



CHILDCARE CENTRE
& KINDERGARTEN

POSITION DESCRIPTION –EARLY CHILDHOOD EDUCATOR- DIPLOMA OR ABOVE- PART TIME POSITION (UNTIL DECEMBER 2026*)

Position Title:	Early Childhood Educator – Diploma or Above
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 Victoria 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 Diploma Qualified Educator (minimum) or above

We are seeking a Diploma Qualified Educator (minimum qualification) to work across our four rooms, providing coverage for Rostered Days Off (RDOs), planning time and Educational Leader non-contact time.

Key Responsibilities

- Support children and educators across all four rooms.
- Provide RDO and planning time coverage.
- Cover Educational Leader non-contact hours as required.
- Work collaboratively with the teaching team to maintain high-quality education and care practices.



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Sample Fortnightly Roster

Week 1

- Monday – RDO cover (7.75 hours) – Terms 3 & 4
- Tuesday – Planning cover (minimum 5.75 hours) – Terms 3 & 4
- Wednesday – RDO cover (7.75 hours) – Term 3 only
- Thursday – RDO cover (7.75 hours) – Terms 3 & 4
- Friday – RDO cover (7.75 hours) – Terms 3 & 4

Week 2

- Tuesday – Educational Leader non-contact time cover (7.75 hours)
- Thursday – Afternoon planning cover (3.75 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.
- Build secure, respectful and reciprocal relationships with children and families.
- 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)
- Be responsive to children's diversity, strengths, interests and needs and implement a planning cycle for individual children and the whole group of children within the room. This will need to:



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- embed culturally responsive practices.
- make learning visible.
- be responsive to advice and guidance from the Educational Leader.
- be documented and maintained on a cyclical basis and in a professional manner to a high-quality standard.
- be linked to the Approved Learning Framework outcomes and relevant early learning and development theories.
- Engage in critical reflection, assessment and evaluation of children's learning and use this as a primary source of future planning.
- Engage children in learning opportunities that are responsive to:
 - meaningful moments
 - respect diversity
 - intentional and spontaneous interactions
 - children's agency and choice
 - routine times
 - information technology; and
 - environmental sustainability.
- Support and actively plan for an inclusive environment by:
 - supporting every child's learning.
 - role modelling positive interactions and behaviour guidance strategies.
 - 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.
- having an awareness of funding and structure of support available to assist children with additional needs.
- collaborating with the recording of additional needs children's development and planning as directed by the Nominated Supervisor and the Team Leader.
- Support children's individual wellbeing and comfort in sleep, rest and relaxation.
- Contribute to the development of an environment for children which:
 - is ready for operation at the beginning of each day.
 - reflects children's curiosity, exploration and problem solving.
- acknowledges the importance of the indoor and outdoor environment as the 'third teacher'.
- reflects beauty as a valuable component in supporting the wellbeing of children and all who work at the service.
- is culturally safe.
- actively and authentically includes and embeds Aboriginal and Torres Strait Islander ways of being and knowing into the daily curriculum.
- provokes practices and discussions to support environmental sustainability.



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	• Ensure each child has a sense of Belonging, Being and Becoming within the service. • Assist in maintaining up to date records of the children within your group. • Ensure professional documentation is undertaken for all children and is reflective of requirements within the National Quality Framework.
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. • 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.
Professional Conduct & Learning	• 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 at intervals decided by the Nominated Supervisor. • 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. • Ensure students on placement are positively welcomed, supported and assisted and be a student supervisor when required.



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	• Ensure the Nominated Supervisor is informed of any problem arising, which would affect the children, the Preschool's approval or rating, 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 administrative duties including but not limited to signing deliveries, organizing noticeboards, etc.
Organisational Representation	• Actively support the organisation's philosophy, policies and procedures and positively represent the organisation to external contacts at all opportunities.
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. • Follow Service guidelines in providing a safe environment for children and staff. • 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.



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Partnerships- Educators and Professionals	• Build collaborative relationships with all staff based on respect, trust, and honesty; engage in professional conversations with educators and relevant professionals (with Director/Nominated Supervisor awareness) to enhance knowledge and practice; and acknowledge team members' strengths, experience, and diversity. • Support the implementation of an anti-bias approach, including social justice approaches. • Uphold an inclusive and welcoming learning environment that recognises and values the diverse backgrounds of all children, families, and the local community. • 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 facilitate effective communication, internal staff development, and discussion on management and programming for the service. The frequency of staff meetings will be determined by the approved provider, following consultation with the staff. • Provide leadership while working as a member of a cooperative team and encourage educators who are involved in the educational program to contribute to its planning and implementation. • Share housekeeping tasks of preparation, pack up, hygiene, and safety 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 adhere to all service OHS procedures. • Participate in an annual performance review and development process.
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.



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Selection Criteria

Qualifications

- Hold an ACECQA approved Diploma level qualification or above Qualification. See www.cecqa.gov.au/qualifications/nqf-approved
- 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

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.
- A willingness to be appointed as a Responsible Person.
- 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.



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- 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.

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.