

Room 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.

Table of Contents

1. Position Overview	3
2. Key Responsibilities	3
3. Required Skills and Attributes	5
4. Qualifications and Requirements	6
5. Working Conditions	7
6. Award Information	7
7. Expected Behaviours	8
8. Application Process	8

1. Position Overview

1.1 Position Title

Room Leader / Lead Educator / Senior Educator

1.2 Position Summary

The Room Leader is responsible for leading and coordinating all activities within an assigned room or age group. This leadership role involves supervising and mentoring educators, developing and implementing high-quality educational programs, ensuring comprehensive documentation, and building strong partnerships with families. The Room Leader is accountable for maintaining room compliance with the National Quality Framework and achieving quality outcomes.

This position requires a Diploma-qualified educator with demonstrated leadership capability, programming expertise, and the ability to mentor team members. The Room Leader balances floor time with children alongside planning, documentation oversight, team coordination, and quality assurance responsibilities. Strong communication with families and collaborative relationships with the educational leader and centre director are essential.

1.3 Reporting Structure

This position reports to:

- Educational Leader / Nominated Supervisor
- Centre Director / Assistant Director
- Service Manager (in multi-site operations)

1.4 Employment Type

This position is available as:

- Full-time (38 hours per week)
- Part-time (minimum 3-4 days per week)

2. Key Responsibilities

2.1 Room Management

- Lead and coordinate daily operations within the assigned room
- Organize and oversee room routines, transitions and activities
- Maintain room environment that is safe, engaging and educationally rich
- Manage resources, equipment and materials for the room
- Ensure room meets all regulatory and quality standards
- Coordinate meal times, rest periods and outdoor play
- Maintain ratio requirements and supervision practices

2.2 Team Leadership and Supervision

- Supervise and support educators working within the room
- Delegate tasks and responsibilities to team members
- Mentor junior educators and trainees in daily practice
- Conduct team meetings and contribute to staff development
- Provide feedback and guidance on educator practice
- Foster collaborative and positive team culture
- Support onboarding and orientation of new room staff

2.3 Program Development and Implementation

- Develop and implement educational program based on EYLF/MTOP frameworks
- Plan curriculum that reflects children's interests and developmental needs
- Ensure program aligns with service philosophy and goals
- Design intentional teaching experiences and learning provocations
- Create inclusive program for children with diverse needs
- Evaluate and reflect on program effectiveness
- Display and communicate program to families

2.4 Documentation and Assessment Oversight

- Ensure high-quality learning stories and observations are completed
- Oversee and review documentation produced by room team
- Maintain individual children's portfolios and learning records
- Conduct regular assessments against developmental milestones
- Identify learning goals and track children's progress
- Ensure documentation meets NQF requirements
- Use assessment to inform program planning

2.5 Parent and Family Partnerships

- Build strong, respectful relationships with families
- Conduct parent meetings and orientation sessions
- Share children's progress, achievements and concerns with families
- Respond to parent questions and feedback professionally
- Involve families in program planning and decision-making
- Communicate room activities, events and expectations
- Manage sensitive conversations and concerns with empathy

2.6 Compliance and Quality Assurance

- Ensure room operations comply with National Quality Framework
- Maintain adherence to Education and Care Services National Law
- Monitor ratio requirements and staff-to-child supervision
- Implement service policies and procedures within the room
- Contribute to Quality Improvement Plan implementation
- Participate in assessment and rating preparation
- Maintain accurate attendance and incident records

3. Required Skills and Attributes

3.1 Essential Skills

Leadership and Team Management

Strong leadership capability with ability to guide and motivate a team. Delegate tasks effectively while maintaining accountability. Provide constructive feedback and mentoring. Manage team dynamics and resolve conflicts professionally. Model best practice in early childhood education.

Programming and Curriculum Expertise

Advanced knowledge of EYLF/MTOP frameworks and curriculum planning. Ability to design intentional, play-based learning experiences. Understanding of child development theory and assessment practices. Creative program implementation that responds to children's interests and developmental needs.

Communication and Relationship Building

Excellent verbal and written communication skills. Build trusting relationships with children, families and colleagues. Handle sensitive conversations with empathy and professionalism. Clear communication of expectations, program information and children's progress.

Organisation and Time Management

Strong organisational skills to manage room operations, programming and documentation. Prioritise tasks effectively while maintaining quality. Balance floor time with planning and administrative responsibilities. Coordinate team schedules and activities efficiently.

Problem Solving and Decision Making

Ability to make sound decisions in daily situations. Solve problems independently while knowing when to escalate. Critical thinking regarding program quality and child outcomes. Adapt to changing circumstances and respond to challenges constructively.

3.2 Personal Attributes

- Passionate about early childhood education and child development
- Natural leader with ability to inspire and mentor others
- Patient, nurturing and responsive to children's needs
- Professional and reliable with strong work ethic
- Collaborative team player who values diverse perspectives
- Reflective practitioner committed to continuous improvement

- Culturally sensitive and inclusive in approach
- Energetic and enthusiastic with positive attitude
- Calm and composed under pressure
- Attention to detail in documentation and compliance

4. Qualifications and Requirements

4.1 Mandatory Requirements

- Diploma of Early Childhood Education and Care (or equivalent approved qualification)
- Current Working with Children Check (WWCC) or equivalent
- National Police Check (no older than 6 months)
- Current First Aid certificate (HLTAID012 or equivalent)
- Current CPR certificate (HLTAID009 or equivalent)
- Anaphylaxis management training (HLTAID011 or 22578VIC)
- Asthma management training (22282VIC or equivalent)
- Eligibility to work in Australia

4.2 Desirable Qualifications and Experience

- Minimum 2 years experience as a qualified educator
- Bachelor of Early Childhood Education
- Previous room leadership or coordinator experience
- Experience mentoring or supervising staff
- Specialised training in inclusive practice or additional needs
- Professional development in programming and assessment
- Understanding of Quality Improvement Plan processes
- Experience with assessment and rating preparation

4.3 Expected Experience Level

Room Leaders typically have minimum 2 years experience working as a Diploma-qualified educator in early childhood settings. Demonstrated capability in programming, documentation and working collaboratively with families is essential. Previous experience in leadership, coordination or mentoring roles is highly valued. Understanding of National Quality Framework requirements and quality standards is expected.

5. Working Conditions

5.1 Hours of Work

- Full-time: 38 hours per week (typically Monday to Friday)
- Part-time: Minimum 3-4 days per week to maintain room continuity

- Standard hours generally 7:30am-5:30pm (varies by service)
- Non-contact time allocated for planning and documentation
- Attendance at staff meetings and professional development
- Occasional attendance at parent events or orientation sessions

5.2 Physical Requirements

- Bending, kneeling and sitting on floor to engage with children
- Lifting and carrying children and equipment (up to 15kg)
- Standing and moving throughout the day
- Indoor and outdoor supervision in all weather conditions
- Physical stamina for active engagement with children
- Manual handling of resources and furniture

5.3 Work Environment

- Early childhood education service (long day care, preschool, kindergarten)
- Responsibility for a specific age group/room (infants, toddlers, preschool)
- Leading a team of 2-4 educators depending on room size
- Collaborative work with centre leadership and other room leaders
- Regular interaction with children, families and colleagues
- Balancing floor time with planning and administrative duties

5.4 Leadership Responsibilities

- Accountability for room quality and educational outcomes
- Supervision and support of room educators
- Decision-making regarding room operations and program
- Coordination of team activities and delegation
- Mentoring team members in professional practice
- Communication with families regarding room matters

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 and conditions for employees working in children's services including long day care, preschools and kindergartens.

6.2 Classification Level

Room Leaders are classified under the Children's Services Award as:

- Level 4.1: Diploma-qualified educator with room leadership responsibility
- Level 4.2: Diploma-qualified with advanced room leadership and mentoring duties
- Level 4.3: Diploma-qualified room leader with additional coordination responsibilities

The specific classification level will be determined based on the scope of responsibilities, team size, complexity of the role and the educator's qualifications and experience. Room Leaders with Bachelor degrees may be classified at higher levels depending on their duties.

6.3 Entitlements and Conditions

Permanent employees are entitled to:

- Four weeks annual leave per year (full-time)
- Pro-rata annual leave for part-time employees
- Personal/carer's leave and compassionate leave
- Long service leave (after qualifying period)
- Public holidays (when service is closed)
- Superannuation contributions (currently 11.5%)
- Non-contact time for planning and documentation

Refer to the Children's Services Award 2010 for current pay rates, allowances, overtime provisions and detailed terms and conditions.

7. Expected Behaviours

7.1 Professional Conduct

- Model professional standards and ethical conduct at all times
- Maintain confidentiality regarding children, families and service matters
- Attend work punctually and maintain reliable attendance
- Dress appropriately for working with children (comfortable, practical)
- Follow service policies, procedures and code of conduct
- Represent the service positively in all interactions
- Engage in reflective practice and continuous learning

7.2 Child Safety and Wellbeing

- Prioritise children's safety, health and wellbeing at all times
- Maintain active supervision and appropriate ratios
- Respond promptly to children's needs and concerns
- Implement child protection policies and mandatory reporting
- Create inclusive, respectful and nurturing environment
- Support children's emotional regulation and positive behaviour

- Recognise and report any child safety concerns immediately

7.3 Quality Practice Standards

- Implement evidence-based, intentional teaching practices
- Complete documentation to high standard and within timeframes
- Ensure program reflects best practice in early childhood education
- Maintain room environment that supports learning and development
- Participate actively in quality improvement initiatives
- Meet all compliance and regulatory requirements
- Seek feedback and engage in professional reflection

7.4 Leadership and Team Collaboration

- Lead by example and inspire team members
- Provide clear direction and constructive feedback to educators
- Support team members' professional growth and wellbeing
- Foster positive, collaborative team culture
- Communicate effectively with all stakeholders
- Take initiative in problem-solving and decision-making
- Contribute to service-wide planning and development

8. Application Process

8.1 How to Apply

Interested candidates should submit:

- Current resume/CV including relevant experience and qualifications
- Cover letter addressing leadership experience and educational philosophy
- Copy of Diploma (and Bachelor if applicable)
- Copy of Working with Children Check
- Copy of First Aid, CPR, Anaphylaxis and Asthma certificates
- Contact details for at least two professional referees

8.2 Selection Process

Shortlisted candidates will be invited to:

- Initial interview with Centre Director or Educational Leader
- Practical floor observation or working interview
- Second interview with senior leadership team
- Verification of qualifications and certificates

- Reference checks with previous employers
- National Police Check and pre-employment screening

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 a diverse and inclusive workplace.

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: ____ / ____ / ____