

Job and Person Description

Position title	Head of Early Learning
Commencement Date	tbc
Reports to	The Principal/CEO
FTE	Full time
Salary	Salary to be negotiated

A. Position Specification

Summary of Purpose of Position and Its Responsibilities

As the Head of Early Learning at Investigator College, you are accountable for the key responsibilities and duties listed below and ensuring compliance with all legislative requirements [National Regulations] pertaining to the operation of an Early Learners' Centre. You will report to the Principal and participate in the Executive Leadership Team meetings as required.

Terms & Conditions of Employment

- This position is subject to the terms and conditions of the Investigator College Enterprise Agreement 2016. The agreement covers areas such as annual leave, personal leave and leave loading;
- This is a 1.0 full time position;
- The salary will be negotiated;
- The College will contribute 9.5% of the base salary to a superannuation fund (or as per the Superannuation Guarantee Legislation);
- There will be further additional allowances paid by the College, negotiated with you, including relevant professional learning and work-related expenses;
- Long Service Leave entitlements will accrue as per the Long Service Leave Act;
- The Head of Early Learning will undertake a performance review each year with the Principal to reflect on the year's work and the achievable goals set.
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Reporting and Working Relationship

The Head of Early Learning is directly accountable in your day-to-day operations to the Principal. The Head of Early Learning will act as the Line Manager for all staff in the Early Learners' Centre.

Key Responsibilities / Duties Including

As the person with responsibility for the day-to-day management of the Early Learners' Centre you will be responsible for:

Job and Person Description

Educational programs

- Ensure educational programs are:
 - Based on and delivered in accordance with an approved learning framework;
 - Based on the developmental needs, interests and experiences of each child;
 - Designed to take into account the individual differences of each child;
 - Reflective of best practice, teaching and learning methodology;
 - Utilising the College's Learning Support Team to identify and support children who may be 'at risk'.

Pastoral care

- Ensure adequate pastoral care and behaviour management is provided to ensure good relationships are developed and maintained and all children and colleagues are protected from physical, social, emotional and intellectual harm.

Supervision and safety of children

- Ensure children are adequately supervised and are protected from harms and hazards.

Entry and exit from the premises

- Ensure children do not leave the education and care service premises except in accordance with the National Regulations;
- Ensure that a parent of a child being educated and cared for by the Early Learners' Centre may enter the premises at any time when the child is being educated and cared for by the Early Learners' Centre except when:
 - Permitting entry would pose a risk to the safety of the children and staff or conflict with the duty of the supervisor under the National Law; or
 - The supervisor is aware the parent is prohibited by a court order from having contact with the child.

Food and beverages

- Ensure adequate health and hygiene practices and safe practices for handling, preparing and storing food are implemented to minimise risks to children;
- Ensure children being cared for by the service have access to safe drinking water at all times and are offered food and beverages on a regular basis throughout the day.

Administration of medication

- Ensure that medication is not administered to a child being cared for by the service unless the administration (except in the case of anaphylaxis or asthma emergency) is administered in accordance with the National Regulations;
- Where medication is administered to a child without authorisation in a case of anaphylaxis or asthma emergency, ensuring that a parent of the child and emergency services are notified as soon as possible.

Job and Person Description

Prescription and non-prescription drugs and alcohol

- Ensure that while educating and caring for children in the Early Learners' Centre, staff do not consume alcohol or be affected by alcohol or drugs (including prescribed medication) so as to impair their capacity to supervise or provide education and care to children.

Sleep and rest

- Take reasonable steps to ensure that the needs for sleep and rest of children are met, having regard to the ages, development stages and individual needs of children.

Excursions

- Ensure that a risk assessment is conducted before an excursion in accordance with the National Regulations, and specifically that the risk assessment is conducted before authorisation is sought to take a child on the excursion.

Staffing

- Ensure the prescribed educator to child ratios are met and each educator at the service meets the qualification requirements relevant to the educator's role;
- Ensure an unauthorised person (as defined by the National Law) is not in the Early Learners' Centre whilst children are present unless the person is under direct supervision;
- Ensure all staff are inducted and provided with any other required training;
- Facilitate effective training and development programs in collaboration with the Principal;
- Liaise with the Principal in all matters relating to staff performance and development;
- Mentor staff when requested.

Leadership

- In line with the Vision, Mission and Values of Investigator College, professionally represent the College at all times;
- Build and maintain positive and professional relationships with students, parents and colleagues;
- Fully participate in the life of the College;
- Act as line manager for all ELC staff including participation in recruitment, performance management, and supporting and mentoring staff;
- Supervise work experience placements including ensuring evaluations are completed and reporting processes are followed;
- Participate at College Board meetings when required.

Student learning

- Lead colleagues to select and develop teaching strategies to improve student learning using knowledge of the physical, social and intellectual development and characteristics of students;

Job and Person Description

- Lead processes to evaluate the effectiveness of teaching programs using research and workplace knowledge about how students learn;
- Evaluate and revise College learning and teaching programs, using expert and community knowledge and experience, to meet the needs of students with diverse linguistic, cultural, religious and socioeconomic backgrounds;
- Develop teaching programs that support equitable and ongoing participation of Aboriginal and Torres Strait Islander students by engaging in collaborative relationships with community representatives and parents/caregivers;
- Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.

Content and curriculum knowledge, development and implementation

- Lead initiatives within the College to evaluate and improve knowledge of content of teaching strategies and demonstrate exemplary teaching of subjects using effective, research-based learning and teaching programs;
- In collaboration with the Deputy Principal and Principal, lead curriculum development and implementation, to ensure continuity and appropriateness across the College;
- Lead initiatives that utilise comprehensive content knowledge to improve the selection and sequencing of content into coherently organised learning and teaching programs;
- Lead colleagues to develop learning and teaching programs using comprehensive knowledge of curriculum, assessment and reporting requirements;
- Lead initiatives to assist colleagues with opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages;
- Monitor and evaluate the implementation of teaching strategies within the College to improve student achievement in literacy and numeracy using research-based knowledge and student data;
- Lead and support colleagues within the school to select and use ICT with effective teaching strategies to expand learning opportunities and content knowledge for all students.

Planning and implementation of effective teaching and learning

- Demonstrate exemplary practice and high expectations and lead colleagues to encourage students to pursue challenging goals in all aspects of their education;
- Exhibit exemplary practice and lead colleagues to plan, implement and review the effectiveness of their learning programs to develop students' knowledge, understanding and skills;
- Work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking;
- Model exemplary skills and lead colleagues in selecting, creating and evaluating resources, including ICT, for application by teachers within or beyond the College;

Job and Person Description

- Demonstrate and lead by example inclusive verbal and non-verbal communication using collaborative strategies and contextual knowledge to support students' understanding, engagement and achievement;
- Conduct regular reviews of teaching and learning programs using multiple sources of evidence including: student assessment data, curriculum documents, teaching practices and feedback from parents/carers, students and colleagues;
- Initiate contextually relevant processes that involve parents/caregivers in the education of their children and broader College priorities and activities.

Creating and maintaining supportive and safe learning environments

- Demonstrate and lead by example the development of productive and inclusive learning environments across the College by reviewing inclusive strategies and exploring new approaches to engage and support all students;
- Initiate strategies and lead colleagues to implement effective classroom management and promote student responsibility for learning;
- Lead and implement behaviour management initiatives to assist colleagues broaden their range of strategies;
- Evaluate the effectiveness of student well-being policies and safe working practices using current College and/or system, curriculum and legislative requirements and assist colleagues to update their practices;
- Review or implement new policies and strategies to ensure safe, responsible and ethical use of ICT in learning and teaching.

Assessing, providing feedback and reporting on student learning

- Evaluate College assessment policies and strategies to support colleagues with using assessment data to diagnose learning needs, complying with curriculum, system and/or College assessment requirements and using a ranges of assessment strategies;
- Model exemplary practice and initiate programs to support colleagues in applying a range of timely, effective and appropriate feedback strategies;
- Lead and evaluate moderation activities that ensure consistent and comparable judgements of student learning to meet curriculum and College system requirements;
- Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice;
- Evaluate and revise reporting and accountability mechanisms in the College to meet the needs of students, parents/caregivers and colleagues.

Professional learning

- Use comprehensive knowledge of the National Professional Standards for Teachers to plan and lead the development of professional learning policies and programs that address the professional learning needs of colleagues and pre-service teachers;
- Initiate collaborative relationships to expand professional learning opportunities, engage in research, and provide quality opportunities and placements for pre-service teachers;

Job and Person Description

- Implement professional dialogue within the College that is informed by feedback, analysis of current research and practice to improve the educational outcomes of students;
- Advocate, participate in and lead strategies to support high quality professional learning opportunities for colleagues that focus on improved student learning.

Professional engagement with colleagues, parents/caregivers and the community

- Model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community;
- Initiate, develop and implement relevant policies and processes to support colleagues' compliance with and understanding of existing and new legislative, administrative, organisational and professional responsibilities;
- Identify, initiate and build on opportunities that engage parents/caregivers in both the progress of their children's learning and in the educational priorities of the College;
- Take a leadership role in professional and community networks and support the involvement of colleagues in external learning opportunities.

Communication

- Ensure appropriate communication between staff within the Early Learners' Centre and across the College;
- Liaise with the College's Primary teachers in regards to transition of children, class placements and information dissemination;
- Participate in meetings in order to advise Executive on relevant Early Learners' Centre issues;
- Liaise with College Well Being Team leaders;
- Collaborate with the Principal regarding the enrolment of children;
- Facilitate interviews and orientation visits for all Early Learners' Centre families and children prior to their commencement in the Centre;
- Ensure all staff, parent and student publications are sent out appropriately in a timely, informative and professional manner;
- Coordinate and prepare the Staff Handbook ensuring it contains all information staff need to meet College policies and guidelines;
- Oversee all official correspondence from relevant staff ensuring all correspondence represents Investigator College professionally and in line with our guidelines, values and mission;
- Update staff, parent, student publications, e.g. diary, policies and procedures in a timely and effective manner;
- Support the Development Officer with the publication of the College newsletter.

Budget

- Assist the Business Manager with the development of appropriate budgets;
- Manage Early Learners' Centre Budget.

Job and Person Description

Education and Care Services National Law and the Education and Care Services National Regulations

- Ensure the Early Learners' Centre meets the requirements of the National Law and Regulations;
- Maintain, implement and review the recommendations from the Early Learners' Centre Quality Improvement Plan.

Other

- Assume the role of Nominated Supervisor for the Early Learners' Centre in the absence of the Principal and Deputy Principal;
- Assist staff in implementing assessment and reporting policies and procedures;
- Coordinate Early Learners' Centre events, for example parent information evenings and children's health checks, in collaboration with the Development Officer;
- You must comply with all Investigator College policies and procedures;
- You must comply with the Investigator College Workplace Health and Safety policy. The onus is on you to appreciate any restrictions you may have in relation to your health. You must take reasonable care to protect your own health and safety as well of the health and safety of others who may be affected by your actions or omissions;
- Other duties in line with the Head of Early Learning, skills and capabilities as determined by the Principal.

B. Person Specification

1. Knowledge & Skills Required

- Demonstrated high skill levels in establishing effective working relationships with staff, students and parents;
- Demonstrated effective leadership skills in administration, interpersonal relations, planning and programming;
- Demonstrated ability to present professionally and confidently particularly in a public speaking capacity;
- Demonstrated ability to operate with the utmost integrity at all times;
- Demonstrated ability to work collaboratively;
- Demonstrated ability to communicate effectively in both written and oral forms;
- Demonstrated ability to manage one's own time and to demonstrate own initiative;
- Demonstrated ability as both a team leader and team member;
- Demonstrated understanding of the Early Years Learning Framework;

Job and Person Description

- Demonstrated knowledge of best practice change management processes;
- Demonstrated ability to contribute to the Christian life of a school in the Anglican tradition;
- An understanding of the ethos of Independent Schools.

2. Essential Experience

- Experience in a Leadership position within a School or Early Learning Centre;
- Proven ability to remain positive, patient, supportive and approachable;
- Experience in mentoring and managing staff performance;
- Experience as a successful Early Childhood or Junior Primary Teacher;
- Experience in effectively managing conflict and using effective problem-solving strategies when working with parents, staff and children.

3. Desired Qualifications

- Academic qualification in keeping with the level of responsibility and preferably including post-graduate study;
- An appropriate Early Learning qualification from a tertiary institution recognised by the South Australian Teachers Registration Board;
- A Supervisor Certificate granted by the appropriate regulatory authority.

4. Essential Qualifications

- An appropriate Teaching qualification from a tertiary institution recognised by the South Australian Teachers Registration Board.

Acceptance of Offer

I have considered and understand the conditions of employment as set out above.

I accept the offer of employment on the basis of these conditions.

Full Name (please print) _____

Signed & Accepted:		Dated:	
Signed by Principal:		Dated:	