

### POSITION INFORMATION

<b>Position Title</b>	Early Childhood Teacher
<b>Department</b>	Kindergarten
<b>Award/Agreement</b>	Victorian Early Childhood Teachers and Educators Award 2020
<b>Classification</b>	KT 2.1 – 3.5
<b>Supervisor</b>	Nominated Supervisor
<b>Supervises</b>	Co-educator
<b>Next Review</b>	2022

### BACKGROUND

BPA Children's Services (BPA) is a not-for-profit organisation that manages kindergartens and long day care centres in the Western suburbs of Melbourne. We are one of the largest providers of early childhood education and care services in Victoria, delivering quality programs that meet the needs of each child and the wider community. We are a group of committed educators who embed equity, access, cultural relevance and safety within our programs, because every child deserves to be set up for success in life.

#### Our Vision:

BPA Children's Services is committed to the right of every child to have access to quality early childhood educational programs.

To manage and administer the delivery of high-quality education and care throughout all our early childhood centres, ensuring the needs of the local community are met.

#### Our Values:

**Inclusiveness:** *We believe that all children, regardless of ability, religion, culture or race, should be able to access a high-quality early childhood education.*

**Quality:** *We strive to provide high quality early childhood education across all of our services.*

**Leadership:** *We aim to build a team of strong leaders to guide and support our educators.*

**Integrity:** *We aim for best practice, through authentic, respectful and honest interactions with children, families and educators.*

**Collaboration:** *We value all the partners that we engage with – families, government bodies, early childhood professionals, and we work with them to provide the best outcomes for children.*

#### Our People:

BPA acknowledges the challenges of pursuing a career in early childhood education, which is why we invest heavily in developing, supporting and rewarding the efforts of our team. We proudly offer:

- Above Award and/or Agreement pay and conditions
- Leadership and mentoring opportunities
- Extensive professional development
- A diverse and inclusive culture
- An Employee Assistant Program (EAP)
- Dedicated Early Years Advisor support
- Shared administrative support
- Early years professionals' networking

#### Our Mission:

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### COMMITMENT TO CHILD SAFETY

We are committed to child safety. We want children to be safe, happy and empowered and have zero tolerance of child abuse. We understand our legal and moral obligations to treat all concerns seriously and to report allegations and concerns about a child/ren's safety and wellbeing to authorities.

We are committed to the cultural safety of all children including Aboriginal children, children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.

### POSITION OBJECTIVE STATEMENT

The purpose of this role is to develop, implement, document, evaluate and enhance a high quality, inclusive and developmentally appropriate educational program for Children. The Early Childhood Teacher reports to the Nominated Supervisor and provides leadership to their peers. The incumbent is responsible for ensuring that the educational program is based on the National and Victorian Early Years Learning Frameworks and meets compliance requirements.

### MANDATORY REQUIREMENTS

- The right to work in Australia
- Valid Criminal Records Check
- Valid Victorian Institute of Teaching (VIT) Registration
- Be a fit-and-proper person for the position of Supervisor in day-to-day charge under the Education and Care Services National Law 2010 and Regulations 2011.

### QUALIFICATIONS

- Minimum Bachelor of Early Childhood Education or an equivalent qualification approved by the Australian Early Childhood Association.
- Valid First Aid, CPR, Asthma and Anaphylaxis certificates that meet the minimum qualification requirements for educators working in children's education and care services. Visit <https://www.acecqa.gov.au/qualifications/nqf-approved> to check if your qualification is NQF approved.

### KEY SELECTION CRITERIA

#### Essential

- Knowledge and understanding of contemporary early childhood learning and development theories and learning styles.
- Understanding of contemporary curriculum approaches, specifically a thorough knowledge of the approved curriculum frameworks.
- The ability to develop, document and implement a developmentally appropriate education program for kindergarten children.
- Ability to develop respectful and meaningful relationships with children and respond to their needs.
- The ability to plan, work and manage time effectively with minimal supervision.
- Excellent interpersonal and leadership skills, and the ability to communicate effectively with children, families, colleagues, and professionals.
- Ability to work in a cooperative, flexible, and professional manner with children, families, colleagues and professionals.

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- Strong documentation and written communication skills.
- Strong alignment with the values of BPA Children's Services and the philosophy of the Centre

### Desirable

- Previous experience as an Early Childhood Teacher.

## RESPONSIBILITIES

Accountability	Indicative tasks, including but not limited to:
Educational Program and Practice (QA1)	<ul style="list-style-type: none"> <li>• Develop and provide a high quality developmentally appropriate program for children based upon the principals and practices of both the National and Victorian Early Years Learning Frameworks.</li> <li>• Ensure the educational program caters to the individual developmental needs and interests of the children and is developed in consultation with parents and staff.</li> <li>• Consistently inform families about the program and their child's progress.</li> <li>• Implement behaviour guidance strategies for children presenting challenging behaviours.</li> <li>• Link specific objectives for individual children into the program plan and ensure all program documents contain evidence of the planning cycle.</li> <li>• Arrange support group meetings for children with additional needs. These meetings should be held regularly (termly) and include all professionals working with the children (KIS workers and/or EI services) and parents. The child's progress should be reviewed at these meetings and new goals should be set.</li> <li>• Develop, record and maintain specific objectives for individual children based on regular written observations across all aspects of the child's development and share this information with parents as appropriate, including Transition Statements.</li> <li>• Encourage staff who are involved in the program to contribute to the planning and implementation of the educational program.</li> </ul>
Children's Health and Safety (QA2)	<ul style="list-style-type: none"> <li>• Promote and support each child's health.</li> <li>• Monitor and respond to each child's wellbeing and comfort, including sleep, rest and relaxation needs.</li> <li>• Implement effective illness and injury management and hygiene practices.</li> <li>• Promote appropriate healthy eating and physical activity for each child.</li> <li>• Supervise children at all times and take all reasonable precautions to protect them from harm and hazard.</li> <li>• Respond and assist to manage incidents and emergencies following BPA's Policies and Procedures.</li> <li>• Identify and respond to any child at risk of abuse or neglect.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Monitor children’s medical needs and contribute to, and implement risk management plans and communication records as required.</li> </ul>
Physical Environment (QA3)	<ul style="list-style-type: none"> <li>• Share housekeeping tasks of preparation, packing, hygiene, and safety related to the program with other staff.</li> <li>• Ensure the service operates in a safe work environment and that staff follow safe work practices.</li> <li>• Report all hazards, risks, incidents and urgent and ongoing maintenance requirements to the Nominated Supervisor.</li> <li>• Make requests for necessary materials, equipment and supplies to the Nominated Supervisor.</li> </ul>
Staffing Arrangements (QA4)	<ul style="list-style-type: none"> <li>• Provide day-to-day leadership, coaching, instruction and support to Co-educators to enhance children’s learning and development.</li> <li>• Discuss the needs of families and children attending the service with Co-educators so that they can carry out their duties effectively.</li> <li>• Work collaboratively, respectfully and ethically with colleagues.</li> <li>• Ensure interactions between staff in the room are respectful and collaborative, encourage staff to challenge and learn from each other and assist staff to recognise each other’s strengths and skills.</li> <li>• Role model professional standards and address any instances where they are not upheld by staff in the room.</li> </ul>
Relationships with Children (QA5)	<ul style="list-style-type: none"> <li>• Respond to children’s ideas through open-ended questions, interactions and feedback and enable children to make choices and decisions.</li> <li>• Develop and maintain respectful and equitable relationships with each child.</li> <li>• Ensure the dignity and rights of each child are maintained.</li> <li>• Engage in responsive and meaningful interactions with children.</li> <li>• Build trusting relationships that support each child to feel secure, confident and included.</li> <li>• Assist children to build and maintain sensitive and responsive relationships with each other and to collaborate, learn from and help each other.</li> <li>• Support children to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.</li> <li>• Identify and implement appropriate behaviour guidance strategies.</li> <li>• Support educators to develop and maintain best-practice relationships with children.</li> </ul>

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<p>Collaborative Partnerships with Families and Communities (QA6)</p>	<ul style="list-style-type: none"> <li>Actively encourage parental involvement in developing and implementing the program at the service.</li> <li>Provide regular information about the program, the operation of the service and child development for parents in the form of newsletters, posters and notices.</li> <li>Communicate with parents on their child's development and progress at the kindergarten.</li> <li>Ensure that new families are appropriately enrolled and orientated at the service.</li> <li>Keep abreast of current issues relating to children's services and liaise with relevant early childhood services and other professional services and organisations with the community.</li> <li>Attend and actively contribute to committee/parent group meetings, as required.</li> </ul>
<p>Governance &amp; Leadership</p>	<ul style="list-style-type: none"> <li>As directed in the absence of the Nominated Supervisor, undertake all responsibilities and activities associated with being a Nominated Supervisor/Certified Supervisor in day to day charge, and manage the service in accordance with the Education and Care Services National Law 2010 and Regulations 2011.</li> <li>Support the governance and compliance of the room and contribute to the overall compliance of the Centre.</li> <li>Contribute to the development, and uphold through daily practice, the Centre Philosophy.</li> <li>Perform risk assessments and Risk Management Plans.</li> <li>Participate in the self-assessment of the Centre against the NQS and contribute to quality improvement plans.</li> <li>Seek and accept guidance from the Educational Leader.</li> <li>Maintain confidentiality on all issues relating to staff, children and families and comply with BPA's Privacy and Confidentiality Policy.</li> <li>Maintain confidentiality on all issues relating to staff, children and families and comply with BPA's Privacy and Confidentiality Policy.</li> </ul>
<p>Child Safety</p>	<ul style="list-style-type: none"> <li>Actively contribute to maintaining a child-safe culture and fulfil the legal responsibility and duty of care to protect children, keep children safe and maintain their rights.</li> </ul>
<p>Quality, Compliance &amp; Continuous Improvement</p>	<ul style="list-style-type: none"> <li>Operate at all times in line with BPA's Policies and Procedures, as well as legislative and funding requirements</li> <li>Respond to, manage and escalate urgent situations</li> <li>Be open to new ways of doing things, respond to challenges with innovative ideas and solutions and promote a continuous quality improvement culture</li> <li>Support and promote change initiatives</li> </ul>
<p>Organisational Ambassadorship</p>	<ul style="list-style-type: none"> <li>Act at all times as a representative of BPA, ensuring all behaviours are aligned with BPA's Vision, Mission and Values</li> <li>Advocate for the right of all children to access quality education programs</li> </ul>

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	<ul style="list-style-type: none"> <li>• Develop and maintain collaborative, respectful and professional relationships with all stakeholders and anyone you interact with as part of your work</li> <li>• Address issues with appropriate patience and respect</li> </ul>
Personal Development & Performance	<ul style="list-style-type: none"> <li>• Participate and contribute to Performance Appraisals</li> <li>• Attend BPA training as directed and apply learnings to your work</li> <li>• Attend and contribute to staff meetings and functions</li> </ul>
Occupational Health & Safety	<ul style="list-style-type: none"> <li>• Exercise a duty of care to work safely, take reasonable steps to protect your own safety and contribute to maintaining a safe environment for any and all persons attending a BPA workplace (such as employees, children, families, students, volunteers, etc)</li> <li>• Comply with BPA's instructions, guidance and safe work procedures (such as manual handling, dangerous substances, emergency evacuations, personal protective equipment, etc.)</li> <li>• Identify, report, collaborate to resolve and prevent all hazards, risks, incidents and injuries in a timely manner</li> <li>• In the case of injury, comply with BPAs efforts to facilitate a return to work</li> </ul>

## JOB TASK ANALYSIS

The Job Task Analysis (JTA) set out in **Appendix A** should be read in conjunction with this position description. The JTA sets out the specific requirements of the role including:

- Environmental;
- Cognitive;
- Physical demands; and
- Psychosocial demands.

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### APPENDIX A

	<b>JOB TASK ANALYSIS</b>	<i>Analysis Conducted:</i> <b>26/07/2021</b>	<b>Task Rating<sup>1</sup></b>	<b>MEDIUM</b>
	<b>JOB TITLE:</b>	<b>Early Childhood Teacher</b>		
	<b>SECTION:</b>	Kindergarten	<b>Job ID:</b>	ECT-K

### JOB DESCRIPTION / ESSENTIAL JOB FUNCTIONS:

#### POSITION OBJECTIVE

- Develop and provide a high quality developmentally appropriate program for the children based upon the principals and practices of both the National and Victorian Early Years Learning Frameworks. The program is to be developed in consultation with BPA and the parents of children attending, and be responsive to the needs of the community.
- Provide educational leadership while working as a member of a collaborative service team, to provide a developmentally appropriate educational program.
- Operate in a professional manner at all times and ensure that the service meets the requirements of the Department of Education and Training (DET) Victorian Kindergarten, Policy, Procedures and Funding Criteria, the Education and Care Services National Law 2010 and Regulations 2011 and functions in line with BPA approved policies and procedures.

#### RESPONSIBILITIES AND DUTIES

##### General responsibilities

- Be responsible to BPA for the operation and management of the service.
- Undertake all responsibilities and activities associated with being a Nominated Supervisor/Certified Supervisor in day-to-day charge, and act on behalf of the Approved Provider (BPA) to manage the service in the Approved Provider's absence in accordance with the Education and Care Services National Law 2010 and Regulations 2011.
- Act in accordance with the authority delegated by BPA in dealing with situations of an urgent nature requiring immediate action, ensuring compliance with the Act and the Regulations.
- Operate within the requirements of the service's policies and procedures, as well as funding and regulatory requirements.
- Have a sound knowledge of the National Quality Framework (NQF), National Quality Standards (NQS), the service Self-Assessment and Quality Improvement Planning (QIP) process.  
Undertake a leadership role while working as a member of a collaborative service team, in assessing the service against the NQS to identify which practices can, or should, be improved upon and included in the service QIP.
- Operate within the limits of the service budget allocation.

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- Encourage enrolments and provide relevant written information and referrals in accordance with the enrolment policy and procedures, as specified by BPA.
- Respect the confidentiality of information relating to parents and children, and comply with the kindergarten's privacy policy.
- Other duties as directed by BPA from time-to-time.

### Specific responsibilities

#### Children

- Have a sound knowledge of both the National and Victorian Early Years Learning Frameworks and develop, in consultation with parents and staff, an educational program that is appropriate and inclusive that caters to the individual developmental needs and interests of the children. The program will reflect the service's policies and the needs of the community and be culturally appropriate.
- BPA have specific criteria for planning in our services. There should be a blend of emergent curriculum and intentional teaching. All program documents need to show evidence of the planning cycle (*EYLF Educators Guide Page 11*).
- Develop, record and maintain specific objectives for individual children based on regular written observations across all aspects of the child's development and share this information with parents as appropriate, including Transition Statements.
- Link specific objectives for individual children into the program plan.
- Arrange support group meetings for children with additional needs. These meetings should be held regularly (termly) and include all professionals working with the children (*KIS workers and/or EI services*) and parents. The child's progress should be reviewed at these meetings and new goals should be set.
- Provide a healthy, safe and welcoming environment and ensure that children are supervised at all times.
- Discuss with relevant service staff, such as the assistant, the needs of families and children attending the service so that they can carry out their duties effectively.

#### Parents

- Actively encourage parental involvement in developing and implementing the program at the service.
- Provide regular information about the program, the operation of the service and child development for parents in the form of newsletters, posters and notices.
- Communicate with parents on their child's development and progress at the kindergarten.
- Ensure that new families are appropriately enrolled and orientated at the service.

#### Staff

- Be responsible for the day-to-day supervision of staff 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 BPA, from time-to-time, following consultation with the staff.

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- Provide leadership while working as a member of a co-operative team and encourage staff who are involved in the program to contribute to the planning and implementation of the educational program.
- Share housekeeping tasks of preparation, packing, hygiene, and safety related to the program, with other staff.
- Work co-operatively with BPA and all staff to ensure the service operates in a safe work environment and that staff follow safe work practices.
- Participate in annual staff review/performance development review process.
- Keep abreast of current issues relating to children's services and liaise with relevant early childhood services and other professional services and organisations within the community.
- Comply with the professional development requirements in any industrial award or agreement, such as the Professional Development and Enhancement Program (PDEP) under the VECTAA and VIT requirements.
- Recommend and participate in professional development of staff in consultation with BPA, including the orientation and formal appraisal of staff for whom the position is responsible.
- Adhere to all service OHS safety procedures.

### **BPA**

- Work in a co-operative manner with BPA, ensuring open communication on all issues pertaining to employment, management, finances, program and regulatory requirements of the service.
- Support BPA's role as Approved Provider of the service by providing information relevant to meet the regulatory requirements of the service.
- Prepare written reports concerning the educational program and any issues relating to the service as requested by BPA.
- Complete, within agreed time lines, all relevant program related reports and data collections required by BPA.
- Notify BPA of staff absences and complete and forward necessary paperwork in a timely manner.
- Attend committee/parent group meetings as required.
- Report to BPA on urgent and ongoing maintenance at the service.
- Report to BPA on equipment and materials needed and purchase of approved supplies.

***(See full position description - Early Childhood Teacher)***

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ENVIRONMENTAL FACTORS:			
Environmental demand	Frequency <sup>2</sup>	Duration (sustained/intermittent)	Task description, comments
Biological Hazards - body fluids, bacteria, infectious diseases	Rare	Intermittent	Possible exposure to bodily fluids if treating wound to child, but protective clothing and systems to reduce exposure; CovidSafe plan in place with all preventative and quick response procedures; infectious diseases minimal.
Extreme Temperatures – temperatures are less than 15°C or more than 35°C	Occasional	Intermittent	Performs tasks indoors & outdoors; has air-conditioning inside. Precautions in place for adverse weather; temperatures below 15°C more frequent and suitable clothing worn and move inside if temperatures extreme (cold, hot, inclement)
<b>Lighting</b> – darkness / eye strain	Occasional	Intermittent	Lighting in offices / rooms suitable for functions performed; Hats must be worn outside / sunglasses can be worn outside; use of computer screens sometimes for prolonged periods (eg preparation, reports), but generally intermittent.
Slippery or Uneven Surfaces	Rare	Intermittent	In children's bathrooms and outside; Spills mopped up regularly
Exposure to - Fumes	Rare	Intermittent	Not normally exposed to fumes
- Chemical	Rare	Intermittent	Chemical kept in chemical cupboard; limited dangerous goods / hazardous substances on site
- Gases	Rare	Intermittent	Gas emissions minimal and appliances checked and serviced regularly
- Dust	Rare	Intermittent	Outside, when windy

COGNITIVE DEMANDS			
Cognitive demand	Frequency <sup>2</sup>	Duration	Comments
Attention (sustained, selective, alternating, divided)	Constant	Sustained	Sustained, selective, alternating, and divided attention required when working with children, other staff, interacting with parents, meetings, administrative and planning tasks. Alternating and divided attention required for most of the time, particularly when in session with children, but also during preparation and report writing.

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COGNITIVE DEMANDS			
Cognitive demand	Frequency <sup>2</sup>	Duration	Comments
Memory (working, procedural, declarative, verbal, auditory, visual)	Constant	Sustained	Work tends to simultaneously require most of the memory demands, particularly with children, dealing with parents and staff and meetings. Working procedural memory and declarative required in preparation, completing reports, observations and other administrative tasks. Requires recollection and application of policies and procedures in all activities. Good knowledge and understanding of the role and its requirements are needed to adequately fulfil the position.
Planning/organising	Frequent	Sustained	Preparation, set up, planning sessions, reporting and meetings require planning and organising to varying degrees, often for sustained periods.
Safety/judgment	Constant	Sustained	Safety and judgment demands whilst performing all duties, particularly working with children, parents and with other staff; set up and pack up and considerations made in planning. Safety of children, staff, visitors, contractors and public need to be considered.
Multi-tasking	Constant	Sustained	Multi- tasking required for most parts of working days, but particularly when in session with children. Also required during preparation and report writing and administrative duties.
Cognitive flexibility (flexible thinking)	Frequent	Intermittent	Flexible thinking required planning and programme delivery, dealing appropriately with and meeting the needs of all children, interacting with staff and parents. Could range between frequent and constant.
Information processing	Frequent	Sustained	Processing of information occurs for long periods of the day. Could range between frequent and constant depending upon the day.
Problem solving	Constant	Sustained	Required constantly while in session, dealing and interacting with children. Also required in meetings, interactions with parents and staff, planning
Reading literacy	Frequent	Sustained	High degree of reading literacy required to adhere to BPA and legislative policies and procedures, to remain current in appropriate practices, and in professional development.
Writing literacy	Frequent	Sustained	High degree of writing literacy required in planning, observations, report writing and in professional development.
Numerical skills	Frequent	Sustained	A reasonable level of numerical skills required in planning, programme development budgetary issues for the centre

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COGNITIVE DEMANDS			
Cognitive demand	Frequency <sup>2</sup>	Duration	Comments
Computer skills	Frequent	Intermittent	Reasonable competency required to meet the demands of report writing, observations, planning, correspondence with all parties,
Verbal communication	Constant	Sustained	Verbal communication required constantly, including in session with children, interacting with parents, staff, BPA and other stakeholders.

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PHYSICAL DEMANDS			
Bodily Location	Action	Frequency <sup>2</sup>	Comments
<b>Upper Limbs</b>	Forward reach a) Unilateral (one hand)	<i>Occasional</i>	Some unilateral reaches to hand items to children; reaching some items in the store
	b) Bilateral	Occasional	Reaching items in the store; accessing items during set up & pack up or during a session; handing items to children.
	Push/Pull	Occasional	Some pushing / pulling to move items in yard or room during set up, pack up or during a session
	Grasping/handling	Frequent	Grasping and handling items in the store; grasping items during set up & pack up or during a session; activities with children.
	Hand functions	Frequent	Mainly power and hook type grips to handle items during, before and after sessions, handling store items; pinch grips for smaller items; fine motor skills with fingers and hands on the computer and activities with children.
<b>Lower Limbs</b>	Walking	Frequent	Considerable amount of walking during sessions, set-up and clean up. Alternate with standing
	Standing	Frequent	Alternate with walking reasonably equal measures during session mainly.
	Crouch/Kneel	Occasional	Alternating between crouching and kneeling to interact with children, working at tables, setting up / packing up.
	Climbing	Occasional	There is some climbing of equipment to interact with children.
<b>Torso / Spine</b>	<b>Spine</b> a) Forward Flexion: • Static • Dynamic	Occasional	Occasional static forward bending (up to 20°) involved but essentially can be avoided mostly by crouching / kneeling, depending upon technique, interacting with children; setting up and packing up
		Occasional	Some dynamic forward bending (up to 20°) involved but essentially can be avoided mostly by crouching / kneeling, depending upon technique, interacting with children; setting up / packing up.
	b) Extension	Rare	Accessing upper shelves in store
	c) Rotation	Rare	There may be some degree of rotation or twisting depending upon technique, but it can be avoided.
	<b>Neck</b> a) Forward Flexion: • Static • Dynamic	Occasional	Minimal static forward bending involved but essentially can be avoided mostly by crouching / kneeling, depending upon technique, interacting with children; setting up and packing up.
		Occasional	Minimal dynamic forward bending (up to 20°) involved but essentially can be avoided mostly by crouching / kneeling, depending upon technique, interacting with children; setting up / packing up.

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	b) Extension	Rare	Accessing upper shelves in store
	Push/Pull	Occasional	Some pushing / pulling to move items in yard or room during set up, pack up or during a session
	Lifting	Occasional	Minimal lifting involved in this task. Some lifting and moving of equipment during set up and pack up, but team lifting / trolleys used or cover heavier items outside and leave in position, rather than lift them.
	Sitting	Occasional	Intermittent sitting while interacting with children during sessions; More prolonged sitting when working on the computer in planning times.
	Carrying	Rare	Minimal carrying involved in this task. Some carrying of equipment during set up and pack up, but team carrying and trolleys used or cover heavier items, rather than carry them.

PSYCHOSOCIAL DEMANDS		
Psychosocial Demand	Intensity*	Description, comments
<i>* Demand intensity: 1 = no requirement, 2 = low requirement, 3 = moderate requirement, 4 = high requirement</i>		
Degree of self-supervision required	2	Role is reasonably autonomous, but some level of supervision from Early Years Advisor / BPA required.
Degree of supervision exercised	4	Supervision of other staff at the centre required, at least co-educators and other staff at the centre if nominated supervisor / educational leader.
Deadline pressures (time pressures)	3	Role requires deadlines to be met, such as completion and submission of programmes, planning, observations, legislative requirements, etc. Completion of Planning Reports, Development of Quality Improvement Plans (QIP), Development of Funding Applications (KIS) and Transition Statements need to be completed within set timeframes.
Need to work co-operatively with others	4	Working co-operatively with others is required on a daily basis to ensure the service runs smoothly and all staff and other stakeholders are working towards a common goal.
Exposure to emotional situations	3	Emotional situations can arise on a regular basis, either with children, parents and guardians, other staff. These need to be managed respectfully and carefully by fostering positive interactions and resolutions. Assistance is available from BPA.
Exposure to confrontational situations	2	Confrontational situations can arise on a reasonably regular basis and can involve children, parents and guardians, other staff or a combination. Again these need to be managed respectfully and carefully. Assistance is provided by BPA and policies and procedures need to be followed to ensure positive outcomes.

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# BPA CHILDREN'S SERVICES

## Position Description – Early Childhood Teacher



PSYCHOSOCIAL DEMANDS		
Psychosocial Demand	Intensity*	Description, comments
Responsibility and accountability required	4	Responsibilities and accountabilities are outlined above in the first section and all need to be met where relevant. Assistance provided to meet, maintain and exceed these responsibilities and accountabilities where required. The overall workload is constant and considerable.
Need to work under high levels of stress	3	The varied requirements, accountabilities, responsibilities and range of stakeholders involved in this job mean that stress levels can be considerable. This can be compounded by not meeting these requirements or experiencing a disproportional degree of stressful situations (eg emotional, confrontational, competing deadlines). Good management of the role and its requirements, on a consistent basis is required, but assistance from BPA is available if and when required.

<sup>1</sup> TASK RATING (CLASSIFICATION OF WORK) - Physical Demand Level	
PHYSICAL DEMAND LEVEL	DESCRIPTION
<b>SEDENTARY WORK</b>	Exerting <b>up to 4.5 kg</b> of force <b>occasionally</b> or a <b>negligible</b> amount of force <b>frequently</b> to lift, carry, push, pull or otherwise move objects including the human body. Sedentary work involves sitting most of the time, but may involve walking or standing for brief periods of time. Jobs are Sedentary if walking and standing are required only occasionally and all other Sedentary requirements are met.
<b>LIGHT WORK</b>	Exerting up to <b>9 kilograms</b> of force <b>occasionally</b> ; or up to <b>4.5 kg</b> of force <b>frequently</b> ; or a <b>negligible</b> amount of force <b>constantly</b> to move objects. Physical demand requirements are in excess of those for Sedentary Work. A job should also be rated <b>Light Work</b> when the job requires: <ul style="list-style-type: none"> <li>walking or standing to a significant degree.</li> <li>sitting most of the time, but entails pushing or pulling of arm or leg controls.</li> <li>working at a production rate pace entailing constant pushing or pulling of materials even though the weight of those materials are negligible.</li> </ul>
<b>MEDIUM WORK</b>	Exerting <b>9-22.7 kg</b> of force <b>occasionally</b> , or <b>4.5-11.4 kilograms</b> of force <b>frequently</b> , or <b>greater than negligible to 4.5 kg</b> of force <b>constantly</b> to move objects. Physical demand requirements are in excess of those required for Light Work.
<b>HEAVY WORK</b>	Exerting <b>22.7-45.4 kilograms</b> of force <b>occasionally</b> , or <b>11.4-22.7 kg</b> of force <b>frequently</b> , or <b>4.5-9 kg</b> of force <b>constantly</b> to move objects. Physical demand requirements are in excess of those required for Medium Work.

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# BPA CHILDREN'S SERVICES

## Position Description – Early Childhood Teacher



<b>VERY HEAVY WORK</b>	Exerting <b>in excess of 45.4 kg</b> of force <b>occasionally</b> , or <b>in excess of 22.7 kg</b> of force <b>frequently</b> or <b>in excess of 9 kg</b> of force <b>constantly</b> to move objects. Physical demands requirements are in excess of those for Heavy Work.
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<sup>2</sup> FREQUENCY OF DEMANDS	
FREQUENCY	DESCRIPTION
<b>Rare</b>	1-5% of the time in an 8 hour day
<b>Occasional</b>	6-33% of the time in an 8 hour day
<b>Frequent</b>	34-66% of the time in an 8 hour day
<b>Constant</b>	67-100% of the time in an 8 hour day

*Source* : US Department of Labor (1991): *The Revised Handbook for Analyzing Jobs*

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## ACKNOWLEDGMENT

I have received a copy of the position description and have read and understand its contents. I agree to undertake these responsibilities as well as any others from time to time as directed by BPA Children's Services.

\_\_\_\_\_  
**Employee Name (please print)**

\_\_\_\_\_  
**Employee Signature**

\_\_\_\_\_  
**Date**

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