YMCA POSITION DESCRIPTION – EDUCATIONAL LEADER

Position Title	Educational Leader		
Group	Childcare Services – Outside School Hours Care (OSHC)		
Modern Award:	Children's Services Award 2010		
Classification Level:	Level 3 – Level 5 *Educational Leaders also receive an Educational Leader Allowance – amount is dependent on number of days worked each week.		
Position Status	Permanent	Child Facing Role ✓	Blue Card Required ✓
Safeguarding Classification	Child Facing Position (CF)		
Employment Screening	National Police Check; and Working with Children Check (Blue Card)		
Reports to:	OSHC Service Director, Coordinator		

About the Y

The Y has been working in local communities across Australia since 1851 and in Queensland from 1864. The humble beginnings of the Y were founded in 1844 in London, England with a focus on the welfare of young men to gain renewed strength in body mind and spirit.

Today, Y Queensland is a vibrant active community organisation seeking to make a positive difference by providing each person with the opportunity to be healthy, happy and connected. We provide a range of services tailored to the needs of the communities we serve. These services include, but not limited to childcare, fitness and recreation, outdoor education and camping, youth programs and vocational training and education, school breakfast programs, community neighbourhood centres, social housing and accommodation and hospitality.

About the Industry

The Y is a large provider of Outside School Hours Care (OSHC) in South East Queensland, operating in over 60 schools. OSHC works in accordance with the Early Childhood Education and Care Legislation and Regulations. Our program is developed according to the My Time, Our Place Framework and is centralised around the elements of Belonging, Being and Becoming. The program is aimed at providing our children with the opportunities to learn, develop and grow. By learning through play, we provide our children with opportunities to learn about their world and develop a sense of self. We believe all children are born with the desire and ability to develop, learn and explore and deserve to have opportunities and experiences that challenge their diverse needs.

Position Summary

The Educational Leader is responsible for planning and implementing the service's educational program by facilitating ongoing reflection and learning with colleagues. The Educational Leader will drive the service's cycle of planning that informs quality play-based educational and leisure opportunities, which are the foundation of the service's program. Additionally, the Educational Leader will support the day-to-day management of the service, providing direction and supervision to Educators.

Duties and Responsibilities

Establishing the Program and Leading Learning

1. Support a collaborative planning process for the ongoing development and delivery of the service's program. Ensure the program draws upon and reflects the service's shared philosophy, the approved learning framework, professional knowledge and contemporary play-based theories and practices.
2. Both directly deliver activities/experiences for children's learning, and support educators to plan and facilitate play-based activities/events - these should including adapting activities to reflect flexibility and spontaneity in play.
3. Role-model and ensure responses to children behaviour upholds positive guidance techniques and strategies at all times. The Educational Leader will explore and present research, learning and techniques to develop strategies and responses to children's behaviour.
4. Lead critical reflection of the program through evaluation and assessment including reviewing documentation and observations. Ensure documentation and all other critical reflection strategies are utilised to evaluate and assess the program and outcomes of the service.
5. Act as the Responsible Person from time-to-time, supervising educators in the delivery of education and care.
6. Lead mechanisms to engage a range of stakeholder perspectives for the ongoing development of plans for improvement of the service's quality and capacity.
7. Promote the service's commitment to uploading the value and connection to Aboriginal and Torres Strait Islander cultures.

Collaboration with Families and Others

8. Lead and develop the strategies for family and community involvement, collaboration and engagement.
9. Integrate feedback and community needs into the foundation of the program.
10. Build strong relationships with parents and caregivers. Demonstrate a welcoming atmosphere through greeting, sharing of information.
11. Respond to concerns and/or complaints with professionalism and with the view of quality improvement.

Lead Professionalism and Support Staff Development

12. Monitor staff adherence to the service/organisation philosophy, policy and procedures.
13. Facilitate the ongoing review, training and development of staff, including maintaining relevant documentation.

Management and Human Resources

14. Contribute to effective teamwork through respectful and supportive interactions with staff and managers.
15. Assist reviewing, planning and implementing professional learning and development opportunities for Educators.

Administration

16. Ensure the service's planned program is prominently displayed for families and stakeholders.
17. Maintain records and documentation to evidence the ongoing cycle of planning.
18. Support the Coordinator in the development of the service Quality Improvement Plan. Ensure this is informed by a service self-assessment process.

Safeguarding Children

1. SAFEGUARDING CHILDREN REQUIREMENTS

The status for your position as either child-facing or non-child-facing is outlined on page one of your position description. The YMCA has requirements for both child-facing and non-child-facing roles which are indicated below.

Child-Facing Roles

1.1 Declare anything you become aware of through the course of your engagement with the YMCA which a reasonable person would consider could impede your suitability to have contact with children and young

people;

1.2 Act as an extended guardian towards children and young people where you have interactions and at all times take reasonable steps to prevent abuse and neglect;

1.3 Adhere to all policies and procedures relating to safeguarding children and young people and the Safeguarding code of conduct;

1.4 Update your details whenever these change, with the relevant department administering the working with children check or equivalent in your state/ territory of residence, as required by applicable laws;

1.5 Complete a Working with Children Check (Blue Card) prior to commencement and maintain currency throughout employment;

1.6 Complete a National and/or International Police Check prior to employment and at the discretion of the YMCA;

1.7 Report any suspicions, concerns, allegations or disclosures of alleged child abuse/ neglect in line with procedures;

1.8 Participate in safeguarding children and young people training as directed;

Non-Child-Facing Roles

1.9 Participate in safeguarding children and young people training as directed

1.10 Use standardised methods for receiving and responding to feedback and complaints from children, young people and their families;

1.11 Any new program initiatives are to include consultation with children and young people, using standardised practices and resources;

1.12 Maintain a working knowledge of policies and procedures relating to safeguarding children and young people;

1.13 Attend any other training legally mandated by your role in relation to safeguarding children and young people;

1.14 Actively promote cultural safety for children and young people from CALD, ATSI, LGBTQIA+ communities and those with disabilities.

General

2 GENERAL REQUIREMENTS

2.1 Support the management of a workplace that supports diversity including gender, cultural and generational diversity; provide equal employment opportunity and foster a respectful, inclusive workplace;

2.2 Comply with all Policies and procedures;

2.3 Continually monitor the cleanliness, safety, security and presentation of the Centre in conjunction with all other staff;
2.4 Provide assistance in the implementation of a quality Early Education Program;
2.5 Maintain confidentiality of all YMCA information, records and files;
2.6 Complete the YMCA Induction and other required training as required by organisational policy and procedures;
2.7 Uphold, promote and comply with the policies, mission and values of the YMCA;
2.8 Any other duties as determined by the Chief Executive Officer as required.

Health and Safety

3 WHS RESPONSIBILITIES FOR ALL EMPLOYEES / VOLUNTEERS

3.1 Take reasonable care to ensure their own safety and health and that of others, and to abide by their duty of care provided for in the legislation;
3.2 Be familiar with the YMCA WHS Policy and other health and safety policies, procedures and requirements;
3.3 Accept responsibility and accountability for compliance and cooperation with all WHS policies, procedures and practices established by the YMCA;
3.4 Report all hazards, near-misses, incidents and injuries in accordance with organisation policy and procedures;
3.5 Wear appropriate clothing, footwear and protective equipment for the work performed and work environment;
3.6 Properly use equipment, including any relevant safety equipment or devices;
3.7 Participate in discussions and consultation on the management and resolution of WHS risks;
3.8 Accurately complete all required WHS documentation relevant to position and work activities being undertaken
3.9 Continually monitor the workplace for hazards so as to minimize the risk to both customers and staff;
3.10 Make suggestions for improvements to health and safety practices within the workplace;
3.11 Take reasonable care for your own health and safety and that acts or omissions do not adversely affect the health and safety of others;
3.12 Comply with any reasonable instruction that is given by the YMCA for ensuring health and safety.

Key Physical Requirements

1. Walking / standing – Frequent - Constant
2. Sitting – Frequent - Constant
3. Squatting/ bending/kneeling – Frequent
4. Working outdoors – Frequent
5. Fine motor skills (keying, typing) – Frequent - Constant
6. Gross motor skills (e.g. setting up, packing up) – Frequent
7. Lifting/carrying up to 10kg – Occasional

(Key = Occasional 1-33%, Frequent 34-66%, Constant 67-100%)

Position Requirements / Selection Criteria

1. Hold/Working toward an ACECQA approved qualification. Diploma is preferred but not required.
2. Current Mandatory National Child Safety Training Certificate, completed through the Australian Government's GECCKO learning platform;
3. Minimum 2 years experience in an Early Childhood Education and Care setting
4. Comprehensive working knowledge of the approved learning framework;
5. Demonstrated ability to coach and mentor others;
6. Demonstrated excellent communication and interpersonal skills;
7. Comprehensive working knowledge of child development, attachment, learning;
8. A demonstrated understanding of evidence-based best practice approaches to teaching and learning;

9. Working knowledge of leadership theory and the use of a range of leadership styles;
10. Well-developed critical thinking skills, including the ability to analyse and challenge conventional practice and ideas;
11. Current First Aid and CPR Certification;
12. Currently possess, or be willing to obtain, a Police Check Certificate and positive notice Blue Card in accordance with the Working with Children (Risk Management and Screening) Act 2000 prior to commencement;
13. Achievement of YMCA's Safeguarding Children Training Certificate and complete annual refresher training.

Approval

Date Position Description Revised:	26 May 2026
Position Description approved by:	Chief Operations Officer
Date of Approval:	26 May 2026