

Educational Leader Job Description

A comprehensive job description template
for Australian early childhood education services

Service Name: _____

Location: _____

Employment Type: _____

Reports To: _____

Date: _____

DISCLAIMER

This template is provided for general informational purposes only and does not constitute legal advice. It is designed to reflect Australian workplace standards and early childhood education practices at the time of publication. You should review and tailor this template to suit your service, applicable modern award and specific requirements. For complex situations, independent legal or HR advice should be sought. RosterElf Pty Ltd accepts no liability for any loss arising from reliance on this document.

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1. Position Overview

1.1 Position Title

Educational Leader / Curriculum Coordinator / Pedagogical Leader

1.2 Position Summary

The Educational Leader is responsible for leading the development and implementation of high-quality educational programs across the service. This role provides mentorship and guidance to educators in curriculum planning, pedagogy and documentation practices. The Educational Leader ensures the service meets National Quality Standard (NQS) Quality Area 1 (Educational Program and Practice) requirements.

This is a regulatory requirement under the National Quality Framework (NQF). The Educational Leader works collaboratively with the management team and educators to embed the Early Years Learning Framework (EYLF) and My Time Our Place (MTO) frameworks, promote reflective practice, and support continuous quality improvement in teaching and learning. The role requires strong pedagogical knowledge, excellent communication skills, and the ability to lead without direct authority.

1.3 Reporting Structure

This position reports to:

- Centre Director / Service Manager
- Assistant Director / Educational Manager

1.4 Employment Type

This position is available as:

- Full-time (38 hours per week)
- Part-time (may be combined with room leader role)
- Role includes dedicated non-contact time for educational leadership duties

2. Key Responsibilities

2.1 Curriculum Leadership

- Lead the development and implementation of educational programs across the service
- Ensure all programs align with EYLF and MTO frameworks
- Guide educators in planning curriculum that reflects children's interests and developmental needs
- Review and provide feedback on educational programs and planning cycles
- Develop and implement curriculum frameworks and planning templates
- Ensure programs are inclusive and responsive to individual children
- Monitor program implementation and quality across all rooms

2.2 Mentoring Educators

- Provide mentoring and guidance to educators in programming and pedagogy
- Support educators to strengthen their teaching practices
- Model effective documentation and observation techniques
- Facilitate peer learning and collaborative planning sessions
- Provide constructive feedback on educational practice
- Support new educators in understanding curriculum frameworks
- Build educator confidence in implementing quality programs

2.3 Quality Area 1 Compliance

- Ensure service meets NQS Quality Area 1 standards and elements
- Monitor and evaluate educational program quality
- Lead Quality Improvement Plan (QIP) goals related to educational programs
- Prepare for assessment and rating visits regarding Quality Area 1
- Ensure compliance with National Law and Regulations regarding programs
- Maintain evidence of quality educational practice
- Address areas for improvement in curriculum and pedagogy

2.4 Professional Development

- Facilitate professional learning opportunities for educators
- Lead team meetings focused on curriculum and pedagogy
- Promote critical reflection and reflective practice
- Share current research and best practice in early childhood education
- Support educators to identify professional learning goals
- Organize and deliver in-house training on curriculum topics
- Encourage ongoing professional growth and learning

2.5 Documentation Standards

- Establish and maintain high standards for documentation across the service
- Develop templates and systems for effective documentation
- Review and provide feedback on learning stories and observations
- Ensure documentation is meaningful and linked to learning outcomes
- Support educators to document children's learning effectively
- Monitor that documentation practices meet NQS requirements
- Promote use of diverse documentation methods

2.6 Family Engagement

- Communicate the service's curriculum approach to families
- Support educators to share children's learning with families
- Facilitate family involvement in program planning
- Respond to family questions about educational programs
- Promote partnerships between educators and families
- Ensure families understand EYLF learning outcomes
- Present at parent information sessions about curriculum

3. Required Skills and Attributes

3.1 Essential Skills

Pedagogical Expertise

Deep understanding of EYLF and MTOP frameworks, learning outcomes, principles and practices.

Knowledge of contemporary pedagogical approaches including play-based learning, intentional teaching, and emergent curriculum. Ability to translate theory into practical application across different age groups.

Leadership Without Authority

Ability to influence and guide educators without direct line management authority. Building collaborative relationships, earning respect through expertise, and creating a positive learning culture. Leading through modeling, mentoring and professional influence rather than directive authority.

Mentoring and Coaching

Skilled in coaching educators to develop their practice. Providing constructive feedback, identifying learning needs, and supporting professional growth. Using questioning techniques to encourage critical reflection. Building educator confidence and capability.

Critical Reflection Facilitation

Ability to facilitate meaningful reflective practice with individuals and teams. Asking challenging questions, promoting deeper thinking, and supporting educators to critically analyze their practice. Creating safe spaces for reflection and professional dialogue.

Communication

Excellent verbal and written communication skills. Ability to articulate complex pedagogical concepts clearly. Effective presentation skills for team meetings and professional learning. Strong interpersonal skills for building relationships with educators at all experience levels.

Documentation Expertise

High-level skills in observing, documenting and assessing children's learning. Understanding of diverse documentation approaches. Ability to write and critique learning stories, observations and planning documentation. Knowledge of how documentation supports quality programs.

3.2 Personal Attributes

- Passionate about quality early childhood education
- Collaborative and team-oriented approach

- Patient and supportive with educators
- Approachable and open to questions
- Reflective practitioner who models lifelong learning
- Strong organizational and time management skills
- Resilient and adaptable to change
- Professional and maintains confidentiality
- Positive and encouraging leadership style
- Commitment to continuous quality improvement

4. Qualifications and Requirements

4.1 Mandatory Requirements

- Minimum Diploma of Early Childhood Education and Care (Bachelor degree preferred)
- Current Working with Children Check (WWCC)
- National Police Check (no older than 6 months)
- Current approved First Aid certificate, Asthma and Anaphylaxis training
- Minimum 3 years experience working in early childhood education
- Strong experience in programming and documentation
- Demonstrated knowledge of EYLF and MTOP frameworks

4.2 Desirable Qualifications

- Bachelor of Early Childhood Education (or higher qualification)
- Previous experience as Educational Leader or similar leadership role
- Additional qualifications in leadership or mentoring
- Experience with assessment and rating processes
- Professional learning in pedagogical leadership
- Experience across multiple age groups (0-12 years)
- Knowledge of inclusion and diverse learning needs

4.3 Experience

Candidates should demonstrate extensive experience as a senior educator with strong programming and documentation skills. Experience mentoring or supporting colleagues is highly regarded. The successful candidate will have a proven track record of delivering high-quality educational programs, implementing EYLF/MTOP frameworks effectively, and contributing to quality improvement initiatives.

5. Working Conditions

5.1 Hours of Work

- Full-time or part-time hours depending on service requirements
- May be combined with other roles such as room leader
- Dedicated non-contact time provided for educational leadership duties
- Some flexibility required for team meetings and professional learning sessions
- Standard operating hours typically Monday to Friday during service hours
- Occasional evening meetings or planning sessions may be required

5.2 Physical Requirements

- Ability to observe and interact with children across different rooms
- Moving between rooms and spaces to support educators
- Sitting for documentation review and feedback sessions
- Participating in team meetings and professional learning sessions
- Computer work for documentation systems and communication
- If combined with room role: physical requirements of direct care work

5.3 Work Environment

- Early childhood education service environment
- Working with educators across multiple rooms and age groups
- Balancing non-contact time with floor presence and mentoring
- Collaborative team environment requiring relationship building
- Regular interaction with management, educators and families
- Contributing to service quality improvement processes

5.4 Professional Expectations

- Maintaining current knowledge of NQS and regulatory requirements
- Ongoing professional learning in pedagogical leadership
- Professional presentation and conduct at all times
- Adherence to service policies and Code of Conduct
- Confidentiality regarding children, families and staff
- Active participation in Quality Improvement Plan initiatives

6. Award Information

6.1 Modern Award Coverage

This position is covered by the Children's Services Award 2010 (MA000120). The award sets minimum pay rates, allowances, penalty rates and conditions for employees working in early childhood education and care services.

6.2 Classification Level

Educational Leaders are generally classified under the award as:

- Level 5-6: Senior educator with programming and leadership responsibilities
- Classification depends on qualifications (Diploma vs Bachelor degree)
- Higher classifications apply for those with Bachelor degree or higher qualifications
- Additional responsibilities beyond direct education may affect classification

The specific classification level will be determined based on qualifications held and scope of responsibilities.

6.3 Penalty Rates and Allowances

Employees are entitled to penalty rates for work performed:

- Saturday: 150% of base rate
- Sunday: 175% of base rate
- Public holidays: 225% of base rate
- Additional allowances may apply for specific responsibilities

Full-time and part-time employees receive paid leave entitlements. Refer to the Children's Services Award 2010 for current rates and conditions.

7. Expected Behaviours

7.1 Professional Leadership

- Model exemplary early childhood education practice
- Demonstrate commitment to continuous improvement and reflective practice
- Maintain professional boundaries with educators, children and families
- Participate actively in service meetings and professional learning
- Support service vision and philosophy through educational leadership
- Represent the service professionally in all interactions

7.2 Mentoring Approach

- Provide supportive, constructive feedback to educators
- Build collaborative relationships based on trust and respect
- Be approachable and available for questions and support
- Recognize and celebrate educator achievements and growth
- Facilitate learning rather than directing practice
- Maintain confidentiality regarding educator performance

7.3 Quality and Compliance

- Ensure all programs meet NQS Quality Area 1 requirements

- Monitor compliance with National Law and Regulations
- Maintain high standards for documentation and planning
- Address quality concerns promptly and professionally
- Support preparation for assessment and rating visits
- Contribute evidence for Quality Improvement Plan

7.4 Communication and Collaboration

- Communicate clearly with management regarding curriculum matters
- Collaborate effectively with room leaders and educators
- Share information and resources across the team
- Facilitate open dialogue about curriculum and pedagogy
- Respond to questions and concerns in a timely manner
- Promote positive team culture and collaborative learning

8. Application Process

8.1 How to Apply

Interested candidates should submit:

- Current resume/CV including detailed work history in early childhood
- Cover letter addressing experience in programming, pedagogy and mentoring
- Copy of early childhood education qualification (Diploma or Bachelor)
- Copy of current Working with Children Check
- Copy of current First Aid, Asthma and Anaphylaxis certificates
- Examples of programming or documentation work (if available)
- Contact details for at least two professional referees

8.2 Selection Process

Shortlisted candidates will be invited to:

- Initial interview to discuss pedagogical approach and experience
- Presentation or discussion of curriculum philosophy and leadership approach
- Review of programming and documentation portfolio
- Reference checks with previous employers and supervisors
- Working with Children Check and police check verification
- Service orientation and introduction to team

8.3 Equal Opportunity

We are an equal opportunity employer and welcome applications from all qualified candidates regardless of age, gender, cultural background, disability or other characteristics protected by law. We are committed to creating an inclusive workplace that reflects the diversity of the children and families we serve.

Position Acknowledgement

I have read and understood this job description. I understand that my duties may be varied from time to time to meet the operational needs of the service.

Employee Name: _____

Employee Signature: _____

Date: ____ / ____ / ____

For Manager Use Only

Manager Name: _____

Manager Signature: _____

Date: ____ / ____ / ____