Longreach Regional Council
Ilfracombe Isisford Longreach Yaraka

Schedule 2 – Position Description

Position Name:	Educational Leader
Position Number:	6041
Directorate:	Community Services
Team:	Childcare
Category of Employment:	Permanent, full-time
Classification Level:	Assistant Director, 2 year qualified, year 1 (minimum)
Classification Type:	Queensland Local Government Industry (Stream A) Award – State 2017; Division 2; Section 2 – Delivery of children's services and early childhood education (including teachers)
Reports to:	Childcare Centre Manager
Located:	Longreach
Accountable for:	Nil
Vehicle Authorisation:	Classification 4 – Business-use only
Financial Delegation:	Purchasing Officer (Requisitioner) - $3,000.00
Revised:	November 2026

Our Vision

Connecting Council and Community

Our Mission

Delivering Excellent Services

Our Values

1. A Safe and Healthy Work Environment
2. Inclusiveness and Respect
3. Consistency and Fairness
4. Teamwork and Staff Development
5. Performance and Value for Money
6. Leadership and Collaboration
7. Sustainability
8. Forward-looking

Position Objective

The Educational Leader provides educational leadership, mentoring and professional support to educators to enhance the quality, consistency and effectiveness of educational programs across the service. The role drives continuous improvement by fostering reflective practice, building educator capability, and ensuring educational programs align with the Early Years Learning Framework, National Quality Framework, service philosophy and legislative requirements to achieve positive outcomes for children, families and the community.

Position Responsibilities

Functional Area	Key Responsibilities
Educator Mentoring and Development	• Mentor, coach and support educators to build capability and confidence in all aspects of the planning cycle. • Guide educators in observation, documentation, assessment and critical reflection processes. • Facilitate professional discussions and learning opportunities to strengthen practice and outcomes for children. • Support educators to identify strengths and areas for professional growth. • In consultation with the leadership team, identify staff training and professional development needs and coordinate additional formal training opportunities to support continuous improvement.
Service Events and Community Engagement	• Plan, coordinate and support service events in collaboration with leadership and wider team, celebrations and community engagement opportunities. • Collaborate with educators, families and the leadership team to deliver meaningful events that promote children's learning, wellbeing and sense of belonging. • Support initiatives that strengthen family engagement and connections with the broader community.
Educational Leadership	• Lead the development, implementation and evaluation of high-quality educational programs across the service. • Ensure educational practices align with the Early Years Learning Framework (EYLF), My Time, Our Place (MTOP), National Quality Standard (NQS) and service philosophy. • Provide curriculum leadership, direction and guidance to educators to support best practice and continuous improvement. • Promote reflective practice and ongoing professional learning within teams.
Curriculum and Program Quality	• Collaborate with educators to develop engaging, inclusive and responsive learning environments and programs. • Monitor and support the quality, consistency and effectiveness of educational programs across the service.

	• Assist educators to use children's interests, strengths and family input to inform planning and curriculum decisions. • Promote meaningful documentation that demonstrates children's learning and development.
Quality Improvement and Compliance	• Support the implementation and review of the Quality Improvement Plan (QIP). • Monitor educational practices to ensure compliance with relevant legislation, regulations and service policies. • Contribute to continuous improvement initiatives and assessment and rating readiness. • Use data, observations and reflective practices to identify areas for improvement.
Other	• Other such relevant duties as required from time to time which would generally fall within the scope of this position as directed by your accountable supervisor or the Chief Executive Officer. • Carry out all duties in line with Council's Workplace Health and Safety policies and procedures and adhere to any legislative obligations.

Extent of Authority

The position exercises professional judgement and initiative in the provision of educational leadership, coaching, curriculum guidance and quality improvement activities across the service. The role is responsible for influencing educational practice and supporting compliance outcomes but does not exercise formal supervisory, financial approval or disciplinary authority. The position may coordinate and guide the work of educators in relation to curriculum delivery and educational practice and operates within the delegations, policies and procedures of Council and the Queensland Local Government Industry (Stream A) Award – State 2017. Financial authority is limited to Purchasing Officer (Requisitioner) responsibilities up to $3,000 and any other formally delegated authorisations.

Key Relationships

Internal		
Position	**Nature of Relationship**	**How it Works**
Childcare Centre Manager	Collaborative leadership and operational support	Work closely to align educational practices with service goals, compliance requirements, quality improvement initiatives, and strategic priorities. Provide feedback on educational outcomes and support service-wide continuous improvement. Provide updates on educational

		leadership initiatives, quality outcomes, workforce development needs, and service improvement activities. Collaborate on organisational priorities and professional development opportunities.
Assistant Childcare Centre Manager	Collaborative partnership and support	Coordinate the implementation of educational programs, support educator development, address operational matters impacting curriculum delivery, and ensure consistency in practices across the service. Provide updates on educational leadership initiatives, quality outcomes, workforce development needs, and service improvement activities. Collaborate on organisational priorities and professional development opportunities.
Director of Community Services	Strategic guidance and reporting	Provide updates on educational leadership initiatives, quality outcomes, workforce development needs, and service improvement activities. Collaborate on organisational priorities and professional development opportunities.
Administration Officer	Information sharing and operational support	Collaborate regarding enrolment information, family communications, attendance records, events, and other administrative processes that support educational programming and service operations.
Educators	Mentoring, coaching and professional support	Provide guidance, mentoring and feedback to support high-quality educational programs, reflective practice, compliance requirements, and professional growth.

External		
Position	**Nature of Relationship**	**How it Works**
Children in Care	Educational guidance and support	Foster meaningful relationships with children and support environments that promote learning, wellbeing, development and inclusion.
Parents and Guardians	Partnership and engagement	Build positive relationships with families, encourage participation in children's learning, and support understanding of the educational program and service practices.
Local Primary Schools	Information sharing and transition support	Collaborate to support positive transitions to school, share relevant information (with family consent), and participate in transition-to-school initiatives and events.
Local Secondary Schools	Community engagement and workforce development	Develop and maintain community partnerships, support student placements, work experience opportunities, and promote positive community connections.
Allied Health Professionals	Collaborative support for children's learning and development	Work in partnership to support children with additional needs, implement recommended strategies, facilitate communication between educators and families, and promote inclusive practices within the service.
Inclusion Support Agencies and Specialist Services	Professional consultation and guidance	Seek advice and support to enhance inclusive environments, build educator capability, and improve outcomes for children and families.
Community Organisations and Services	Partnership and community engagement	Develop relationships that enhance children's learning experiences, family engagement opportunities and community connections.

Key Behavioural Competencies

Key behavioural competencies for this role include:

- Demonstrates positive, values-based leadership that inspires high performance, continuous improvement and quality outcomes.
- Demonstrates a willingness to support service operations by stepping into educator duties when required to maintain quality care and service continuity.
- Communicates clearly, respectfully and professionally, fostering open and effective relationships with children, families, educators and stakeholders.
- Builds educator capability through coaching, constructive feedback, guidance and ongoing support.
- Promotes collaboration, inclusion and teamwork, valuing diverse perspectives and encouraging participation in decision-making.
- Develops and maintains positive professional relationships to achieve shared goals and improve outcomes for children.
- Demonstrates adaptability, patience and sound judgement when supporting individuals and teams with varying needs and capabilities.
- Commits to ongoing learning, reflective practice and evidence-informed decision-making to support service excellence.
- Actively contributes to continuous improvement initiatives aligned with the National Quality Framework.
- Maintains professionalism, integrity, confidentiality and accountability in accordance with legislative requirements, policies and procedures.
- Role models a positive organisational culture through ethical conduct, reliability and professional behaviour.

Position Requirements

Skills

- Demonstrated leadership, coaching and mentoring skills to support educator growth and professional practice.
- Strong communication and interpersonal skills, with the ability to build positive relationships with children, families, educators and stakeholders, including empathy, active listening, and conflict resolution skills.
- Ability to facilitate reflective practice and lead professional discussions.
- Effective planning, organisation and time management skills, with the ability to manage competing priorities.
- Strong problem-solving and decision-making skills.
- Ability to analyse, review and provide constructive feedback on educational programs and documentation.
- Competence in the use of relevant technology and software systems used within the service.
- Ability to work collaboratively as part of a leadership team and contribute to service-wide initiatives.
- Ability and willingness to adapt to changing circumstances, priorities, and needs within the childcare environment, including the ability to respond quickly and effectively to unexpected situations or emergencies.

Knowledge

- Thorough knowledge and understanding of the *Education and Care National Law (2011), Education and Care National Regulations (2011), National Quality Framework*.
- Thorough knowledge and understanding of child development principles, age-appropriate practices, and educational methodologies to ensure the delivery of high-quality childcare services that support the holistic development of children.
- Knowledge of contemporary early childhood education theories, practices and research.
- Understanding of inclusion, diversity and equity within early childhood settings.
- Knowledge of child safe practices, behaviour guidance and family engagement principles.
- Understanding of quality improvement processes and assessment and rating requirements.

Mandatory Experience/Qualifications

- Diploma of Early Childhood Education and Care.
- Bachelor of Early Childhood Education (or equivalent ACECQA-approved qualification).
- Working with Children Check (WWCC) Blue Card ** must be obtained before first day of employment.
- Current certification in *HLTAID012 – Provide First Aid in an Education and Care setting*, or willingness to obtain.
- Current certification in an approved Child Protection – Child Safety Training Courses 1-4 ** must be obtained before first day of employment.
- Current unrestricted "C" Class Drivers Licence
- Current unrestricted "LR" Class Drivers Licence, or willingness to obtain (to be available to drive the 22-seater bus for before and after school care, and excursions).
- Demonstrated experience working in an early childhood education and care setting.
- Experience developing, implementing and evaluating educational programs and practices.
- Experience supporting, mentoring or guiding educators to improve practice and educational outcomes.
- Experience contributing to quality improvement initiatives and compliance requirements.
- Proven ability to work collaboratively with families, children, educators and external stakeholders.
- Experience facilitating reflective practice and supporting continuous improvement processes.

Desirable Experience/Qualifications

- Previous experience in an Educational Leader position.
- Additional training or qualifications in leadership, mentoring, coaching or curriculum development.
- Experience supporting services through Assessment and Rating processes.

Delegations and Authorisations

Financial Delegations

Check	Role	Financial delegation (up to)	Description
☒	Purchasing Officer (Requisitioner)	$3,000	Authorised to create and manage purchase orders or corporate credit card purchases within the threshold, subject to budget availability and Council procurement procedures; does not hold approval (financial

			delegate) authority and must obtain approval from an authorised delegate for purchases exceeding this limit.

Vehicle Authorisations

Check	Vehicle authorisation	Description
☒	**Classification 4** – Business use only	This position is authorised to use Council-owned or hired motor vehicles under ***Classification 4 – Business use only*** in accordance with Council's Motor Vehicle Policy and Management Directive – Motor Vehicle Provision and Use. Vehicle use is limited to approved business purposes and is subject to compliance with all policy conditions, licence requirements, reporting, and safety obligations. The position does not hold authority to approve vehicle allocations, usage classifications, or private use.

☒ Where the position has Delegations and Authorisation

Chief Executive to Employee Delegations and Authorisations

This position exercises powers and functions in accordance with Council's Delegations and Authorisations Policy, the Chief Executive Officer to Employee and Contractor Delegations Register, and any Authorised Person/ Authorised Officer Instrument of Employment issued to the role holder. Authority is limited to those delegations and authorisations formally granted and current at the time of action. The position holder is responsible for understanding and complying with the scope and conditions of their delegations and for escalating matters outside delegated authority in accordance with council procedures.

Physical Requirements

Vision and Hearing Requirements

☐ This position requires a vision test

☐ This position requires a hearing test

Cognitive Requirements	Frequency (% of working day)			
	Rare/Never	Occasional 0-33%	Frequent 34 – 66%	Constant > 66%
Working Independently - ability to utilise autonomy with respect to the processes by which tasks are completed.	☐	☒	☐	☐
Team Based Work - works in a team of people and not exposed to isolation	☐	☐	☐	☒
Communicating With Others – Verbal	☐	☐	☐	☒
Communicating With Others - Written	☐	☐	☒	☐
Focused Attention on Task - high levels of attention required to minimise errors and ensure accuracy	☐	☐	☒	☐

Concentrating – high levels of concentration required while completing required tasks	☐	☒	☐	☐
Planning and Sequencing Tasks and Activities - managing multiple tasks or projects simultaneously, ensuring that all activities are completed efficiently and effectively.	☐	☐	☒	☐
Decision Making - required to exercise sound decision making while completing all aspects of the position	☐	☐	☒	☐
Problem Solving – requirement to develop sound solutions to novel or unusual problems arising during the course of the day	☐	☐	☒	☐
Reasoning - required to exercise sound reasoning while completing all aspects of the position within defined scope	☐	☐	☐	☒
Judgement - required to exercise sound judgement while completing all aspects of the position within defined scope	☐	☐	☐	☒
Short and Long-term Memory Recall – ready access to documented procedures or precedents to perform requirements of the position	☐	☐	☒	☐
Emotional Resilience - exposure to stressful or distressing situations including meeting specified deadlines and production demands, dealing with aggressive or upset customers/clients, high conflict situations, general workload demands, change beyond individual's personal control	☐	☐	☒	☐
Interruptions – frequency of interruptions to daily work plans and requirement to change work plans at short notice	☐	☐	☐	☒

Physical Requirements

☐ This position does not require more than 10-15% manual handling/physical exertion

☐ A task analysis exists because this position requires more than 10-15% manual handling/physical exertion

Physical Requirements	Frequency (% of working day)			
	Rare/Never	Occasional 0-33%	Frequent 34 – 66%	Constant > 66%
Mobility/Posture				
Sitting – stay in seated position (including driving)	☐	☒	☐	☐
Standing – standing in an upright position, moving less than 3 steps	☐	☐	☐	☒
Walking – In an upright position, moving more than 3 steps	☐	☐	☐	☒
Crawling – Move on the hands & knees or by dragging the body close to the ground	☒	☐	☐	☐
Non-Manual Handling				

Crouch/Squat - To lower the body by bending forward from legs and spine, buttocks on or near the heels	☐	☐	☐	☒
Kneeling – To lower the body	☐	☐	☐	☒
Bending – To bend forward and down from the waist or the middle of the back, rounding the shoulders and back for more than 3 seconds	☐	☐	☒	☐
Reaching – Extending arms out in any direction	☐	☐	☒	☐
Twisting/Trunk Rotation – Rotating the body to one side or the other without moving the feet	☐	☐	☒	☐
Fine Manipulation/Pinch Grip – Fingers are on one side of the object and thumb on the other, typically without the object touching the palm	☐	☐	☒	☐
Power/Open Hand Grip – Using the whole hand to grasp an object, typically used to handle large or wide objects where the fingers are extended	☐	☐	☒	☐
Writing/Typing	☐	☐	☒	☐
Climb Ladders	☐	☒	☐	☐
Climb or descend stairs	☐	☒	☐	☐
Low Level Work – Performing manual handling actions at or near ground level	☐	☒	☐	☐
Manual Handling Work				
Lift/Carry/Hold – Raising or lowering an object from one level to another and holding/transporting the object using the hands, arms or on the shoulders	☐	☐	☒	☐
Pushing/Pulling – Applying force to move something away or closer to oneself, including static positions	☐	☒	☐	☐
Weight Requirements – lift, carry, push, pull or hold				
1 - 5kg	☐	☐	☒	☐
5.1 – 10kg	☐	☐	☒	☐
10.1 -15kg	☐	☐	☒	☐
15.1 -20kg	☐	☒	☐	☐
Lift floor to hip	☐	☐	☒	☐
Lift waist to shoulder	☒	☐	☐	☐
Lift overhead	☒	☐	☐	☐

☐ Plant operation with maximum seat rating of 120kgs

☐ Plant operation with maximum seat rating of 150kgs

Workplace Health and Safety Obligations

All employees have a legal obligation to comply with regulatory requirements and LRC– SMS *(Longreach Regional Council's - Safety Management System)* incorporating WH&S policies, procedures and work instructions. These are introduced to ensure the health and safety of employees, contractors, visitors, volunteers, the public and the environment and remain compliant with Industry Benchmark Standards.

Employees of Longreach Regional Council have the following responsibilities for health and safety at work.

- Take reasonable care of their own health and safety and ensure that their actions do not adversely affect the health and safety of others.
- Comply with and follow all reasonable instructions for work health and safety (WHS) and cooperate with all reasonable WHS policies, procedures, guidance, instructions, and directions.
- To not intentionally or recklessly interfere with or misuse any substance or thing provided in the interests of WHS.
- Use Longreach Regional Council's WHS risk management approach, participate in risk assessments and assist in identifying and using control measures to eliminate or minimise WHS risks.
- Ensure safe work practices including operating and maintaining all machinery, equipment and plant in a safe way and holding licences and training where required.
- Report any worn out or defective tools or equipment or problems with tools and equipment.
- Comply with Council's induction and training requirements.
- Participate in meetings, training, consultation and other WHS activities such as inspections, incident investigations, and evacuation drills as required.
- Use, maintain and store personal protective equipment (PPE) in the appropriate manner.
- Be familiar with emergency and evacuation procedures for their work area and comply with instructions given by emergency response, including emergency wardens and first aiders.
- Report all problems with undertaking work, including concerns or signs of injury, discomfort, or ill health, immediately to their manager or supervisor.
- Report any unsafe situation, workplace hazard, injury, incident, or near-miss to their manager or supervisor immediately.
- STOP WORK if it not safe to continue and report concerns to their manager or supervisor.
- Assist in maintaining a high level of housekeeping, cleanliness, and tidiness.
- Undertake tasks as required to enable continuous improvement for WHS management

Acknowledgement

This Position Description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties, responsibilities and qualifications required of employees assigned to the role.

Authorised By:	Tanya Scott, Director of Community Services
Signature:	
Date:	
Present Incumbent:	Vacant
Signature:	
Date:	