Act • Family Assistance Law • Child Protection legislation WA • Other relevant state and federal legislation and regulations as required |

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| POSITION OBJECTIVES | <ul style="list-style-type: none"> • Be responsible for management of the day-to-day operation of the assigned room, including providing leadership and support to educators and staff within your team in line with relevant regulations, policies and procedures • In collaboration with the Educational Leader assist with the development, implementation and reflection of the educational program to provide a high-quality program for all children and families • Build and maintain positive relationships with children, families, educators, staff and management to deliver best outcomes for families and children • In the absence of the Director/Nominated Supervisor undertake responsibilities as per the Responsible Person policy and procedure for the day-to-day management of the Service |
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PURPOSE

The Approved Provider must ensure that a Responsible Person is always present at a centre based Service that is educating and caring for children. In the absence of the Approved Provider and the Nominated Supervisor, a person will be nominated as the Responsible Person for the day-to-day management of the Service (PIDTDC).

ROLE DIMENSIONS- KEY PERFORMANCE AREA

| QUALITY AREA 1: EDUCATIONAL PROGRAM AND PRACTICE | | |
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| 1.1 | Program | The educational program enhances each child's learning and development. |
| 1.2 | Practice | Educators facilitate and extend each child's learning and development. |
| 1.3 | Assessment and planning | Educators and co-ordinators take a planned and reflective approach to implementing the program for each child. |

Educational Program & Practice Key Tasks:

- ensure Buttercups Childcare and Early Learning Centre facilitates a play-based learning environment and develops learning programs responsive to children's ideas, strengths and abilities that inspire independent learners
- work with the Educational Leader to implement the successful planning, implementation and reflection of a program for the service that is reflective of an

approved learning framework; the Early Years Learning Framework (EYLF) or My Time Our Place (MTOU)

- ensure the early childhood program meets the goals of the approved learning framework (EYLF or MTOU) to help children develop:
 - a strong sense of their identity
 - connections with their world
 - strong sense of wellbeing
 - confidence and involvement in their learning; and
 - effective communication skills
- assist in the collection, recording and evaluation of children's records and observations, as required under the National Quality Standard and regulatory authority and ensure all educators within the service comply with these requirements
- implement inclusive practice and lead an environment which honours diversity
- be proactive in ensuring currency in best early childhood practice
- in collaboration with the Director/ Nominated Supervisor and Educational Leader contribute to the development, implementation and update of the Quality Improvement Plan for the service,
- develop an educational program based on knowledge of each individual child
- ensure the documentation of children's developmental needs, interests, experiences and participation in the educational program in a variety of ways
- ensure the assessment of children's developmental progress against the learning outcomes, establishing further learning goals
- work with children, families and educators and staff to achieve optimal learning and developmental outcomes
- in conjunction with the Educational Leader, make curriculum decisions that uphold all children's rights in consultation with relevant stakeholders; children, families, educators/ staff and management
- ensure the assessment and planning cycle to design programs that enhance and extend each child's learning and development. This includes observation, analysing learning, documentation, planning, implementation and reflection.
- provide mentorship to educators/ staff within your team to support children's learning through investigation and projects; and
- in collaboration with the Educational Leader provide supervision to educators and staff to critically reflect on all aspects of the educational program, suggest improvements and continue to evolve as an educator and staff.

| QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY | | |
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| 2.1 | Health | Each child's health and physical activity is supported and promoted. |
| 2.2 | Safety | Each child is protected. |

Children's Health and Safety Key Tasks:

- promote child wellbeing and prevent harm to children and young people by adopting and adhering to the National Principles of Child Safe Organisations
- maintain and demonstrate an extensive knowledge of Child Protection legislation and its implications for the care and protection of children
- ensure compliance as a mandated reporter in accordance with the service Child Protection policy and procedures
- assist the Director/ Nominated Supervisor to comply with child protection in the workplace
- recognise and report misconduct, illegal or inappropriate behaviour to the Director/Nominated Supervisor
- ensure all duties according to the Responsible Person policy and procedure are followed at all times including documentation of consent to Responsible Person and records maintaining the history of the Responsible Person
- ensure children are protected from harm and hazard and are not subjected to corporal punishment or unreasonable discipline at any time in line with policies and procedures
- inform the Director/ Nominated Supervisor of all allegations or convictions of a child protection nature against an employee, of which you become aware
- provide support to Director/Nominated Supervisor (s) to ensure policies and procedures are adhered to ensure the children are safe and adequately supervised at all times
- ensure children do not leave the Service premises except in accordance with National Regulations- with a parent or authorised nominee or in an emergency evacuation situation; risk assessed excursion or regular outing
- ensure visitors to the service are supervised at all times
- follow policies and procedures to maintain correct educator to child ratios at all times
- maintain and demonstrate an extensive knowledge of Workplace Health and Safety (WHS) legislation and safety issues relating to children and educators and staff

- ensure correct handling techniques and procedures are followed and assist by identifying handling hazards and risks within the service
- ensure all educators and staff within your team are aware and respond positively and consistently to children’s additional needs including adjustments and requirements; diet and allergies; developmental needs etc.
- lead, guide and mentor educators and staff within your team to a high standard of hygiene in compliance with procedures and policies
- ensure adequate health and hygiene practice regarding safe food handling procedures are implemented at the service and ensure the preparation and storage of food adhere to relevant food safety standards
- supervise and support educators and staff within your team to ensure the administration of first aid or medication is in compliance with relevant policies and procedures
- ensure accurate and detailed records of incident, injury, trauma or illness of individual children are recorded and families are notified as soon as possible or within 24 hours of any incident, injury, trauma or illness
- ensure reporting of serious incidents to the Director/ Nominated Supervisor within 24 hours in line with Education and Care Services National Regulations.

| QUALITY AREA 3: PHYSICAL ENVIRONMENT | | |
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| 3.1 | Design | The design of the facilities is appropriate for the operation of a service. |
| 3.2 | Use | The service environment is inclusive, promotes competence and supports exploration and play-based learning. |

Physical Environment Key Tasks:

- lead, guide and support educators and staff within your team to create a safe, supportive, stimulating and educational environment for all children
- report any situation that may constitute a hazard to health or safety to children, families, educators, staff or visitors to the Director/Nominated Supervisor
- collaborate with the Director/ Nominated Supervisor to resource the services with appropriate equipment and ensure the team maintain the aesthetics of the environment and ensure all resources and equipment are respected and maintained

- report any repairs, WHS safety concerns and maintenance required to the Director/ Nominated Supervisor
- ensure the physical environment complies with the licensing requirements of the National Regulations and Australian Safety Standards for all equipment and resources
- ensure effective processes are followed to meet WHS requirements
- contribute to ensuring the service strives towards environmental sustainability in all areas through sustainability action plans; and
- assist the Educational Leader and Director/ Nominated Supervisor with the indoor and outdoor environment promoting commitment to continual improvement to the quality of care and experience each child and family receives.

| QUALITY AREA 4: STAFFING ARRANGEMENTS | | |
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| 4.1 | Staffing Arrangements | Staffing arrangements enhance children's learning and development. |
| 4.2 | Professionalism | Management, educators and staff are collaborative, respectful and ethical. |

Staffing Arrangements Key Tasks:

- assist and contribute to the induction process of new educators and staff within your team in collaboration with the Director/ Nominated Supervisor in line with the *Probation and Induction Orientation Policy* and procedures
- ensure educators and staff within your team have a working knowledge of the National Quality Framework and meet these guidelines in their work practices
- ensure educators and staff understand obligations to comply with legislation, rules, policies and procedures relating to the operation of the service
- demonstrate a thorough knowledge of the Code of Ethics (Early Childhood Australia Inc.) and always act within these guidelines
- ensure educators and staff act within the guidelines set out in the Code of Ethics (Early Childhood Australia Inc.)
- demonstrate leadership skills in education and management to effectively manage a team of educators and staff
- contribute positively and effectively to the team environment; within the room to ensure smooth operation of the service

- promote a healthy team environment and develop positive channels of communication to foster a cohesive team environment where educators and staff within your team feel supported and valued
- participate in ongoing professional development and training programs and support educators and staff to undertake further professional development in conjunction with the Educational Leader
- provide feedback to educators and staff within your team regarding their conduct and work practices whilst creating a supportive workplace environment
- implement the service *Grievance Policy* and procedures and promote educators and staff to follow the *Grievance Policy* in relation to complaints or incidents
- ensure any grievances raised by educators, staff or families are reported to the Director/ Nominated Supervisor
- keep up to date with current trends and issues in Early Childhood Education and Care and share information with educators and staff within your team to support research-based practices within the service; and
- attend staff meetings and family meetings and encourage educators and staff to attend, if required.

| QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN | | |
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| 5.1 | Relationships between educators and Children | Respectful and equitable relationships are maintained with each child. |
| 5.2 | Relationships between children | Each child is supported to build and maintain sensitive and responsive relationships. |

Relationships with Children Key Tasks:

- view and respect children as competent and capable
- promote positive, comforting and nurturing relationships with children
- ensure that educators/ staff provide a supportive educational environment for all children and families
- act as a positive role model, demonstrating appropriate behaviour and language; and
- communicate with children in an open, honest manner and ensure that the child's perspective is regarded as unique and special
- ensure all children are respected and their rights are being met (United Nations Convention on the Rights of the Child- CRC)

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

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| 6.1 | Supportive relationships with families | Respectful relationships with families are developed and maintained and families are supported in their parenting role. |
| 6.2 | Collaborative partnerships | Collaborative partnerships enhance children's inclusion, learning and wellbeing. |

Collaborative Partnerships with Families and Communities Key Tasks:

- promote clear communication between the management team, educators, staff and families
- build effective networks and maintain community links with early childhood practitioners within the local areas and other relevant community organisations and government agencies
- lead and support educators and staff to create a safe, supportive and informative environment for families
- be courteous and helpful to the families in the service, and ensure all educators and staff are implementing these practices
- collaborate with educators and staff to look for opportunities within each service where a family may become involved e.g., multi-cultural events, craft activities, fund-raising and parent committees
- manage information which assists families to access resources within the local and wider community
- be an advocate for high quality support services for children in our community
- in conjunction with Director/ Nominated Supervisor manage events and experiences with children which promote awareness of our community and reflect child centred learning
- ensure students on placement are positively welcomed, supported and effectively supervised
- Positively promote evaluation strategies (e.g., satisfaction survey) to determine parents communication views to use for future planning; and

- promote, support and guide educators and staff to encourage families to participate in service decision-making and experiences.

| QUALITY AREA 7: GOVERNANCE AND LEADERSHIP | | |
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| 7.1 | Governance | Governance supports the operation of a quality service. |
| 7.2 | Leadership | Effective leadership builds and promotes a positive organisational culture and professional learning community. |

Leadership and Service Management Key Tasks:

- comply with, maintain and review all service policies and procedures in accordance with the Education and Care Services National Law and National Regulations
- maintain a sound and current understanding of the National Quality Framework (NQF) and approved learning framework/s
- maintain compliance with the regulations as prescribed by the regulatory authority along with all legal and statutory requirements
- strive to achieve 'Service' goals (as outlined in Policy Manual) and ensure the Service's statement of philosophy is reflected in daily practice
- submit regular reports and documents to the Director/ Nominated Supervisor on the running of the room and attend meetings as directed
- ensure that the Director/ Nominated Supervisor is informed of current issues within the service
- report directly to the Director/ Nominated Supervisor of any problem arising, which would affect the children, service approval or rating, regulatory and legal compliance or the smooth running of the service
- maintain confidentiality of sensitive information in relation to educators/ staff, families, children and the service in line with the *Privacy and Confidentiality Policy* and procedures
- comply with the *Privacy and Confidentiality Policy* and procedures and assist to ensure the policy is followed at a service level; and
- any other duties within the scope of the role of Lead Educator, under the direction of the Director/ Nominated Supervisor. This job description may be reviewed in the future.

I have received, reviewed and understand the responsibilities as the LEAD EDUCATOR-RESPONSIBLE PERSON.

I also acknowledge that I am responsible for the satisfactory execution of these responsibilities and will adhere to all requirements as set out in the Job Description.

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| Employee Name | | Date | |
| Employee Signature | | | |

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| Supervisor Name | | Date | |
| Supervisor Signature | | | |

