



Title	Relief Associate
Organisation unit	Centre for Early Education (CEEd)
Employment type	Casual
Award / Agreement	Ballarat and Queen's Anglican Grammar School (School Assistant) Agreement 2024 or its successors
Classification	CEEd Level 1
Reports to	Director of CEEd
Work location	1099 Norman Street, Wendouree, Victoria 3355

1. ABOUT BALLARAT GRAMMAR

Ballarat Grammar is one of regional Australia's leading co-educational schools with a proud history dating back to 1877 and a flourishing community of over 1,750 students from 6 months to Year 12, including around 250 boarders.

With three campuses, an extensive range of first-class facilities and a range of challenging and diverse programs, we provide rich opportunities for our students to learn to thrive.

The 'essence of Grammar' is based on wellbeing. Steeped in the Anglican tradition, we invest our values and focus in preparing our students to develop into positive and resilient individuals intent on establishing their own pathway in the world.

We want our students to graduate with a deep understanding of the world and of the people in it. As an active member school of Round Square our students are supported to take on challenges that demand courage, generosity, imagination, principle and resolution.

We take tremendous pride in maintaining a dedicated team of staff and we seek to employ people of the highest calibre. Our experienced Board of Directors is committed to ensuring all students are provided with the very best opportunities and potential for growth.

2. CENTRE FOR EARLY EDUCATION (CEEd)

The CEEd is a beautiful purpose-built facility located on the grounds of Ballarat Grammar featuring bright, natural and interactive learning spaces for children aged 6 months to 5 years. The CEEd program incorporates long day care, Reception, Kindergarten and extended care; which includes before care, aftercare and holiday program services.

The CEEd educational philosophy is derived from experience, theory and research; encompassing the work of traditional and contemporary leaders in the field of early childhood and the experiential research of our staff. Three core research pillars underpin our philosophy and practice; that of the *Reggio Emilia* educational approach, nature pedagogy and positive

psychology. These core perspectives and research influence the daily intentions of educators, programs and children - in the provision and organisation of time, space, resources and the environment; planned and spontaneous experiences for the children; teaching strategies, relationships and interactions.

3. STUDENT SAFETY STATEMENT

Ballarat Grammar is committed to zero tolerance of child abuse in every form and all allegations and safety concerns will be treated very seriously and consistently with our robust policies and procedures. All staff, volunteers and members of our community have a duty of care to protect the safety, health and wellbeing of all children in their care.

As a school with a diverse population, this includes students with a disability, Aboriginal and Torres Strait Islander children and children from culturally and linguistically diverse backgrounds.

As a Student Safe Organisation, employment with Ballarat Grammar is subject to current and satisfactory:

- National (and international, where relevant) police check, and
- Working with Children Check, and/or
- Victorian Institute of Teaching registration.

4. BALLARAT GRAMMAR VALUES

With its Christian ethos and heritage of liberal education, the School promotes the following values in all of its endeavours;

Integrity

We act morally and ethically, seeking the truth and treating others with consideration and respect.

Aspiration

We pursue excellence, in learning and in life.

Courage

We seek justice and the common good, leading with humility and persevering in adversity.

Compassion

We show kindness and embrace diversity, committing to global awareness and understanding.

Responsibility

We take responsibility for our actions, serving our communities and acting as stewards of the environment.

Hope

We share times of joy and live with hope in life's challenges, ever grateful for the richness of human experience.

For those to whom much is given will much be required – Luke 12:48





5. POSITION PURPOSE

The primary focus of this position is to work collaboratively with the Lead Educator, Associate and/or Teacher and provide high quality care and education for children between the ages of 6 months and 6 years. The Educator must act in a professional manner at all times, ensuring all practices are in accordance with early years frameworks and reflect the philosophy, policies and procedures of the CEEd.

The Infant and Toddler program is for children aged 6 months to 3 years. Each Infant and Toddler room caters for a maximum of eight children with three educators, and children are grouped together to meet their developmental needs. Children can be enrolled for between 2 and 5 days per week, for 48 weeks per year, with care being available from 7.30am to 6.00pm.

The Reception and Kindergarten Programs are for children aged from 3 years old and are offered to students between 2 and 5 days per week. The programs run from 8.40am to 3.15pm during School terms (40 weeks per year), and parents can elect for their children to participate in the Holiday Club in addition to the programs. Bush Kinder sessions are included in the programs.

The Before/After Care and Holiday Programs are available for children in the Reception and Kindergarten Programs. The Before Care Program operates from 7.30am, the After Care Program operates until 6pm and the Holiday Program operates during non-term periods.

6. ORGANISATIONAL RELATIONSHIPS

Reports to:	Infant and Toddler Lead Educator / Reception Teacher / Kindergarten Teacher / Director of CEEd (dependent on the relief position) All positions in the School ultimately report to the Headmaster
Direct Reports:	Nil
Internal Relationships:	Infant and Toddler Co-ordinator Reception Co-ordinator Kindergarten Co-ordinator Kindergarten and Reception Teachers Kindergarten and Reception Associates Infant and Toddler Lead Educators Infant and Toddler Educators All other CEEd staff Administration staff
External Relationships:	Students Families of students

7. KEY RESPONSIBILITIES

The key responsibilities are based on Victorian Early Years Learning and Development Framework (VEYLDF) and National Quality Framework (NQF).



Planning and Implementing Programs

- Assist in the implementation and assessment of a high quality and diverse educational program based on appropriate curriculum frameworks, considering the developmental needs, interests, and abilities of all the children attending the CEEEd.
- Actively support every child to participate in the program and assist in ensuring that the program promotes children's agency, choices, and influence.
- Assist in the documentation of children's learning in accordance with the CEEEd philosophy.
- Utilise a variety of teaching strategies including intentional teaching and reflective practice in daily work.
- Work with individual and small groups of children in planned and spontaneous learning.

Health and Safety

- Ensure staff and children utilise effective health and hygiene practices, including meeting all regulations relating to food safety and preparation, medical management plans, and risk management plans, policies, and procedures.
- Ensure that all children have access to nutritious food and fresh drinking water.
- Assist in the promotion of health, wellbeing, and physical exercise in the service.
- Ensure a safe and stimulating physical environment where all staff and children are protected from hazards or harm.
- Participate in daily program preparation, general cleaning, safety and packing away of equipment and materials.

Positive Relationships

- Work cooperatively, ethically, and respectfully with other educators, and support each other's professional development.
- Develop and maintain respectful, supportive, collaborative, and responsive relationships with children and their families.
- Assist with the supervision of workplace students and volunteers.
- Assist with an effective induction and orientation process for new families, children, and staff, including workplace students and volunteers.

Other

- Ensure all practices are in accordance with the VEYLDF and NQF and reflect the philosophy, policies, and procedures of the service.
- Attend professional development opportunities as appropriate or as requested by the School.
- Contribute to the continuous improvement of the service through reflective practice.
- Assist in the completion of any collection of data, medical or other records required in a timely manner.
- Other tasks as directed by the Headmaster.

8. PERSON SPECIFICATIONS

Qualifications and Certificates

- Diploma of Early Childhood and Care, Certificate III of Early Childhood Education and Care, or equivalent qualifications.
- First Aid Certificate, including Anaphylaxis and Asthma Management.
- Food Handling Certificate.



Knowledge and Experience

- Demonstrated knowledge and understanding of appropriate Early Learning curriculum frameworks, legislation and regulations, and an ability to assist in the development and implementation of a high-quality educational program that reflects the diverse nature of the centre local and wider community.
- An appreciation and understanding of the Reggio Emilia Philosophy, Nature Pedagogy and Positive Psychology.
- A working knowledge and understanding of the developmental needs of children aged 6 months – 6 years, including children with additional needs.
- Demonstrated experience and ability to establish warm nurturing and responsive relationships with children and to sensitively meet their needs.
- Knowledge of Child Protection and Mandatory Reporting procedures.
- An understanding and commitment to abide by the expectations outlined in the CEEd Essential Agreement and agree to support their colleagues to abide by the expectations outlined in the agreement whilst employed at the Centre for Early Education.

Skills and Attributes

- Ability to demonstrate and authentically promote Ballarat Grammar's values.
- Ability to maintain confidentiality, to the highest level.
- Ability to actively adhere to and promote the School's Student Safety and Wellbeing Standards.
- Well-developed interpersonal and communication skills and an ability to communicate positively and effectively with children, parents, and professionals.
- Demonstrated ability to work with families, children, and educators in a culturally competent manner.
- Well-developed organisational skills.
- Ability to make a positive contribution as a member of a team.
- Ability to manage sensitive and/or confidential information.
- Be highly motivated, with a growth mindset.
- Be an advocate and contributor to early years learning development.

Accountability

- Undertake work and duties with regular supervision and with integrity.
- Work to timeframes and within relevant delegations of authority.
- Actively engage in reflective practice and a culture of continuous learning and development.
- Participate in supervision with your responsible manager and actively lead your own professional development in line with the organisational objectives and those set with your manager.
- The Director of CEEd is available for guidance and advice.



This position is subject to review and may change in accordance with Ballarat Grammar's operational, service and consumer requirements.

APPOINTED EMPLOYEE:

Please sign and date to acknowledge that you have read, understood and accept the contents of this Position Description:

Full Name: _____

Signature: _____

Date: _____

