



POSITION DESCRIPTION

PART OF **AngliSchools**

Position Title	Early Years Leader Teacher
Tenure	Permanent Full-Time Early Years Leader 0.40FTE 0.60FTE Teaching load
Department	Early Childhood Primary School
Reports To	Head of Primary School
EBA	The Anglican Schools Commission Incorporated Western Australia Agreement 2019
Classification	WA Teacher Step 1 to Step 10 plus Promotional Allowance
Date Last Reviewed	September 2026

POSITION PURPOSE

The Early Years Leader provides educational and pedagogical leadership across Pre-Kindergarten to Year 2, supporting the delivery of high-quality, evidence-informed and developmentally appropriate teaching and learning that enables every child to thrive.

As a practising teacher and Early Years Leader, the coordinator works collaboratively with the Head of Primary and Early Childhood teaching and support staff to promote a consistent and contemporary approach to Early Childhood education across the School.

The Early Years Leader provides curriculum direction, professional guidance, mentoring and support to Early Childhood staff and promotes a culture of professional inquiry, reflective practice, collaboration and continuous improvement.

The position supports the development and implementation of high-quality educational programs aligned with relevant approved learning frameworks, the Western Australian Curriculum, the Early Years Learning Framework (EYLF), National Quality Standard (NQS), GMAS Vision for Learning and other applicable legislative and regulatory requirements.

The Leader promotes strong partnerships with children, families and colleagues and supports continuity of learning and successful transitions throughout the Early Childhood years and into Primary School.

The Early Years Leader is expected to contribute actively to the broader life of Georgiana Molloy Anglican School while demonstrating a strong commitment to child safety, the School Values and the ethos of Anglican education.

KEY ACCOUNTABILITIES

Educational and Pedagogical Leadership

- Provide educational and pedagogical leadership across Pre-Kindergarten to Year 2.
- Promote a shared vision and consistent approach to high-quality Early Childhood education across GMAS.
- Provide curriculum direction, guidance and professional support to Early Childhood teachers and Education Assistants.
- Lead a culture of professional inquiry, critical reflection, innovation and continuous improvement.
- Remain informed of contemporary research, evidence-informed practice and developments in Early Childhood education.
- Promote developmentally appropriate, intentional and responsive teaching practices that recognise children as capable, competent and active participants in their learning.
- Champion the importance of play, inquiry, exploration, relationships and intentional teaching in supporting children's learning and development.
- Support staff to develop learning environments that promote curiosity, creativity, independence, agency and a strong sense of belonging.
- Work collaboratively with the Head of Primary and relevant leaders to identify priorities for the ongoing development of Early Childhood education at GMAS.

Curriculum, Teaching and Learning

- Lead and support the development, implementation and review of Early Childhood curriculum and educational programs.
- Ensure curriculum and teaching practices are aligned with the Early Years Learning Framework (EYLF), National Quality Standard (NQS), Western Australian Curriculum and Assessment Outline, and other relevant requirements.
- Ensure teaching and learning practices align with the GMAS Vision for Learning.
- Support a coherent progression of learning from Pre-Kindergarten through to Year 2, recognising the transition from play-based Early Childhood programs to the Western Australian Curriculum.
- Promote an appropriate balance between explicit teaching, intentional teaching, inquiry and play-based learning.
- Support strong foundations in early literacy, numeracy, oral language, social and emotional development and physical development.
- Work collaboratively with teachers to plan, review and refine curriculum, teaching and assessment practices.
- Support the development of engaging learning environments that respond to the developmental, cultural and individual needs of children.
- Encourage innovative approaches to curriculum and pedagogy while ensuring practices are purposeful, evidence-informed and appropriate to the Early Childhood context.

Assessment, Planning and Student Progress

- Provide leadership in the assessment and planning cycle across Early Childhood.
- Support teachers to use observation, assessment, documentation and student achievement data to inform teaching and learning.
- Promote meaningful documentation that demonstrates children's learning, development and progress.
- Support teachers to analyse information about student learning to identify strengths, needs and appropriate interventions.
- Work collaboratively with relevant staff to support children requiring differentiation, extension, intervention or additional learning support.
- Promote consistent and developmentally appropriate assessment and reporting practices.
- Support teachers to communicate children's learning and development effectively to families.
- Monitor Early Childhood student achievement and development trends and provide relevant information to the Head of Primary.

Professional Leadership and Staff Development

- Mentor, coach and support Early Childhood teachers and Education Assistants to strengthen professional practice.
- Model and facilitate reflective practice and professional conversations about teaching, learning and child development.
- Identify professional learning priorities within Early Childhood and work with the Head of Primary to facilitate appropriate professional development.
- Support new staff through induction, mentoring and familiarisation with GMAS Early Childhood practices and expectations.
- Encourage collaboration, sharing of practice and collective responsibility for student learning and wellbeing.
- Recognise and utilise the strengths and expertise of individual staff members.
- Provide constructive professional feedback designed to build capability and improve outcomes for children.
- Contribute professional advice to recruitment and selection processes for Early Childhood positions where requested.

National Quality Framework and Continuous Improvement

- Maintain a contemporary understanding of the National Quality Framework and National Quality Standard, as well as relevant approved learning frameworks as they apply to the School's Early Childhood programs.
- Support the Head of Primary and relevant staff in maintaining compliance with applicable Early Childhood legislative and regulatory requirements.
- Lead and support continuous improvement processes within Early Childhood.
- Contribute to the development, review and implementation of the School's Quality Improvement processes where applicable.
- Support staff to understand and demonstrate evidence of quality practice.
- Promote a culture where reflection, evaluation and continuous improvement are embedded in everyday practice.
- Assist with preparation for relevant regulatory assessment, review or compliance processes as required.
- Maintain appropriate professional records and documentation relating to the leader's areas of responsibility.

Transition and Continuity of Learning

- Lead and support effective transition practices for children entering GMAS Early Childhood programs and progressing through the Early Childhood years.
- Promote continuity of curriculum, pedagogy and learning from Pre-Kindergarten through Kindergarten, Pre-Primary and Years 1–2.
- Work collaboratively with teachers to ensure relevant information about children's learning, development and wellbeing supports effective transitions between year levels.
- Develop strong links between Early Childhood and the broader Primary School.
- Support transition processes for new students and families joining GMAS.
- Promote practices that help children develop confidence, independence, belonging and positive attitudes towards learning.

Student Wellbeing and Pastoral Care

- Promote learning environments where every child feels safe, known, respected, included and valued.
- Develop authentic and trusting relationships with children that promote belonging, wellbeing and engagement.
- Promote developmentally appropriate restorative and relational practices consistent with GMAS Student Wellbeing and Behaviour Policies.
- Support staff to respond appropriately to children's social, emotional, behavioural and developmental needs.
- Work collaboratively with Learner Access & Early Intervention team, School Psychology, pastoral staff and external professionals where appropriate.
- Ensure children's voices, interests and perspectives are valued and incorporated into their learning experiences.
- Promote inclusive practices that enable meaningful participation by all children.

Partnerships with Families

- Promote respectful, collaborative and professional partnerships with parents and caregivers.
- Support staff to communicate effectively with families about children's learning, development and wellbeing.
- Promote family understanding of Early Childhood pedagogy, including the importance of play, inquiry, relationships and developmentally appropriate learning.
- Provide opportunities for families to engage meaningfully with Early Childhood programs and the school community.
- Respond professionally and appropriately to parent enquiries and concerns within the scope of the role, referring matters to the Head of Primary where required.
- Recognise families as important partners in children's education.

Learning Environments and Resources

- Provide leadership and advice regarding the development of engaging, safe and developmentally appropriate Early Childhood learning environments.
- Promote effective use of indoor and outdoor environments as integral components of teaching and learning.
- Encourage environments that support exploration, creativity, movement, inquiry, collaboration and independent learning.
- Provide advice regarding Early Childhood resources, equipment and future resource priorities.
- Work collaboratively with the Head of Primary regarding budget priorities and resource requirements within Early Childhood.
- Promote sustainable and responsible use of resources.

Communication and Collaboration

- Maintain an open, collegial and collaborative leadership style.
- Facilitate effective communication across the Early Childhood team.
- Conduct and/or contribute to Early Childhood team meetings as required.
- Work collaboratively with the Head of Primary, Primary leadership team, teaching staff, Education Assistants and relevant support staff.
- Provide professional advice regarding Early Childhood education when requested.
- Communicate relevant Early Childhood developments, requirements and initiatives to staff.
- Maintain appropriate confidentiality in relation to students, families and staff.

Whole-School Responsibilities

- Contribute actively to the broader life and culture of Georgiana Molloy Anglican School.
- Attend and contribute to meetings, professional learning, School events, Discovery Days, excursions, assemblies and services as required.
- Participate in School events and activities relevant to the Early Childhood community.
- Promote positive relationships between Early Childhood and other areas of the school.
- Undertake rostered supervisory duties and exercise appropriate duty of care for students.
- Supervise and support pre-service teachers where required.
- Demonstrate visible support for the GMAS Values, Vision for Learning and Anglican ethos.

TEACHING RESPONSIBILITIES

The incumbent will maintain an active teaching role and is expected to model high-quality professional practice within their Department.

In accordance with the responsibilities outlined in the GMAS Teacher Position Description, the incumbent will:

- Plan, deliver and assess high-quality, evidence-informed teaching and learning programs that meet relevant SCISA, ACARA and School requirements.
- Create safe, inclusive and engaging learning environments that promote high expectations, positive relationships, student wellbeing and achievement.
- Use student achievement and wellbeing data, formative and summative assessment and reflective practice to inform teaching, differentiation and continuous improvement.
- Maintain accurate student records, assessment information and reporting requirements and communicate effectively with students, parents and caregivers regarding student progress.
- Model effective classroom management, restorative and relational practices and appropriate professional boundaries.

- Contribute to pastoral care and other whole-School responsibilities as required.
- Demonstrate and promote the GMAS Vision for Learning, School Values, commitment to child safety and the ethos of Anglican education.
- Maintain all required professional registrations and clearances and comply with School policies, the Staff Code of Conduct, WHS requirements and relevant professional standards.
- Fulfil the School's annual 40-hour co-curricular requirement and participate in camps, excursions, School events and activities as required.

Manage Self and Professional Skills

- Comply with the GMAS Staff Code of Conduct and TRBWA Teacher-Student Professional Boundaries.
- Comply with legal, regulatory, ethical, environmental and social responsibilities and requirements.
- Adhere to and comply with all WHS policies and procedures and relevant legislation.

Other Duties

- Maintain a practising role in the teaching program and/or provide cover for a teacher if urgent issues arise.
- The allocation and composition of the teaching load may be determined on a year-by-year basis according to School operational requirements.

Undertake other duties as directed by the Principal and/or Deputy Principal.

This position description is intended as a guideline to illustrate the main job responsibilities. It is not intended to be an exhaustive list and may change within the scope of the role at the Principal's discretion. Employees may also be required to undertake other reasonable duties as directed.

CORE EXPECTATIONS

- Maintain strict confidentiality in relation to School, staff and student matters.
- Demonstrate overt support for the School Values, Vision for Learning and Anglican ethos.
- Maintain a strong commitment to child safety and student wellbeing.
- Demonstrate professional, ethical and respectful conduct at all times.
- Foster a culture of collaboration, accountability, continuous improvement and sharing of professional knowledge.
- Develop and maintain positive and productive working relationships with students, colleagues, families and other stakeholders.
- Demonstrate a strong commitment to responsive, professional and respectful service to students, families, colleagues and the wider School community.
- Attend and contribute to relevant School meetings, professional learning and School activities as required.
- Participate in the School's staff appraisal and professional growth processes.

POSITION DIMENSIONS

Budget / Expenditure:

As advised by Principal and Business Manager annually

Significant Work Relationships

Internal

- Principal
- Senior Leadership Team
- Head of Primary School
- Director of Teaching and Learning
- Primary Leadership Team
- Teaching staff
- Early Childhood Teachers
- Learner Access and Early Intervention Staff
- School Psychologist and Wellbeing Staff
- Support Staff
- Students

External

- Parents and Caregivers
- Relevant Early Childhood professional organisations
- Regulatory and educational authorities, where required
- Allied health and external professionals, where appropriate

SELECTION CRITERIA

Selection Criteria (to be addressed within the candidate's application for employment)

- Early Childhood expertise – Appropriate tertiary qualifications in Education, with qualifications and/or substantial experience in Early Childhood Education and a strong understanding of contemporary Early Childhood pedagogy, child development and evidence-informed practice.
- Curriculum, pedagogy and quality assurance – Demonstrated knowledge and application of the Early Years Learning Framework (EYLF), National Quality Framework (NQF), National Quality Standard (NQS) and Western Australian Curriculum, with the capacity to ensure Early Childhood programs meet curriculum, quality and regulatory requirements.
- Educational and strategic leadership – Demonstrated capacity to provide effective leadership within an Early Childhood environment, including mentoring and developing teachers and Education Assistants, providing professional guidance and constructive feedback, establishing priorities, exercising sound professional judgement and contributing to the ongoing development and strategic direction of Early Childhood education within the School.
- Student learning, assessment and improvement – Demonstrated capacity to use assessment, observation and student learning and developmental information to evaluate outcomes, guide planning and support appropriate differentiation, extension and intervention for individual children.
- Inclusive education, wellbeing and transition – Demonstrated capacity to promote safe, inclusive and developmentally appropriate learning environments that support diverse learning and wellbeing needs, together with effective transition and continuity of learning across Pre-Kindergarten to Year 2 and into the broader Primary School.
- Communication, relationships and collaboration – Highly developed interpersonal and communication skills, with demonstrated ability to establish positive and productive partnerships with children, families, colleagues and other professionals and work collaboratively across the School community.
- Professional values and School contribution – Demonstrated commitment to child safety, ethical and professional practice and ongoing professional growth, together with a willingness to contribute actively to the broader life of the School and support the GMAS Values, Vision for Learning and Anglican ethos.

ELIGIBILITY AND TRAINING REQUIREMENTS

Applicants must hold, or be eligible to hold, full teacher registration with the Teacher Registration Board of Western Australia (TRBWA) and a current Working with Children Check, together with the other employment screening requirements of GMAS).

INHERENT PHYSICAL REQUIREMENTS

The successful applicant must be able to undertake the inherent physical requirements of the position, with reasonable adjustments where appropriate, including:

- Maintain the physical capacity required to teach, supervise and interact effectively with young children across Early Childhood learning environments.
- Regularly stand, walk and move throughout classrooms, Early Childhood learning areas, outdoor environments and the broader School campus.
- Regularly work at children's level, including sitting on low chairs or the floor, bending, kneeling, crouching and transitioning between floor, seated and standing positions.
- Move safely and effectively between indoor and outdoor learning environments while maintaining appropriate supervision and duty of care.
- Undertake active supervision of children during classroom activities, play, transitions, playground duties, excursions, School events and other activities.
- Safely handle, move and set up teaching resources, classroom equipment and learning materials ordinarily associated with Early Childhood teaching and learning.
- Maintain sufficient mobility, coordination and situational awareness to respond promptly to student wellbeing, behavioural, safety and emergency situations.
- Participate in excursions, School activities and events that may involve extended periods of standing, walking or outdoor supervision.
- Perform the physical requirements of the role safely and in accordance with the School's WHS requirements and safe work practices.

Reasonable adjustments will be considered where appropriate to enable an employee to perform the inherent requirements of the position, provided the adjustments do not compromise student safety, duty of care or the essential requirements of the role.

OUR COMMITMENT TO CHILD SAFETY AND ANGLICAN ETHOS

Georgiana Molloy Anglican School is a child-safe environment. Our School actively promotes the safety and wellbeing of all students, and all School staff are expected to be committed to protecting students from abuse or harm in the School environment, in accordance with their legal obligations, our Child Protection Policies and Staff Code of Conduct.

A valid Working with Children Card and Nationally Coordinated Criminal History Check are required for all employees at Georgiana Molloy Anglican School.

Georgiana Molloy Anglican School is an Anglican School, and applicants are expected to demonstrate empathy with and support for the School's Anglican ethos.

AUTHORISATION

I hereby agree that this Position Description accurately reflects work requirements.

Principal

Mr Brad Evans

Name

Signature

Date

**Early Years
Leader**

Name

Signature

Date