



The Scots College

Role Description – Casual Early Years Educator

"In seeking to serve God faithfully, The Scots College exists to inspire boys to learn, lead and serve as they strive for excellence together".

Scots to the Fore: Brave Hearts, Bold Minds – Our Strategic Intent 2016-2025

1. **Position title:** Casual Early Years Educator

2. **Role purpose:** Support the strategic directions of The Scots College through delivery of effective teaching and learning programs, fostering an inclusive and challenging learning environment and engaging with the College community within and beyond the classroom.

3. **Location:** The Scots College Rose Bay, Long Day Care (Early Years Centre)

4. **Responsible to:** Directly responsible to the Director of the Early Years Centre

Ultimately responsible to the Principal

5. **Principal relationships:** Principal, Director of Curriculum and Staffing, Head of Preparatory School, Director of Early Learning, Assistant Heads, Director of the Early Years Centre, Students, Parents/Carer

6. **Special Requirements** The Early Years Centre will operate 48 weeks of the year opening from the hours between 7:30am and 6:00pm. The start and finish times for each day may vary according to the timetable designed by the Director of the Early Years Centre.

7. **Key Accountabilities**
 - Learning and teaching program
 - Student outcomes
 - Student welfare
 - Adherence to policy and procedures

8. Key Tasks and Expected Outcomes:

Position Responsibilities	Core Activities	Key Performance Indicators List the measures used to determine achievement of activities
Teaching delivery	<ul style="list-style-type: none"> • Plan and implement coherent, well sequenced teaching and learning programs that engage students and promote learning. • Ensure that programmes and practices throughout the Early Years Centre reflect the ‘Scots’ Model for Learning with particular focus upon the Reggio Emilio philosophical approach to Early Learning in line with the Early Years Learning Framework. • Use a range of teaching strategies to deliver quality teaching programs that are responsive to the learning strengths and needs of students. • Use effective verbal and non verbal communication strategies to support student understanding, engagement and achievement. • Use continuous assessment feedback to inform teaching practices. • Provide opportunities for students to develop understanding of and respect for a range of cultures including Aboriginal and Torres Strait Islander cultures. • Integrate ICT into teaching and learning programs. • Provide relevant opportunities for parent/carer involvement in the educative process. • Create inclusive, supportive learning environments. • Maintain workable routines in the classroom. • Manage challenging behaviour. 	<ul style="list-style-type: none"> • Student and Parent/ Carer feedback • Range of teaching strategies used • Programs developed • Student outcomes • Quality of feedback to students
Assessment and reporting	<ul style="list-style-type: none"> • Adhere to College assessment and reporting policies and practices. • Prepare timely and meaningful feedback and reports and notifications to students and parents. • Maintain clear records pertaining to student development. 	<ul style="list-style-type: none"> • Adherence to policy • Quality and timeliness of Reports • Student and Parent/Carer feedback • Quality of records
Pastoral Care	<ul style="list-style-type: none"> • Participate in the pastoral care program and other co-curricular activities. • Model a Christian example in all activities. • Ensure that the pastoral care exercised in the Early Years Centre encourages positive behaviour/conduct and ‘good standing’ of students with some relationship with ‘a fine Scots boy!’ principles. • Ensure a high quality transition experience for students with a focus on 3 year olds (Cubs) to 4 year olds (Lions), 4 year olds (Lions) to Kindergarten. 	<ul style="list-style-type: none"> • Student and Parent/Carer feedback • Culture surveys

	<ul style="list-style-type: none"> • Proactively communicate with students, colleagues and parents/carers in a respectful, clear, caring and professional way. • Establish rapport with students and provide ongoing encouragement. • Maintain professional confidentiality on information about students. • Provide professional support to colleagues in all areas of College life. • Communicate confidentially with appropriate senior staff any issues of perceived danger to a student. 	
Policy implementation	<ul style="list-style-type: none"> • Contribute to and implement Early Years Centre policies and practices in a developmentally appropriate manner. • Ensure students' wellbeing and safety within the Centre by implementing College and legislative requirements. • Monitor and minimise risk through implementation of College Risk management procedures. • Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching. • Support the Christian ethos of the College. • Comply with relevant legislative requirements, codes of ethics and conduct established by regulatory authorities, systems and the College. 	<ul style="list-style-type: none"> • Adherence to policy, procedures and legislation
Related duties	<ul style="list-style-type: none"> • Participate in College functions including Speech nights, Parent Teacher evenings. • Carry out student supervisory duties as required. 	<ul style="list-style-type: none"> • Participation rates • Stakeholder feedback
Professional Development	<ul style="list-style-type: none"> • Set and implement individual work and professional development goals. • Participate in the regular performance appraisal process of the College. • Participate in professional development activities. • Gather evidence and participate in accreditation processes. • Meet regularly with a mentor as part of the performance appraisal and professional development practices of the College. 	<ul style="list-style-type: none"> • Individual plans in place • Participation rates • Number of staff moving to higher levels of accreditation

9. Selection Criteria

Essential:

- Qualification in early childhood education.
- Ability to infuse the Christian ethos into teaching practice.
- Propensity to recognise the value and uniqueness of each individual within the College community.
- Commitment to one's own ongoing learning.
- Professional and personal integrity.
- Being flexible and open to change.
- Being proactive and innovative.
- Effective interpersonal communication skills.

Desirable:

- Has an understanding of the Reggio Emilia approach and the capacity to be innovative and creative in the development of early learning.