



Position Description

ELC Educator



About Haileybury

Since 1892, when our doors first opened with five staff and 17 students in attendance, Haileybury has been a centre of continual development: learning, teaching and location have all undergone transformative change on our path to become the School we are today.

The School has enrolments exceeding 7,000 across its campuses and operations in Berwick, Brighton, Keysborough, Melbourne City, Haileybury Pangea, Darwin (Northern Territory) and across South East Asia in China, Vietnam, Timor-Leste, Vanuatu and Indonesia.

Haileybury has been endorsed as one of Australia's best schools with multiple awards from the Australian Education Awards, including Australian School of the Year, Primary School of the Year and Principal of the Year. In 2025 Haileybury was ranked by NewsCorp Media as the number one coeducational school in Australia. Based on national testing results Haileybury has also been ranked as the number one primary school in Victoria and the number two secondary school.

At Haileybury we use the motto that 'Every student matters every day' and this resonates through everything that we do, both in and out of the classroom.

Discover more about Haileybury at www.haileybury.com.au

Working with us

Haileybury is proudly non-selective when it comes to the students who look to join our outstanding school. We believe in the potential of every child to achieve and contribute.

However, we are by contrast, very selective of staff who wish to work with us, whether they will be guiding our young learners or helping to keep the School operating efficiently and successfully through our Corporate Services department.

Those who join us are passionate about the delivery of innovative academic, co-curricular and pastoral programs that challenge and inspire our students and make a difference in their lives.

As a school we value the linguistic and cultural diversity of our staff and students. Staff are encouraged to contribute experience they may have of working with children from a culturally and/or linguistically diverse background.

Our vision

To be recognised as a great world school.

Our mission

To deliver an exceptional educational experience that fosters the growth of each student through leading teaching and learning programs, a wide array of opportunities, within a culture of high expectations, empowering students to excel.



Our magenta principles

Everything that we do is centred around our Magenta principles, striving for and achieving more than expected. Our principles support and shape this in our daily work:

- Every student matters every day
- Every staff member matters every day
- Effective practices support sustainability
- One inclusive community



Position details

Position title	ELC Educator
Campus location	Berwick,
Reports to	Head of ELC
Salary range	\$68,810 - \$70,908 (based on Full time FTE) including leave loading + 12% superannuation

Responsibilities

The primary responsibility of an Educator is to work alongside and support the Early Childhood Teachers in the service. To always adhere to the Education and Care Services National Regulations under the Education and Care Services National Law, as well as the policies, goals and philosophy of the service. To uphold the National Quality Framework and National Quality Standards as per the Centre's philosophy, goals, policies and procedures.

General

ELC Educators should ensure that they:

- Are a passionate educator and strive to achieve our ELC goals (as outlined in Policy Manual) and ensure our philosophy is reflected in daily practice
- Respect and provide support and inclusion for all children, regardless of gender, cultural background or socio-economic status
- Act as a positive role model, demonstrating appropriate behaviour and language
- Provide adequate supervision for the children, and support colleagues in achieving the same (no staff member should be performing another task whilst supervising the children)
- Assist in the collection, recording and evaluation of children's records and observations, as required by Department of Education
- Communicate with the children to ensure that every child's perspective is regarded as unique and special
- Communicate with families concerning general matters and refer the families to the Early Childhood Teacher if required
- Are familiar with the current early childhood philosophies, theories and practices and use these to inspire independent learners
- Adhere to all the service's policies and procedures
- Respect the confidentiality of all information about our children and their families
- With the guidance of the Head of Early Learning Centre (ELC) and colleagues, promote the highest standard of care for the children in accordance with the National Quality Standard achieving the ranking of Exceeding
- Seek assistance from the Early Childhood Teacher or Head of ELC regarding programming, observing, documenting, and evaluating
- Assist in the set-up, cleaning, and maintenance of the indoor and outdoor environment, to promote engaging learning experiences



Administrative responsibilities

Educators are expected to;

- Implement the room's routine and procedures that are used at the Centre, including cleaning, daily checklists, programming, and record keeping
- Encourage and maintain effective communication between yourself, colleagues and families
- Assist in the completion of the daily, weekly and monthly duties (cleaning, maintenance etc.) to ensure a safe, clean and hygienic environment that is welcoming to all. All maintenance, OH&S, and safety concerns should be immediately reported to the Nominated Supervisor for follow-up
- Facilitate the successful implementation of the Quality Improvement Program

Key selection criteria

Required

- Demonstrated experience as an Educator
- A sound understanding of the Education and Care National Law and National regulations
- Strong verbal, written and inter-personal communication skills

Desirable

- Experience of working with children from a culturally and/or linguistically diverse background

Personal qualities

- A focus on the education and care of 3-5-year-old children
- Patient and relationship oriented
- Enthusiastic and conscientious
- Ability to be part of a dynamic team

Academic qualifications

- Diploma of Children's Services or above
- Current Full First Aid certificate – including CPR
- Current Asthma and Anaphylaxis certification

Inherent qualities

Cognitive demands

- Ability to work with groups of students and to handle multiple (sometimes competing) demands from them and from colleagues and parents
- Ability to carry out high-level responsibilities, and effectively interact and communicate with students
- Ability to make high level decisions and/or be involved in high-level decision-making
- Ability to be resilient



- Ability to employ a variety of classroom management strategies and perform role whilst managing students' behavioural demands

Physical demands

- Ability to stand for long periods of time, move freely amongst a class of students for up to seven hours per day and to work at a computer
- Ability to adapt a variety of body postures including prolonged standing, reaching overhead/forward, bending of back, squatting and rotation of neck
- Ability to lift/carry parcels of up to 5 kg for short distances
- Ability to manage students in a sporting situation, accompany students to sporting venues/events and assist with the delivery and demonstration of skills in training sessions
- Ability to coach in both indoor and outdoor environments
- Ability to demonstrate sporting activities with the upper/lower limbs, move upper/lower limbs through a full range of movement and simultaneously coordinate upper limb/lower limb activity
- Ability to demonstrate sporting activities in a variety of environments which may be indoors or outdoors

Environmental demands

- Ability to work in environments of variable noise levels, temperatures and weather conditions
- Ability to assess whether Personal Protective Equipment (PPE) is required for particular activities and wear as appropriate

General information

- The successful candidate will be expected to support the vision and ethos of the School
- All staff are recommended to be fully vaccinated against Covid-19 and any other viruses where possible
- Teachers may be required to supervise two seasons (approx. 24 weeks) of Saturday sport or similar co-curricular activities*
- Staff must ensure that all decisions, pertaining to their role at Haileybury, are made in line with legislations and Haileybury Policies and Procedures as set out in the Staff Manual

Commitment to child safety

Haileybury is a child safe organisation which welcomes all children, young people and their families. Haileybury is committed to the safety and wellbeing of all children, including those under the care and supervision of the school. The school recognises the importance of, and its responsibility for, ensuring a safe and supportive environment which respects the rights of children and fosters their enrichment and wellbeing.

Haileybury's approach to creating and maintaining a child safe environment is guided by the core belief that every student matters every day. The school's mission 'to develop high-achieving students who are connected globally, to each other and to the communities in which they live and serve', can only be achieved if its students are safe, feel safe and are empowered to participate in decisions which affect their lives.



We are committed to providing environments where our students are safe and feel safe, where their participation is valued, their views respected, and their voices are heard about decisions that affect their lives. Our child safe policies, processes and codes are inclusive of the needs of all children and students including Aboriginal students and their families.

Haileybury has zero tolerance for child abuse in any form and takes proactive steps to identify and manage any risks of harm to students in our school environments. When child safety or wellbeing concerns are raised or identified, we treat these seriously and respond promptly and thoroughly.

We promote respectful relationships between students and adults, and between students and their peers. These relationships are based on respect, honesty, kindness, trust and empathy.

Particular attention is given to the child safety needs of Aboriginal students, those from culturally and linguistically diverse backgrounds, international students, students with disabilities, those unable to live at home, children and young people who identify as lesbian, gay, bisexual, trans and gender diverse, intersex, queer or asexual (LGBTIQA+) and other students experiencing risk or vulnerability.

Haileybury's robust human resources, recruitment and vetting practices are strictly adhered to during the application and interviewing process. Applicants should be aware that we carry out Working with Children, police records and reference checks to ensure that we are recruiting the right people. Applicants must familiarise themselves with Haileybury's Code of Conduct and our Staff Students Professional Boundaries Policy available on our website.

Further information

Further information about this position is available from peopleandculture@haileybury.com.au

Last Updated: June 2026