

POSITION TITLE:	Assistant Qualified Early Years Educator	CLASSIFICATION:	Band 3
REPORTS TO:	Early Years Team Leader	DIRECTORATE	Community and Wellbeing
DEPARTMENT:	Connected Communities	TEAM:	Early Years

OUR STRATEGIC CONTEXT



PURPOSE

Our organisation is accountable, sustainable, and delivering effective services to our community.

VISION

Our community is a safe, inclusive, and creative city that celebrates and embraces its vibrancy of cultures.

VALUES

Cooperation, Change and New Ideas, Learning, Achievement, Communication & Accountability.

COUNCIL PLAN

A thriving and unique place; an inclusive and healthy community; and a people-centred and future ready city.

HOW YOUR ROLE CONTRIBUTES

As the Assistant Qualified Early Years Educator you will work alongside the Room Leader and or Kindergarten Teacher to support the Early Years program that promotes high quality Early Education and Care that meets the needs of children and families. Your role will see you contribute to the educational programs and children's environments and nurture interactions that stimulate and guide each child's interests, needs and development.

RESPONSIBILITIES	KEY OUTCOMES
Quality Assurance and Compliance	<ul style="list-style-type: none"> Work in accordance of the Education and Care Services National Regulations 2011, Education and Care Services National Law Act 2010, and National Quality Framework and Standards, Child Safe Standards and Pre-School Funding Criteria. Contribute to and maintain program documentation in line with the Early Years Services program planning policy including emerging curriculum, individual child portfolios and reflective practice. Ensure planning is based on the children's individual needs, reflects the Servies philosophy, The Early Years Learning Framework and National Quality Standards and will be regularly evaluated with reference to stated goals. Support and contribute to the quality improvement of the service including the Quality Improvement Plan and implementing the National Quality Standards. Always maintain confidentiality regarding matters within the Centre. Work according to Centre Policy and Procedures at all times Ensuring a safe and healthy environment is maintained at all times. Promote and practice the Australian Early Childhood Association Code of Ethics and the United Nations Convention on the Rights of the Child.
Working with children and their families	<ul style="list-style-type: none"> Provide a safe, secure, pleasant and hygienic environment for children to learn and play. Consultant families and children and provide opportunities for their contribution to the program to meet the individual needs of all children. Provide verbal and written communication for families through daily conversations, parent meetings, email correspondence, program planning documentation and Storypark. Observe, record and respond appropriately and warmly to children's behaviour, developmental levels and individual needs. Always Maintain Anti-Bias procedures and practices. Treat all families and children equally and respect the diversity of backgrounds. Use positive guidance and behaviour management. <p>Ensure active, adequate and efficient supervision of children at all times.</p>

Working with staff	<ul style="list-style-type: none"> • Work co-operatively with other staff and provide clear communication with other team members. • Support fellow room educators and or student placements. • Maintain a positive and flexible approach to change - be prepared to work with other age groups and in any of our Services as required. • Contribute positively to the team culture and work collaboratively with a diverse range of people. • Be punctual and attend staff meetings/training as directed by the Centre Team Leader and Early Years Coordinator. • Participate and contribute to meetings such as staff meetings, network meetings, room leader meetings, leadership meetings.
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KEY WORKING RELATIONSHIPS



Direct reports: N/A

Internal: Early Years Coordinator, Maternal Child Health Nurses

External: Children and Families, External Support Agencies, State Government Representatives (e.g. Department of Education)

REQUIRED EXPERIENCE, SKILLS AND COMPETENCIES

Accountability and extent of authority	<ul style="list-style-type: none"> • Works under general supervision, following established procedures, guidelines, and policies to complete tasks and maintain compliance with organisational standards. • Some roles may involve oversight or supervision of lower-level staff, volunteers, or contractors, but the level of authority for decision-making is typically restricted to the immediate scope of duties. • Any significant decisions or those that deviate from established policies or procedures may require approval from a supervisor or manager • Work is carried out within clearly defined guidelines and under general supervision, with limited autonomy constrained by established standards, procedures, the position description, and the scope of tasks assigned to the role as required • May be required to provide reports or updates on work progress, but reporting structures are typically well-defined, with oversight provided by senior staff • Decisions and actions taken at this level typically impact a specific work group or function, with effects generally confined to a localized area of responsibility
Judgement and decision making	<ul style="list-style-type: none"> • These positions require the application of personal judgment in carrying out specialized tasks, with work typically guided by well-understood and clearly documented procedures • Ability to select and apply appropriate techniques, systems, equipment, methods, or processes from a defined range of options to achieve desired outcomes • The work is clearly defined, with procedures that are well-understood and thoroughly documented. Tasks involve selecting from a limited range of established techniques, systems, equipment, methods, or processes within a set of recurring work situations
Management Skills	<ul style="list-style-type: none"> • Some positions in this band involve direct hands-on work at the 'work face,' while others focus on first-line supervision of employees performing tasks at the 'work face • Employees in this band are responsible for providing on-the-job training and guidance to those under their supervision. They must also possess a basic understanding of personnel practices to effectively manage and support their team

	<ul style="list-style-type: none"> These positions require fundamental skills in time management, planning, and organizing one's own work to achieve specific objectives efficiently, while adhering to available resources and working within a set timetable Employees in this band may assist colleagues by offering guidance, advice, and training on routine technical, procedural, or administrative/professional matters
Interpersonal skills	<ul style="list-style-type: none"> Demonstrates clear and concise verbal and written communication skills, suitable for interacting with diverse groups, including community members, external agencies, and internal stakeholders Effectively conveys information to a diverse audience, adjusting communication style as needed
Qualifications, Specialist knowledge and skills	<ul style="list-style-type: none"> Satisfactory completion of Certificate III in Early Childhood Education and Care or equivalent. Diploma qualifications highly desirable Demonstrated work experience in Early Years. Working knowledge and understanding of the Education and Care Services National Regulations 2011, Education and Care Services National Law Act 2010, and National Quality Framework and Standards, Child Safe Standards and Pre-School Funding Criteria. Must possess a current Working with Children Check (WWC) or Victorian Institute of Teaching Card (VIT) and a valid Police Check or be willing to obtain prior to commencing employment This role may be required to complete routine medical checks, undergo fit to work testing, update their police check as necessary, and maintain a current Working with Children Check to ensure compliance with organisational policies and safeguarding standards.

Capability Framework: Level 1 Accomplished

Capabilities are the essential skills and behaviors needed for effective role fulfillment, represented as observable actions

Project Management	Develop essential skills in effective planning, coordination, and control. Responsibilities include tracking tasks to ensure deadlines are met, understanding team objectives, managing time efficiently, and providing valuable feedback for continuous improvement, all contributing to the overall success of the project.
Change	Creating Path Through Change" by advocating for continuous improvement and contributing new ideas to enhance processes. You will embrace innovative approaches and utilize data to identify opportunities for enhancing work systems, ultimately benefiting both our business and community.
Communication	Effectively communicate with clarity and respect, actively listen and engage with others, adapt language and non-verbal cues as needed, prepare well-structured written materials, and contribute regularly to team discussions and community engagement.
Good governance	Utilise technologies and data to enhance efficiency while ensuring compliance with information security and organisational policies. Support process improvements and help colleagues understand relevant guidelines and procedures.
Achievement	You will deliver customer and community-focused services aligned with strategic objectives. You will seek diverse perspectives, build internal and external networks, and complete tasks on time under guidance. Contributing to resource allocation and team goals, your work will prioritize the needs of customers and the community.
Leadership Impact	You will contribute to a culture of continuous improvement by embracing feedback and supporting your colleagues. You will help ensure that everyone understands how their roles align with our goals and participate in recognising high-quality work while promoting the value of diversity within Stonnington.

WHAT WE ARE ALL RESPONSIBLE FOR



Workplace Health, Safety and Wellbeing:	We are committed to maintaining a healthy and safe work environment for all employees, contractors, volunteers, and visitors and recognise that this is an integral part of our business. This commitment extends to ensuring activities do not place any person at risk.
Diversity, Equity, and Inclusion:	We are committed to fostering a diverse and inclusive workplace that values everyone's contributions, lived experience, and expertise. A workplace where everyone is supported to thrive and be authentic.
Code of Conduct:	We are committed to the provision of the best possible services to the community in a fair, equitable and inclusive manner and requires all employees to adhere to the standards of conduct.
Service Promises:	We Empathise We are Responsive We are Transparent We are Consistent We Follow Through
Safeguarding Children and Young People:	We have a zero tolerance to child abuse. All Council officers, including employees, contractors, volunteers, and Councillors have a legal and moral obligation to keep children safe and promote their best interests.

Sustainability:

We're committed to a sustainable Stonnington, working together with our community to create a healthy future for us all.

Review date: June 2025