



SCOTCH OAKBURN COLLEGE
CREATING THE FUTURE

POSITION DESCRIPTION Director of Early Learning

TITLE:	Director of Early Learning
AWARD/AGREEMENT:	Agreement Free
EMPLOYMENT STATUS:	Permanent full-time
REPORTS TO:	Head of Elphin Campus
LOCATION:	Elphin Campus
HOURS OF WORK:	38 hours per week for 52 weeks per year (with 4 weeks annual leave)
QUALIFICATIONS:	Bachelor of Education (Early Childhood), or Relevant Diploma level qualification in line with ACECQA requirements
MANDATORY CLEARANCES:	<ol style="list-style-type: none"> 1. Working with Vulnerable People (Children) Registration 2. National Police Certificate (Schedule 1 Record) Or TRB for Teacher (Early Childhood) 3. First aid qualification HLTAID012

The College:

Scotch Oakburn College is an independent, open entry day and boarding school of approximately 1,300 students from Early Learning through to Year 12, in association with the Uniting Church in Australia. Through the provision of academic, pastoral, and co-curricular programs, the College provides a holistic education designed to prepare students for their future.

Our College has three campuses:

- **Elphin Campus**, located in the inner eastern suburbs of Launceston and home to our Junior School (Early Learning Centre and Years Prep to 5) as well as our Boarding House students who come to us from intrastate, interstate and international locations.
- **Penquite Campus**, located 2.5km from our Elphin Campus and home to our Middle School students (Years 6 to 8) and Senior School students (Years 9 to 12).
- **Valley Campus**, located in the Fingal Valley just over an hour's drive from Launceston and the hub of our Education Outdoors and Environment Centre.

Scotch Oakburn College is one of 250 Round Square schools that span 50 countries around the globe. Round Square schools are committed to character education and experiential learning built around the six IDEALS of International Understanding, Democracy, Environmental Stewardship, Adventure, Leadership and Service.



Scotch Oakburn College is accredited by the **Australian Childhood Foundation** in recognition of its commitment to **child safety standards**.

Child safeguarding screening, selection and training practices form part of the recruitment and selection process, and employment conditions for all positions at the College.



Early Learning Centre

The College's Early Learning Centre is located within our Junior School on the Elphin Campus and shares in some of the Junior School facilities, specialist staffing and administrative support.

The Early Learning Centre is an Approved Centre under the National Quality Framework, providing learning programs and care for children from age three upwards.

During school term times, the College provides:

- 3-year-old Early Learning Program, and
- 4-year-old Early Learning Program.

Additionally, Outside School Hours Care is provided with:

- Before School Care programs for children aged 3-12 from 7.30am to 8.30am, and
- After School Care programs for children aged 3-12 from 3:00pm until 6:00pm.

During school holiday times students' hours include:

- Vacation Care programs for children aged 3-12 from 8:00am to 6:00pm daily.

Scope of Position:

Scotch Oakburn College delivers the Early Years Learning Framework (EYLF) through innovative learning programs designed to cater for the learning needs and personal development of each student. It prides itself on creating an environment where every student is known, valued and cared for. This is fundamental to the College's approach to pastoral care, student wellbeing and learning.

All staff work collaboratively in a team committed to building exciting learning environments that engage and challenge young learners. After hours and weekend work may be required to meet the requirements of the role, as well as term-based school events and position commitments.

Primary Duties and Responsibilities:

Early Learning Programs:

- Early Learning Program curriculum and resource planning and coordination under the Early Years Learning Framework (EYLF). Ensure reflective discussions and considerations apply an appropriate level of focus on interactions, collaboration, routines, intentional teaching and learning, scaffolding to ensure all children feel known, valued and cared for.
- Coordinate Professional Learning Teams for Early Learning (3YO and 4YO), provide leadership to ensure teams are working effectively, identifying, and implementing continuous improvements.
- Ensure the children's learning are documented to a high standard, to inform families of the child's progress and engagement in learning.
- Be the first point of escalation for students matters relating to curriculum, learning outcomes, pastoral care and behavioural management.

Outside School Hours Care (OSHC) including Vacation Care

- Ensure appropriate learning and activities are planned and delivered within the OSHC services, that provide a developmentally stimulating environment whereby each child's physical, social, emotional and cognitive development is nurtured.
- Ensure all Before School Care, After School Care and Vacation Care programs are aligned to the teaching and learning ethos of the College and My Time Our Place.
- Work collaboratively with the Outside School Hours Care Coordinator to ensure high quality programs, effective staffing and smooth operational alignment between Early Learning and OSHC programs.

General (across programs/services):

- Identify and implement program improvement such as policy and procedure development and improves; including ways to make program learning experiences, children's interactions and routines more effective.
- Provide leadership, coaching and all aspects of people management for Early Learning, and OSHC (including Vacation Care) teaching and learning assistant staff. Ensure all new staff receive an appropriate induction to the Early Learning Centre, and its policies and procedures.
- Collaborate with the Junior School Leadership Team and Business Support on Early Learning and OSHC needs; including the identification and improvement of systems across the early learning and early primary, to ensure continuity of learning and appropriate transition to school strategies are in place.
- Oversee the ongoing regulation obligations of the Early Learning Centre, including ensuring that organisational positions as defined by legislation are appropriately aligned with the Early Learning structure of the College.
- Collaborate with the Business Office regarding staffing, compliance, fee management, and other operational matters to ensure the efficient and compliant operations of the Early Learning Centre.
- Liaise with the Director of Teaching and Learning on all professional learning needs of the Early Learning Centre.
- Collaborate with the Head of Inclusive Education, Director of Wellbeing and Social Emotional Teacher on individual student needs (including ISS needs), assisting teaching early learning assistant, and OSHC staff with the implementation of strategies, as required.
- Liaise with families and carers in relation to the educational and service offering, including tours for prospective enrolments. Ensure the Head of Elphin Campus is aware of any parental concerns or issues.
- Undertake any additional miscellaneous duties, as assigned from time to time, by the Head of Elphin Campus or Principal.
- Perform duties in a manner that is without an unacceptable level of risk to your own health and safety, other employees, students or the College community in general, making risk prevention a priority.
- Work with other early childhood professionals, such as early childhood intervention specialists, as required.
- Oversee all Childcare Management System (CCMS) administrative functions, including but not limited to Child Care Subsidy (CCS), bookings, and Inclusion Support Funding.

POSITION DESCRIPTION

Director of Early Learning

- Collaborate with the Enrolments Team to ensure the placement of Early Learning students aligns with authorised places and service capacity requirements.
- Play a role in advancing the Scotch Oakburn College SOC 2035 Operational Plan by actively contributing to College-wide forums, ensuring Early Learning initiatives contribute to the long-term strategic direction of the College.
- Liaise daily with the Daily Organiser – Elphin to ensure Early Learning staffing levels meet regulatory requirements, service needs, and operational demands.
- At times, the Director of Early Learning may be required to contribute to staffing ratios within the Early Learning Centre, including providing direct support in classrooms or care environments as operationally required.

Additional Regulatory Compliance:

- Project manage the College's participation in regulatory audits, as scheduled and required. Ensure any advice or action required from the Regulatory Authority is received and responded to accordingly.
- In addition to any auditing requirements, ensure internal review and monitoring of National Quality Standards, and where required, develop and implement strategies for program improvements and staff competency and training needs.
- Ensure the responsibilities of the Nominated Supervisor and Nominated Educational Leader are met, including, but not limited to ensuring:
 - The Early Learning Centre has appropriate educational programs in place,
 - Children are appropriately supervised, and protected from harms and hazards,
 - Appropriate entry and exit procedures are in place, and working effectively at all times,
 - Appropriate food and beverage practices are in place, and adhered to,
 - Appropriate procedures are in place to support the administration of medication,
 - Risk assessments are undertaken to identify and mitigate risks linked to excursions, learning environments and learning experiences.
 - Prescribed staff and child ratios are maintained at all times, including the appropriate levels of staff qualifications.
 - Ensure the Early Learning Centre Quality Improvement Plan is continually reviewed and updated as required in collaboration with Early Learning Centre staff.

Level of Accountability

Performance of the role must be undertaken with the highest of integrity, in accordance with the College Delegations of Authority. This is a highly autonomous role, with general direction provided on a day-to-day basis. Guidance and advice are available from the Director of Teaching & Learning and Head of Elphin Campus as required.

All tasks must be completed within required timeframes, to a high standard, and in accordance with the policies and procedures of the College. Actively engaging in reflective practices and receiving feedback is required to promote continuous improvement and to lead individual professional development objectives. This role is accountable for the supervision and performance of direct reports.

Organisational Relationships

Reports to:	Head of Elphin Campus
Direct Reports:	Outside School Hours Care Coordinator Early Learning Teaching Staff Early Learning Assistants
Key Internal Relationships:	Principal Director of Teaching & Learning – Elphin Director of Wellbeing – Elphin Deputy Heads of Junior School (P-2 and 3-5) Head of Inclusive Education – Elphin Social Emotional Teacher Elphin (P-5) teaching and support staff
External Relationships:	Parents and/or carers of students Organisations with whom the College deals
Leadership Teams:	Elphin Leadership Team

Safeguarding Children and Young People

As an employee of Scotch Oakburn College, you are required to adhere to our Code of Conduct, accessible on The Dash, which outlines behaviour standards aligned with safeguarding children and young people.

Your responsibilities include providing a safe and welcoming environment for children and young people, acting as a positive role model, ensuring positive and safe interactions, and providing adequate care and supervision. Through the performance of their roles, all staff are required to promote the safety and well-being of children and young people in our care, and report suspicions or disclosures of abuse or policy breaches to management.

Additionally, during your employment with the College you are required to maintain valid Working with Vulnerable People documentation and undergo periodic National Criminal History record checks. You are also obligated to report to College management any criminal charges or convictions received during employment that may pose a risk to children and young people.

Work Health and Safety

Scotch Oakburn College is committed to achieving the highest attainable standards of Work Health and Safety (WHS) for its staff, students, and visitors. As a member of staff, you will be required to:

- take reasonable care of your own health and safety,
- take reasonable care that your acts or omissions do not adversely affect the health and safety of other persons,
- comply, so far as you are reasonably able to, with any reasonable instruction provided by the College to allow the College to comply with the Work Health and Safety Act,
- co-operate with any reasonable policy or procedure of the College relating to health or safety, and

- report any injury, hazard, near miss or incidents and losses as soon as they are detected using the College's incident and accident reporting system.

Knowledge and Experience:

Experience is required in:

- Knowledge of current regulations, including licensing standards established under the National Quality Standards.
 - Understanding of the Reggio Emilia approach to learning for young children.
 - Understanding of language and literacy development for young children.
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In accordance with its Recruitment Policy, Scotch Oakburn College is committed to selection procedures based on merit, qualifications, experience and which are aligned to the key selection criteria of the role. As such, applications for this role should address the Key Selection Criteria below to demonstrate their ability to fulfil the key duties and responsibilities outlined.

Key Selection Criteria

Essential

1. Approved Diploma Level qualification or Bachelor of Education (Early Childhood) or actively working towards one of these, plus relevant experience in a licensed Childcare Service.
2. Proven leadership and people management skills that demonstrate an ability to lead in a facilitative and collaborative way, that encourages a supportive team culture.
3. Demonstrated strategic agility, with well-developed understanding of current theory in early childhood development and learning pedagogy, and significant experience in implementing developmentally appropriate learning programs.
4. Safeguarding Children: a demonstrated commitment to actively contribute to the College's safeguarding culture for children and young people, including an understanding of the College's policies in relation to Child Safety.
5. Well developed knowledge and experience in relation to compliance and regulation within an Early Childhood Education and Care environment, with the ability to ensure services meet and/or exceed National Quality Standards and legislative requirements.