

Early Childhood Educator

Position Description



Reports to: Early Childhood Teacher / Director of Early Learning / Head of Junior School

EA Grade: ESS (SH) Level 3

Last Reviewed: October 2026

Philosophy & values

St Paul's prides itself on offering a unique learning environment that not only provides an outstanding education but in addition develops each person in the spiritual, social, emotional, physical and intellectual domains.

We are a school where happiness comes first and success in whatever area a person chooses to pursue will follow. We support every person to pursue and achieve their personal best, whatever that may be.

We offer a safe, inclusive and caring environment, where thought can be expressed, achievement can be celebrated and where each person belongs to a community that supports them to achieve their potential.

Underpinning all of our actions are our ethos and the embedded values of:

- Wisdom
- Integrity
- Compassion
- Respect

Strategic Plan

Our 2023–2028 Strategic Plan, together with the Master Plan articulates our major areas of focus as we consolidate our Warragul Campus, expand our Traralgon Campus and establish our new presence in Drouin.

At St Paul's, we focus on being a school where everyone can 'Learn Well, Live Well and Lead Well', building upon our strong foundations as we pursue our potential – individually, as a school and as a community.

We believe in the potential of every child, and we pursue this potential in partnership with our families. Our students, staff and community are united in the belief that all learners benefit from a happy, safe and respectful community – a school small enough to care, but big enough to excel.

Caring for students

Child Safety policies

We are committed to ensuring that our recruitment practices create a safe and supportive environment for all students. To this end, in addition to our general Recruitment and Selection Procedures, we have established child safety policies and procedures for recruiting those Staff, Contractors and Volunteers who are engaged in child-connected work and for assessing their suitability to work with children.

Purpose

The Early Childhood Educator supports the Early Childhood Teacher in delivering a high-quality early learning program that responds to the needs, interests, and strengths of children and families, in accordance with the Education and Care Services National Law and Regulations, National Quality Standard, EYLF/VEYLDF, and School policies.

The Early Childhood Educator plays an important role in supporting children's learning, wellbeing, inclusion, and sense of belonging through positive relationships, intentional interactions, and engaging learning experiences. The role works collaboratively with the Early Childhood Teacher, educators, families, and the wider School community to create a safe, nurturing, and inclusive environment for children.

The person will:

- Demonstrate a supportive, respectful, and professional approach that reflects the values and ethos of the St Paul's community.
- Support the Early Childhood Teacher in implementing a high-quality play-based learning program.
- Foster children's curiosity, creativity, thinking, and learning through meaningful interactions and experiences.
- Create an environment where children are encouraged to express their ideas, knowledge, and understandings through a range of forms.
- Build positive relationships with children, families, and colleagues, promoting collaboration and teamwork.
- Contribute to observations, documentation, and reflections that support children's learning and make learning visible to families.
- Support inclusive practices that promote children's wellbeing, identity, agency, and participation.
- Work collaboratively with the Early Childhood Teacher and wider ELC team to support effective curriculum delivery and continuous improvement.
- Demonstrate commitment to the School's philosophies, values, direction, and Christian ethos.

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Key Deliverables

Your position will include:

- Students
- Parents
- Staff
- Promotion of the School

Key Contacts

Internal

- Students
- Parents
- Early Childhood Teacher
- Director of Early Learning
- Head of Junior School

Students

- Support the Early Childhood Teacher in delivering a high-quality kindergarten program aligned with the EYLF/VEYLDF.
- Assist in creating a safe, inclusive, engaging, and culturally responsive learning environment that promotes children's wellbeing, learning, and development.
- Ensure that children take part in the Nature Play program as an integral part of the program.
- Ensure the environment is always purposeful and safe, reporting and maintaining any identification of risk that might compromise child and adult safety.
- Build positive relationships with children, supporting their sense of belonging, confidence, independence, and agency.
- Support individual children and small groups through play-based learning, intentional teaching, and responsive interactions.
- Attend to children's physical, social, and emotional needs while promoting positive behaviour, inclusion, and wellbeing.
- Maintain active supervision of children and ensure all child safety, health, and wellbeing requirements are followed.
- Contribute to observations, documentation, and reflections that support children's learning and development.
- Assist with preparing, maintaining, and evaluating learning environments, resources, and experiences.

Parents

- Develop respectful and professional relationships with children, families, and the wider School community.
- Support family engagement opportunities including meetings, events, information sessions, and transition activities.
- Communicate positively and frequently with families about children's learning, development, and wellbeing.
- Respond appropriately to family enquiries and seek guidance from the Early Childhood Teacher or Director when required.
- Support volunteer and community engagement processes in line with School requirements

Staff

- Work collaboratively as part of the Early Learning Centre team and broader School community.
- Support the implementation of the National Quality Standard (NQS) and contribute to continuous improvement processes, including the Quality Improvement Plan (QIP).
- Participate in staff meetings, planning, professional learning, and reflective discussions.
- Maintain professional knowledge and participate in relevant professional development.
- Follow all legislative requirements, School policies, procedures, and child safety obligations.
- Demonstrate professionalism and act as a positive role model for children, families, and colleagues.

Promotion of the School

- Support the promotion of the Early Learning Centre and School through positive interactions with families and the wider community.
- Attend and contribute to School events, including Open Days, Information Evenings, and community events as required.

General

- Support the ethos, values, and mission of the School.
- Maintain confidentiality and professionalism at all times.
- Communicate effectively with children, families, staff, and the wider School community.
- Undertake other duties as requested by the Early Childhood Teacher, Director of Early Learning, or Head of Junior School.

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Key Selection Criteria

Essential Experience and Skills

- An approved Early Childhood Educator Qualification
- First Aid Certificate
- CPR
- Anaphylaxis Management
- Asthma Management
- EC PROTECT Training
- National Child Safe Training Foundations and Advanced
- Current and Valid Working with Children's Check

Inherent Requirements

Physical:

- Stand, walk or move across spaces for prolonged periods (more than 30 minutes) to support the needs of children.
- Lift, hold or assist children of varying size and capability (i.e. nappy change, support children in climbing)
- Assist in carrying and moving equipment needed in providing the program.
- Squatting &/or getting down on the floor (at the child's level) to support and engage.
- Provide basic cleaning duties including but not limited to, wiping down surfaces, mopping, and using cleaning products.
- Be physically capable of engaging with children, families, and colleagues for a maximum 7.5 hours per day, up to 5 days per week.
- Be physically capable of sustaining CPR for at least two (2) minutes on the floor

Interpersonal:

- Strong abilities in reading, writing and verbal communication.
- An ability to constructively give and receive critical feedback.
- An ability to follow and provide verbal and written instructions
- An ability to interpret private information and maintain confidentiality.
- An ability to support and deliver program with intentional teaching.
- Emotional flexibility and stability to cater to the varying needs of children and families.
- Ability to handle general stressors (meeting deadlines, task management, managing expectation, etc)

Cognitive:

- Basic computer literacy, including but not limited to the use of Microsoft Office (Word, Excel and PowerPoint), email functions, internet browsing and other general computer functions.
- Ability to read, interpret and follow written and verbal instructions.

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Child Safety

St Paul's Anglican Grammar School is a child safe organisation which welcomes all children, young people and their families.

We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. Our child safe policies, strategies and practices are inclusive of the needs of all children and students. We promote positive relationships between students and adults and between students and their peers. These relationships are based on trust and respect.

We take proactive steps to identify and manage any risk of harm to students in our school environment. When child safety concerns are raised or identified, we treat these seriously and respond promptly and thoroughly. Particular attention is given to the child safety needs of Aboriginal students, those from culturally and linguistically diverse backgrounds, international students, students with disabilities, those unable to live at home, children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex and queer (LGBTIQ+) and other students experiencing risk or vulnerability. Inappropriate or harmful behaviour targeting students based on these or other characteristics, such as racism or homophobia, are not tolerated at our school, and any instances identified will be addressed with appropriate consequences. All staff, contractors and volunteers are expected to act on any such incidents. It is also an expectation of the School that all staff and volunteers will support children to express their culture and enjoy their cultural rights. Child safety is a shared responsibility. Every person involved in our school has an important role in promoting child safety and wellbeing and promptly raising any issues or concerns about a child's safety. Teachers, Education Support Staff, contractors and volunteers are responsible for understanding and applying the School's child safety policies and procedures. All staff, as well as volunteers and contractors, must complete the St Paul's Anglican Grammar School Child Safety Training before beginning employment at the School and annually thereafter.

Intellectual Property

In accepting this offer employment, you:

- presently assign to the School all existing and future Intellectual Property Rights (defined below) in all inventions, models, designs, drawings, plans, software, reports, proposals and other materials created, generated or developed by you (whether alone or with the School or with other employees, agents or contractors of the School), during the hours of work or otherwise, for use by the School;
- acknowledge that by virtue of this paragraph all such existing rights are vested in the School, and, on their creation, all such future rights will vest in the School;
- agree that you will do all things reasonably requested by the School to enable it to assure further the Intellectual Property Rights assigned under this contract of employment;
- agree that you will not use, copy or reproduce any of the intellectual property of the School other than for the purpose of your employment or as approved in writing by the School;
- voluntarily and unconditionally consent to all or any acts or omissions by the School (or persons authorised by the School) in relation to any and all works made by you (whether before or after this consent is given) during your employment which would otherwise infringe your Moral Rights.

Intellectual Property Rights: all intellectual property rights including, without limitation, patents, significant copyright works, registered designs, trademarks (both registered and unregistered), business and trading names, and the right to have confidential information kept confidential.

Moral Rights: in relation to any copyright works that you may author in the course of your employment with the School, the right of attribution, the right to prevent false attribution, and the right of integrity.