



## JOB DESCRIPTION AND PERSON SPECIFICATION

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**Title of Job:** Early Learning Centre Director  
**Classification:** Teacher  
**Tenure:** 0.8 FTE

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### **JOB DESCRIPTION**

#### **1. Summary of the broad purpose of the job in relation to the school's goals.**

An Early Learning Centre Director at Loxton Lutheran School is employed to meet the needs of students in their care. The Director will fulfil the roles, accept responsibilities and meet appropriate duties as described within this statement in accordance with the School's Future Directions Action Plan, aims and values and the Industrial Agreements.

A Director at Loxton Lutheran School will work within:

- the law applying to teachers
- school policies, regulations and expectations as outlined in school documents
- the School Strategic Plan, aims and values
- Educating and Early Childhood Services (Registration and Standards) Act 2011
- industrial agreements as they apply from time to time
- Workplace Health and Safety Regulations and other external regulations governing the school.

#### **2. Reporting Working Relationships**

The person will:

- report to the Principal
- work closely with early childhood educators and any other staff as required by the Principal
- support and cooperate with parents

### **3. Extent of Authority**

- Manage staff in the Centre.
- Develop to finality, teaching and learning programmes for children in the Centre in accordance with the Early Childhood Framework
- Recruit and train volunteers to support particular programmes in consultation with the Principal.
- Manage the resources budget in consultation with the Business Manager.

### **4. Statement of Key Outcomes**

- Manage staff ensuring adherence to Early Childhood Services (Registration and Standards) Act 2011.
- Develop and maintain supportive and caring relationships with children.
- Plan and implement a teaching and learning programme founded on a play-based approach to teaching and learning.
- Engage in regular professional development activities consistent with the goals of the school.
- Use a range of teaching strategies and approaches designed to meet the individual needs of all children.
- Use a range of formative and summative assessment strategies and report to appropriate stakeholders.
- Develop and use a wide range of resources to support the learning programme.
- Develop and seek to maintain harmonious professional relationships with colleagues.
- Establish and maintain relationships with parents/caregivers based on courtesy, mutual trust, respect and open communication.
- Prepare reviews of Early Learning Centre policies.
- Co-ordinate the development of the Quality Improvement Plan in collaboration with ELC Educators and the Principal.
- Co-ordinate the ELC Parent Committee.
- Contribute to the wider school curriculum.
- Facilitate Early Learning Centre Staff Meetings.
- Attend and participate in School Professional Learning Meetings and School Council Meetings when required by the Principal.

## **Person Specification**

### **1. Educational/Vocational Qualifications**

An Early Learning Centre Director at Loxton Lutheran School will:

- be registered by the SA Teachers Registration Board as a teacher, or hold authority in writing from the Board to seek a teaching position
- have satisfactorily completed, be working towards, or be willing to complete the appropriate theological study requirements to be accredited as determined by the Board for Lutheran Education Australia.
- have completed RAN training in the last three years
- hold a current Certificate in Provide First Aid in Education & Care Setting HLTAID004
- hold a current Working with Children Check

### **2. Personal skills, ability and aptitude**

An Early Learning Centre Director at Loxton Lutheran School will:

- be a committed practising Christian and have a Lutheran theological background or be prepared to uphold its tenets and foundations
- be willing to disclose and bear witness to their own faith as they interact with children and other members of the school community
- be prepared to be actively involved in the non-instructional responsibilities which are part of a developing school / development school
- have a passion for the profession
- believe that all children have the right and ability to learn
- work as part of a team, towards the development of a stimulating dynamic learning environment across the whole school, designed to meet the needs of every child
- have knowledge of relevant law, regulations, policies and other specific functional knowledge required to successfully carry out the role
- have the capacity to explain teaching processes and strategies
- capably use a variety of ICT mediums
- be prepared to present papers or proposals to Governing Council as required.

### **3. Experience**

An Early Learning Centre Director at Loxton Lutheran School will have proven experience and success in the teaching of children in the early years and have demonstrated competence in the following areas:

#### ***Using and developing professional knowledge***

- Have a sound knowledge of Christian education requirements, especially based on Lutheran doctrine.
- Have an understanding of, and be able to apply current theories regarding the development of children in the 3-6 years age range.

- Articulate and apply a wide range of teaching strategies.
- Have the ability to plan, implement, assess and review units that are engaging, establish clear, challenging and achievable expectations for children, and develop their sense of control and responsibility for their own learning.
- Have the capacity to monitor each child's progress and provide feedback on that progress to all stakeholders.
- Know and be able to use a wide range of strategies for assessing each child's progress.
- Have the capacity and commitment to develop a sound knowledge of the Early Years Learning Framework for Australia: Belonging, Being & Becoming and the National Quality Framework.
- Understand how children learn.
- Understand and be able to articulate the role of play in the development of the child in the early years.
- Understand the relationship between process and content.
- Operate within the framework of the law and regulation, school policies and expectations.
- Recognise and value diversity and individual differences in children.
- **Expect** every child to succeed.

### ***Communicating, interacting and working with children and others***

- Communicate effectively with children.
- Develop positive relationships with children.
- Create a culture in the Centre that reflects equitable treatment of children.
- Respond to the needs, rights and contributions of all children in order to promote equality of educational opportunity.
- Have a working knowledge of contemporary practices in child behaviour management and employ strategies that ensure a safe, orderly and success-oriented learning environment.
- Take action to eliminate discrimination and harassment among children.
- Assist in meeting the needs of children in special situations with access to specialist assistance.
- Work cooperatively and collaboratively with teachers, ancillary staff and others.
- Establish relationships with parents and others responsible for the care of children based on courtesy, mutual trust, respect and open communication.
- Respect parents' and care-givers' rights of enquiry, consultation and information with regard to their children.
- Respect family privacy and treat information with an appropriate level of confidentiality.
- Communicate with school support staff, other members of the profession and the wider community in a courteous and respectful manner.

### ***Planning and managing the teaching and learning process***

- Demonstrate a thorough knowledge of subject matter.
- Be aware of developmentally, socially and culturally appropriate practice.
- Facilitate the provision of learning and teaching through purposeful programmes designed to meet the individual needs of all children.

- Be receptive to various learning theories and select those most appropriate to match the child's learning circumstances.
- Work with external agencies and other professionals to meet any special needs of any child in collaboration and consultation with the parents and Principal.
- Plan programmes to achieve specific learning outcomes.
- Design learning programmes to motivate and engage all children.
- Demonstrate flexibility and responsiveness.
- Establish clear, challenging and achievable expectations for children.
- Foster independent, collaborative and cooperative learning.
- Engage the children actively in developing their own knowledge by teaching them to take responsibility for their own learning.
- Timetable appropriately for a balanced and coherent curriculum.

***Monitoring and assessing student progress and learning outcomes***

- Know the educational basis and role of assessment in teaching.
- Know and use a wide range of assessment strategies.
- Take part in child assessment and reporting procedures as per the learning programme and principles developed by the school.
- Monitor progress and provide judgment about child's experiences with reliability, credibility and fairness.
- Maintain evaluation records of each child's progress.
- Report on each child's progress to parents and others responsible for the care of children.

***Reflecting, evaluating and planning for continuous improvement***

- Critically reflect on own practice to improve the quality of teaching and learning.
- Review the effectiveness of teaching strategies and teaching and learning programmes and implement and monitor changes as required.
- Strive to improve the quality of teaching and learning.
- Be involved in professional reading.
- Critically evaluate contemporary ideas and practices in teaching.
- Seek active membership in professional associations.