



CHILDCARE CENTRE
& KINDERGARTEN

POSITION DESCRIPTION –CERTIFICATE III EARLY CHILDHOOD EDUCATOR- - PART TIME POSITION (UNTIL DECEMBER 2026*)

Position Title:	Early Childhood Educator –Certificate III
Position Type:	*Part-time -contracted till December 2026- <i>with the potential for ongoing employment</i>
Pay Classification:	Professional Community Standard 2025 (PCS-2025)- Pay classification Structure
Service Name and Location:	Merri Community Childcare Centre & Kindergarten Inc. 313 St Georges Rd Thornbury Vicotria 3071
Date prepared:	June 2026
Name of Employer:	Merri Committee of Management
Reports to:	Director

Statement of Commitment to Child Safety and Wellbeing

Merri Community Child Care & Kindergarten Inc (Merri CCK Inc) is dedicated to providing a safe, inclusive, and nurturing environment where every child feels valued and protected. With a strong zero-tolerance policy for child abuse and harm, the Centre prioritises children's safety and well-being above all.

The Management Committee plays a key leadership role in maintaining a child-safe culture, ensuring continuous staff training, managing risks, and encouraging open communication about safety concerns. Annual reviews and community input help strengthen child safety and wellbeing throughout the organisation.

At the heart of Merri's Philosophy is a child-centered approach that recognises children as capable and competent learners. Educators actively include children's voices in decision-making, building respectful relationships with them and their families. Through play-based learning and consistent educator relationships, Merri nurtures autonomy, curiosity, and emotional wellbeing while fostering a sense of belonging and safety. The Centre also respects children's rights, supports positive friendships, and empowers them to speak up if they ever feel unsafe.

Merri CCK Inc values its partnerships with families and the wider community, welcoming collaboration and feedback in all aspects of care. The Centre is deeply committed to cultural safety, particularly for Aboriginal and Torres Strait Islander children, embedding inclusive practices through consultation, cultural celebrations, and education.

Merri also embraces diversity and equity for all children, including those from culturally diverse backgrounds, children with disabilities, and LGBTIQ children. Guided by the Code of Conduct and the Early Childhood Australia Code of Ethics, Merri upholds high standards of professional integrity and care across its community.



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About Merri

Merri CCC & K Inc. is a 54-place, parent-managed community child care Centre and kindergarten located in Thornbury, Victoria. We are proud to provide high-quality education and care within a nurturing, inclusive and welcoming environment.

As a community-managed, not-for-profit service, we recognise families as children's first teachers and believe strong partnerships with families are essential to children's wellbeing, learning and success.

Located on Wurundjeri Country, we acknowledge Aboriginal and Torres Strait Islander Peoples as the First Peoples of Australia and are committed to fostering respect, understanding and shared learning about our collective histories and cultures.

At Merri, we:

- Value every child as capable, competent and confident.
- Provide rich, play-based learning experiences.
- Foster meaningful relationships and a strong sense of belonging.
- Maintain higher educator-to-child ratios to support quality outcomes.
- Are committed to the Victorian Child Safe Standards and actively promote children's rights, dignity and cultural safety.

Merri CCC & K Inc. is a Child Safe and Equal Opportunity Employer that celebrates diversity and inclusion.

About the role of the Certificate III Early Childhood Educator (minimum) or above

We are seeking a Certificate III Early Childhood Educator (minimum qualification) to work across our four rooms, primarily providing Inclusion Support Subsidy (ISS) funded support and break coverage.

Key Responsibilities

- Provide ISS-funded support to children and educators.
- Assist with daily routines and educational programs.
- Support teams across all four rooms as required.
- Provide staff break relief coverage.
- Work collaboratively with the teaching team to maintain high-quality education and care practices.



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Sample Fortnightly Roster

Week 1

- Monday: ISS support (5 hours)
- Wednesday: ISS support (5 hours)
- Thursday: ISS support (5 hours)

Week 2

- Monday: ISS support (5 hours)
- Tuesday: Planning cover (3.5 hours)
- Wednesday: ISS support (5 hours)
- Thursday: ISS support (5 hours)

Employment Details

This position offers above-award conditions under the Professional Community Standard 2025 (PCS 2025).

Additional Benefits:

- Working within a small, community-based, not-for-profit Centre with Exceeding Rating
- Collaborate with consistent, full-time and experienced Diploma-qualified Educators
- Receive ongoing professional development and support
- Access to excellent resources, technology, and learning materials
- Enjoy free all-day street parking, secure bike parking, and proximity to public transport

Accountabilities and Key Performance Indicators (KPIs)

Education and Care of Children

- Act in a manner that promotes the best interests of the child and respects diversity.
- In conjunction with Room Leader and other educators, implement a high-quality education and care curriculum for all enrolled children that is consistent with:
 - The service philosophy, procedures and policies
 - Education and Care Services National Regulations
 - Education and Care Services National Law
 - The National Quality Standards
 - Early Years Learning Framework (V2.0) / My Time Our Place (V2.0).
- Be responsive to children's strengths, interests and needs and contribute to the planning cycle and review within the room under the guidance of the room leader.
- Where possible to contribute to documenting children's learning and development under the guidance of the Room Leader.



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- Engage in critical reflection and assessment of children's learning to guide future programming.
- Engage children in learning opportunities that are responsive to:
 - Meaningful moments
 - Intentional and spontaneous interactions
 - Children's agency and choice
 - Diversity
 - Routine times
 - Information technology and
 - Environmental sustainability.
- Support the planning and development of an inclusive environment by:
 - Supporting every child's learning
 - Role modelling positive, responsive interactions
 - Respecting children's similarities, differences, cultures and diversities
 - Maintaining each child's dignity and the rights of each child
 - Responding to the emotional, social and well-being needs of each child
 - Providing physical care, assisting children in toileting, dressing and mealtimes; and viewing all these opportunities as teachable moments.
- Support children's individual wellbeing and comfort in sleep, rest and relaxation.
- Contribute to the development of a culturally safe environment for children and educators, which:
 - Facilitates building reciprocal, nurturing relationships with families and community
 - Is ready for operation at the beginning of each day
 - Embeds culturally responsive perspectives
 - Reflects children's curiosity, exploration and problem solving
 - Acknowledges the importance of the indoor and outdoor environment as the 'third teacher'
 - Provokes practices and discussions to support environmental sustainability.
- Ensure each child has a sense of Being, Belonging and Becoming within the service.
- Maintain active supervision at all times, including during routines, transitions, indoor and outdoor play, and high-risk moments.

Partnerships with Families

- Recognise the diversity of families.
- Demonstrate respect for the families' role as the child's first teacher.
- Create a culturally safe environment for all families regardless of background, ethnicity, languages spoken, religion, family makeup or gender.
- Respect and work collaboratively with culturally and linguistically diverse children, families, and colleagues, and children who identify with the LGBTQIA+ community.



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	• Build and maintain respectful, authentic, reciprocal relationships with all families at the service. • Ensure professional communication with families at all times. • Draw on the knowledge and experience of families to support their children's learning. • Build collaborative relationships with all staff in the service based on respect, trust and honesty. • Engage in professional conversations with other educators to enhance knowledge and practice. • Engage in professional conversations with other professionals as is appropriate. • Acknowledge and support personal strengths, professional experience and team diversity. • With guidance and support from your direct supervisor and room leaders, engage positively in the orientation, enrolment and transition processes for families and children • Communicate and advocate the importance of the service as a child safe organisation by adhering to the centre's policies and procedures at all times.
Professional Conduct & Learning	• Complete the National Mandatory Child Safety Training and other mandatory training as required • Follow and enact all service policies and procedures • Understand the Child Protection Law and your role as a mandated reporter including your role under the reportable conduct scheme • Understand their responsibility to raise concerns under the protected disclosure policy • Work within the National Quality Framework, the Early Childhood Australia Code of Ethics, the Service philosophy, policies and procedures. • Participate in an induction to the service. • Consistently contribute as an effective team member. • Understand and implement the service philosophy and contribute to its ongoing development. • Actively participate in performance appraisal process. • Engage in reflective practice and ongoing professional learning. • Develop an individual professional development plan. • Attend and contribute to staff meetings and other whole of staff professional learning events. • Undertake Food Safe training as required • Undertake Child Protection/Child Aware training at intervals decided by the Nominated Supervisor. • Undertake First Aid training (including training in Anaphylaxis and Asthma) at intervals decided by the Nominated Supervisor. • Act in accordance with the principle of paramountcy, ensuring the rights and best interests of the child are the paramount consideration in all decisions and actions. • Maintain professional boundaries with children, families, and colleagues at all times, including in digital and online spaces



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	• Ensure students on placement are positively welcomed, supported and assisted and be a student supervisor when required. • Ensure the Nominated Supervisor is informed of any problem arising, which would affect the children, the service, the regulatory and legal compliance or the smooth running of the service. • Read, understand and implement the service policies and procedures. • Be involved in the services Quality Improvement Plan and assist to implement this as directed. • Perform additional duties as required by the Approved Provider or Nominated Supervisor as are within your knowledge, skills and capabilities, including duties at a lower classification; provided that this does not promote de skilling. These may include: ▪ Maintaining supplies and equipment levels for the room or service ▪ Performing incidental and or required administrative duties such as completing incident forms, conducting and recording head checks, cross checking all sign in and out platforms etc
Organisational Representation	• Actively support the organisation's philosophy, policies and procedures and positively represent the organisation to external contacts at all opportunities. • Demonstrate the service code of conduct/code of ethics in all interactions and relationships when representing the service. • Maintain the Privacy Policy with regards to children, families and educators at all times. • Engage in professional conversations with other professionals as is appropriate and with the knowledge of the room leader.
Workplace Health and Safety (WHS)	• Be a fit and proper person at all times when at work. • Work in a manner that does not pose a risk to self or others. • Using adult only chairs when sitting • Be physically capable of frequently getting down to children's level to actively engage in play and support their learning, including sitting or kneeling on the floor for extended periods. • Be physically capable to safely lift and carry children in and out of cots and onto sleep mats, and move equipment as required, using appropriate manual handling techniques. • Attend to children's personal care, including nappy changes, toilet training and other toileting needs, which may involve repeated bending, squatting and reaching. • Be able to kneel, bend and maintain low postures when settling children to sleep, providing comfort, and administering first aid such as CPR where required. • Ensure a safe and healthy work environment at all times. • Act immediately on any safety issues that relate to the working environment of the service. • Follow Service policies regarding Child Safe Standards and Child Protection. ▪ Inform the nominated supervisor of any allegations or conviction of a child protection nature against any other employees, of which you become aware ▪ Ensure compliance as a mandatory reporter.



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	• Follow Service guidelines in providing a safe environment for children and staff. • Understand, implement and review emergency management procedures as required. • Ensure the service's duty of care to children and their families is strictly maintained. • Administer first aid and medication in compliance with procedures and policies and ensure to keep accurate and detailed records of injury/accident/trauma and medication forms. • Respond positively and consistently to children's needs/ requirements – including diet / allergies and developmental. • Use digital technology responsibly, ethically, and in accordance with service policies to protect children's safety, dignity, and privacy • Contribute to maintaining a clean, safe, and hygienic environment in line with service procedures. Maintain educator-to-child ratios and qualifications at all times. • Engage in practices that support personal wellbeing and contribute to a sustainable, respectful workplace culture • Understand, implement and review emergency management procedures as required. • Maintain educator-to-child ratios and qualifications at all times. • Ensure the Service's duty of care to children and their families is strictly maintained.
Finance	• Operate within the limits of the service budget allocation and financial policies and procedures of the organisation. • Purchase resources and equipment in accordance with the organisation policy processes. • Take care of all Centre resources and encourage and guide children and or Educators to do the same.
Partnerships-Educators and Professionals	• Build collaborative relationships with all staff based on respect, trust, honesty, equity and fairness, and maintain positive and ethical channels of communication. • Contribute to a culturally safe, inclusive and welcoming workplace and learning environment that recognises and values the diverse backgrounds, strengths, professional experience and perspectives of educators, children, families and the local community. • Engage in professional conversations with educators and relevant professionals, with Director/Nominated Supervisor awareness where appropriate, to enhance knowledge, practice and program quality. • Be proactive in supporting a healthy, cooperative team environment and provide leadership that encourages educators to contribute to the planning and implementation of the educational program. • Support staff to implement the program and assist with the service's Quality Improvement Plan as directed. • Ensure students on placement are positively welcomed, supported and assisted. • Ensure the Nominated Supervisor is informed of any problem that may affect children, the service's approval or rating, regulatory or legal compliance, or the smooth running of the service. • Support the implementation of an anti-bias approach, including social justice approaches.



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- Be responsible for the day-to-day supervision of employees performing duties related to the group/s for which the position is directly responsible.
- Hold or attend regular staff meetings to support effective communication, internal staff development, and discussion about management and programming for the service. The frequency of staff meetings will be determined by the approved provider following consultation with staff.
- Share housekeeping tasks, including preparation, pack up, hygiene and safety tasks related to the program, with other staff.
- Work cooperatively with the approved provider and all staff to ensure the service operates in a safe work environment and that employees follow all service OHS procedures.
- Participate in an annual performance review and development process.
- Perform additional duties as required by the approved provider or Nominated Supervisor, within your knowledge, skills and capabilities, including duties at a lower classification in accordance with industrial instruments and service policies.

These duties may include:

- Assisting with open days, incursions, excursions
- Maintaining supplies and equipment levels for the room or service
- Taking an active role in administrative duties, including ensuring children are signed in and out on all platforms, completing Incident, Injury, Trauma and Illness forms in a timely manner, conducting and recording head checks, and assisting with daily record sheets.

Personal- professional conduct and learning

- Demonstrate professionalism and ethical conduct in interactions with children, families, and colleagues.
- Uphold ethical standards such as the ECA Code of Ethics at all times.
- Develop an individual professional development plan in consultation with the Direct Supervisor or Director.
- Exercise due care, skill, and judgement and act in accordance with applicable professional ethics, principles, legislation, and standards.
- Actively participate and contribute as a member of the service leadership team.
- Undertake Food Safe training at intervals decided by the Approved Provider.
- Maintain professional accreditation as required by the state or territory.
- Maintain awareness of contemporary Education and Care practice to inform quality service delivery.
- Actively participate in performance appraisal process.
- Engage in reflective practice and ongoing professional learning.
- Keep across current issues relating to the provision of children's services and liaise with relevant early childhood services and other professional services and organisations within the community.
- Engage in relevant training and development activities, attend professional networks and conferences, and keep up to date with research and best practices in the field.
- Adhere to and reflect on personal conduct and professional practice to ensure alignment with the ECA Code of Ethics and compliance with the Centre's Code of Conduct.



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- Uphold high standards of professional and personal conduct that reflect positively on the teaching profession and demonstrate accountability for the safety and wellbeing of all children and young people.
- Maintain a positive, adaptable attitude to change, demonstrating supportive, respectful and encouraging behaviour toward others.
- Ensure the Nominated Supervisor is informed of any problem arising, which would affect the children, the service's approval or rating, the regulatory and legal compliance or the smooth running of the service.
- Be involved in the service's Quality Improvement Plan and assist to implement this as directed.
- Be involved in Working Bee at least once per year
- Perform additional duties as required by the Approved Provider or Nominated Supervisor within your knowledge, skills and capabilities, including duties performed by other educators and staff members. These may include:
- Maintaining supplies and equipment levels for the room or service,
- Performing incidental administrative duties including but not limited to: signing deliveries, organising noticeboards, etc.

Physical Requirements/Work

- Capacity to undertake all the physical requirements of working within an early childhood and early education setting, including, but not limited to, lifting loads of up to 20 kg, bending, kneeling, pushing, pulling, squatting, stretching arms, trunk twisting, alternating between standing and sitting for a duration of time.
- Capacity to actively participate in the Centre's Bush Kindergarten program (regular outing) or Excursions as required, including wearing a backpack, preparing children in a timely manner in high-visibility vests and wet-weather clothing, walking with them to the and from the tram stop, boarding and alighting the tram, walking to and from the site, completing allocated BK duty roster tasks, and ensuring child safe standards and relevant policies are followed at all times.
- Set up and pack away indoor and outdoor play environments, which requires moving equipment, raking the sandpit and soft fall areas, and removing articles from the sandpit and play area.
- Engage and work with children at child level, which requires kneeling and sitting on the floor.
- Supervise and support learning experiences, which requires moving with ease around the environment.
- Work with children with additional needs, which may require lifting from wheelchair to toilet or into a cot.
- Nappy change and toilet tasks, which requires lifting children (to and from change table).
- Be able to carry a child where age appropriate or in an emergency.
- Be able to push the evacuation cot in the event of an emergency.
- Perform appropriate First Aid, as required, on children.
- Maintain a safe and clean environment which may require vacuuming/sweeping/mopping floors for up to 10 minutes at a time, rinsing of mop and carrying mop bucket with 5 cm water, cleaning sinks, cleaning children's sinks 1 m high, cleaning children's toilets, wiping of bench tops and children's tables and chairs, and general tidying.



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- Share the workload and attend to the daily laundry, cleaning duties and general set-up and or pack away of Merri equipment as required.
- Comply with all Work Health and Safety principles and practices and report all workplace hazards and or accidents.
- Actively take part in the Bush Kindergarten program (regular outing) or Excursions-taking part may require you to conduct and adhere to a Risk Minimisation Plan as well as read and understand centre policies relating to regular outings of excursions.
- Ensure cultural safety in the workplace.
- Ensure a safe and healthy work environment at all times.
- Implement and monitor effective WHS practices in accordance with regulations, legislation and service policy.
- Understand, implement and review emergency management procedures as required.
- Ensure the service's duty of care to children and their families is strictly maintained.
- Respond positively and consistently to children's additional needs/ requirements – including diet / allergies and developmental.
- Ensure all individual care plans, medical conditions plans etc are current and enacted.

Reporting

- Support the approved provider and nominated supervisor, including the provision of completing and submitting relevant information to ensure the service meets all regulatory and funding requirements.
- Provide monthly written reports (as required) to the Committee of Management via the staff rep using the template provided and by the set date.
- Provide monthly written reports (as required) for the regular staff meeting and email to the Assistant Director by the set date.
- Attend and contribute to regular Educational Leadership meetings, as required.
- Complete data collection reports on the relevant platforms
- Provide necessary information, within agreed timelines, for the completion of all relevant program-related reports and data collections, as required by the approved provider.
- Report to the approved provider on urgent and ongoing maintenance at the service.
- Report to the approved provider on equipment and materials needed and purchase of approved supplies.
- Complete summative assessments as required
- Undertake other functions as delegated by the approved provider or nominated supervisor
- Ensure that all day-to-day records such as Incident, Injury, Trauma, Illness reports, Medication Records, Sign in out books, Electronic tablets, Headcount sheets and the like are checked and or completed as per the centre's policies and procedures.

Selection Criteria



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Qualifications

- Hold a Certificate III in Early Childhood Education (minimum)
- Current Working with Children Check
- National Police Clearance (no older than six months from commencement date)
- A first aid qualification that is approved by ACECQA that includes first aid, emergency asthma management and anaphylaxis management.
- Child protection qualification approved by relevant State Regulatory body including the Gecko Mandated Child Safe Training

Experience

- An understanding of the Early Years Learning Framework (EYLF) and be able to apply these in their teaching practice.
- Sound knowledge of the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011.
- Thorough understanding of the National Quality Standards (NQS).
- Demonstrated experience in curriculum development and documenting children's learning.
- Experience in an approved education and care service.
- Demonstrated experience in curriculum, supporting curriculum development and documenting children's learning and development.

Capabilities

- Ability to relate effectively to children and their families and to be attuned and responsive.
- Ability to work effectively in a team environment.
- Developed communication and interpersonal skills.
- Commitment to ongoing professional learning.
- Previous experience working in the early childhood sector.
- Demonstrated understanding of the purpose and expectations of the Victorian Child Safe Standards and demonstrated commitment to contributing to a child safe organisation in both practice and culture.
- Knowledge and understanding of mandatory reporting requirements.
- Sound understanding and knowledge of early childhood development and education.
- Knowledge of work health and safety legislation, employee responsibilities, safety practices, and safety issues for children and staff.
- The ability to plan, work, and manage time effectively with minimal supervision.
- Excellent interpersonal skills and an ability to communicate effectively with the approved provider, children, parents, other staff, and professionals.
- Ability to work in a cooperative, flexible, and professional manner with children, parents, staff, and approved provider.
- Well-developed leadership and self-motivation skills.
- Ability to ensure privacy and confidentiality of information.



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Salary and Conditions

Salary and employment conditions will be in accordance with the Professional Community Standard 2025 (PCS-2025)

Application Process

Applicants are invited to schedule a centre tour before applying.

Required documents include:

- A detailed cover letter addressing all key selection criteria from the Position Description.
- A current resume.
- Please note that only applications in Word or PDF format will be accepted

Only complete applications with a cover letter and resume will be considered for shortlisting.

Submission Details

Address applications to:

Attention: President

Merri Community Childcare Centre & Kindergarten Inc.

313 St Georges Road

Thornbury VIC 3071

Or email: merri.community.cc@kindergarten.vic.gov.au

No agencies, please.

Applications close 10 July 2026

Late Applications

Applications received after the closing date will only be accepted in exceptional circumstances.

Late applications will only be considered up to the close of the short listing and in all cases the selection panel will assess each late application on its merits and the panel's decision will be final. Applicants are responsible for ensuring they meet the closing date.