

## POSITION DESCRIPTION

<b>Position Title</b>	Lead Teacher
<b>Program</b>	Early Years
<b>Employment Status</b>	Full time
<b>Tenure</b>	Ongoing
<b>Classification</b>	Victorian Early Childhood Teachers & Education Agreement (VECTEA) (52/52 Arrangement)
<b>Position reports to</b>	Area Lead
<b>Location</b>	Korin Korin in Wollert

Kids First is a child and family services provider and early years education specialist. We have proudly been at the heart of community care in Victoria since 1896.

Our proud history is matched with a progressive mindset as we continually deliver Australian-first and sector leading programs designed to strengthen family relationships, support healing and recovery from trauma and set children up for brighter futures.

We nurture an inclusive and rewarding culture that attracts and retains talented people, bound to a common purpose. Built on our legacy of more than 120 years of community service, we actively support our people to make a significant difference to the lives of children and families. Every. Single. Day

Kids First is a child safe organisation and is committed to maintaining a child safe environment for children and young people who access our services.

As an Equal Opportunity employer, we respect and value diversity and inclusion. We welcome everyone to apply, regardless of age, ethnicity, cultural background, gender, sexual orientation, religious affiliation, and physical ability. Reasonable adjustments will be made for people with disabilities where operationally viable.

### Our Vision

All children and young people thrive in resilient, strong and safe families and communities.

### Our Values

Our HEART values encapsulate the way we work together and partner with children and families to bring positive and sustainable outcomes.



**Hope**  
We believe that change is possible and achievable



**Empowerment**  
We build on people's strengths and support their ability to make positive changes in their lives



**Accountability**  
We are open and transparent in everything we do



**Respect**  
We value all people



**Trust**  
We act in an ethical, inclusive, professional and open manner

## Position Purpose

The primary purpose of the Lead Teacher is to be responsible for the day to day operations of the centre, leadership of the educators, and overseeing the kindergarten programs in addition to a teaching allocation.

This includes:

- Being committed to ensuring that the National Education and Care Regulations, Act and National Quality Framework is embedded into the centre
- Providing high quality mentoring, coaching and supervision to staff individually, on the floor and through team meetings
- Supporting the building of respectful relationships with families, children, educators and the local community
- Leading integrated practice work that would include liaising with other services such as maternal child health and other community services
- Overseeing and implement centre administration processes to meet relevant legislative and workplace practices including staff rostering, data entry, child attendance records / enrolments, government payments, registrations, and audits etc

This role will also involve a teaching allocation. The lead teacher will provide an innovative, high quality, early education and care program that supports children's learning and is developmentally appropriate for each individual child.

## Organisational Relationships

Supervisor	Area Lead
Direct Reports	<ul style="list-style-type: none"> <li>• Early Childhood Teachers</li> <li>• Early Childhood Educators</li> </ul>
Internal Relationships	<ul style="list-style-type: none"> <li>• Chief Executive Officer</li> <li>• Executive Team</li> <li>• Direct Reports</li> <li>• All staff</li> </ul>
External Relationships	<ul style="list-style-type: none"> <li>• Key Stakeholders including, government, corporate, community and fundraising/ philanthropic stakeholders</li> <li>• Professional networks</li> </ul>

## Key Responsibilities

### Professional Practice

- Ensuring that the National Education and Care Services Regulations, Act and National Quality Framework are embedded into the centre.
- Develop and oversee the continuous improvement of the centre including critical reflection, implementing changes based on the quality improvement plan, child safe procedures and reconciliation action plan.
- Work collaboratively with the Pedagogical leader to ensure Kids First Early Year model and curriculum improvements are embedded in the service.
- Participate in the marketing of the service in consultation with the Early Years Leadership team, including centre newsletters and coordination of special events at each centre.

- Act as the nominated supervisor for the site, managing the day to day operations of the service to ensure compliance.
- Oversee and implement centre administration processes to meet relevant legislative and workplace practices including data entry, child attendance records / enrolments, government initiatives, registrations, and audits etc.

### **Curriculum**

- Develop the annual timetables in consultation with the Team Leader Early Years and General Manager.
- In consultation with the Team Leader, develop the enrolment and orientation plans for families.
- Plan and implement the educational program for children based on strengths, dispositions, skills, and interests of the children which will evolve from observations, feedback from parents, the inclusion of the broader community and other written records.
- Use the online platform to record observations, communication with families and program plan.
- Lead staff in the kindergarten program to ensure there is a cohesive and collaborative delivery of care and education, holding all children in mind.
- Complete Transition Learning and Development Statements and second year applications in line with the Departments timelines and support the educators to meet the required timelines.
- Ensure the program adheres to the centre philosophy as well as the relevant Code of Conduct.
- Work collaboratively with the research and evaluation team to ensure they receive information from educators regarding the early years model.
- Provide an environment that:
  - Recognises values and respects the cultural and religious backgrounds of all families using the service, and promotes appropriate experiences and care according to need.
  - Encourages the development self-esteem and promotion of self-expression, creativity, security, independence, self-confidence, happiness, and the opportunity to achieve.
  - Has a focus on building relationships with children and encourages and facilitates communication with parents in the delivery of care of their children.
  - Ensure that transition times are smooth, calm, safe and purposeful.

### **Management/Staffing**

- Guide the flow of routines and staff breaks to ensure smooth transitions and overall supervision of all children in the room is maintained.
- Work collaboratively with the Early Years Leadership Team to implement the 3 year old funded kindergarten roll out.
- Provide high quality mentoring, coaching and supervision to staff individually, on the floor and through team meetings.
- Manage the day to day operations of the Centre's including rostering, staffing ratios, coordinating coverage for staff absences, potentially covering teaching session if required.
- Coordinate and lead staff meetings at the centre, encouraging engagement and participation.
- In consultation with General Manager Early Years and Team Leader, recruit, manage, develop and supervise staff including performance management and appraisals.
- Coordinate the placement of students and volunteers with Human Resources and the Volunteer coordinator.

### **Leadership**

- Model and promote Kids First Australia organisational values.
- Support educators to resolve conflict to negotiate positive outcomes.
- Support and model reflective practice with the staff team in order to sustain continuous improvement in practice.
- Recognise skills and strengths of educators and delegate tasks accordingly.
- Provide best practice mentoring, coaching and role modelling to educators.

- Facilitate regular meetings and ensure minutes are documented and stored in line with KFA procedures.

### Stakeholder engagement

- Support the building of respectful relationships with families, children, educators, and the local community.
- In consultation with the Team Leader, coordinate the wrap around services for families.
- Maintain effective partnerships with the primary schools and Council.
- Attend meetings where required, liaise with key stakeholders in the early childhood sector and local community in order to promote the centre and encourage community participation and involvement.
- Lead integrated practice work that would include liaising with other services such as maternal child health and other community services.

### Quality, Administration and Compliance

- Ensure the service is compliant with all regulatory and licensing requirements to operate including adherence to the KFA Policies and Procedures Manual.
- Undertake management and administration tasks as instructed by the Team Leader.
- Some data entry will be required into the Kindergarten Information Management System.
- Manage each centres budget and expenditure within budget guidelines.
- Provide regular reports to the Team Leader Early Years.
- Undertake other activities as required.
- Support the Pedagogical Leader in the implementation and evaluation of the Early Years Model.
- A demonstrated level of self-awareness and resilience relating to their own practice and relationships with others.

### Quality and Risk Management

#### OHS

- All Kids First employees have a personal responsibility to work safely and to abide by the legislation, rules and established safe work practices that govern safety in the workplace.

## Capability Framework – key selection criteria

Formal Qualifications	<ul style="list-style-type: none"> <li>• Bachelor or Master's in Early Childhood Education as recognised by ACECQA.</li> </ul>
Skills & Experience	<ul style="list-style-type: none"> <li>• Proven skills and experience in working in an early education and care setting and providing a high-quality kindergarten program.</li> <li>• Sound knowledge of legislation, policy and frameworks in relation to early education and care services.</li> <li>• Experienced in providing leadership and management to other staff</li> <li>• Proven ability to work in a cohesive team environment.</li> <li>• Demonstrate personal value set that is aligned with Kids First organisational values.</li> <li>• A demonstrated understanding and capability for working with diversity.</li> <li>• Highly developed written, verbal, interpersonal and relationship building skills.</li> </ul>

	<ul style="list-style-type: none"> <li>• Proven ability to prioritise, organise and delegate work in a professional environment in order to meet deadlines and achieve objectives.</li> <li>• Ability to negotiate, consult and communicate with a range of community stakeholders, facility users, council staff and groups.</li> <li>• Proven ability to establish and maintain positive professional networks that facilitate effective communication and operations within the local environment.</li> </ul>
<b>Other Selection Criteria</b>	<ul style="list-style-type: none"> <li>• Current Victorian Working with Children Card.</li> <li>• Willingness to undertake a Police Check.</li> <li>• Evidence of your Covid-19 vaccination.</li> <li>• A good understanding of or willingness to learn about Aboriginal culture, values and protocols and a demonstrated capacity to work in a culturally informed and respectful manner.</li> </ul>

### Inherent Physical and Psychological Demands

Activity	Frequency – Daily Regular Occasional
Standing	Daily
Walking	Daily
Sitting	Daily
Bending	Daily
Judgement and decision making	Daily
Lifting	Daily
Dealing with confrontation	Occasional
Time Management	Regular