

BRIGHT START LEARNING CENTRES



Position Description

Position Title	Assistant Teacher / Teacher in Training
Reports to	Team Leaders (in your classrooms) The Centres Manager (centre-wide)
Direct reports	None
Tenure	<i>Permanent or Fixed Term (as per employment agreement)</i>
Hours	<i>[Will be customised to individual roles]</i>
Places of Work	Bright Start Early Learning Centres in the Upper Hutt area. • <i>[BASE OR SUPPORT]</i> Smiley Faces Educare – 1 Fraser Crescent, Upper Hutt. • <i>[BASE OR SUPPORT]</i> Children First Early Childcare Centre – 414 Fergusson Drive, Heretaunga.
Date	September 2026

1. Purpose of the Role

Assistant Teachers and Teachers-in-Training support the delivery of high-quality early childhood education and care that reflects Te Whāriki, centre philosophy, bicultural practice, and all regulatory requirements.

They contribute to a safe, inclusive, culturally responsive, and well-organised learning environment where tamariki thrive, whānau feel welcomed and informed, and colleagues feel supported.

They work under the guidance of qualified teachers and Team Leaders, actively developing their professional capability and contributing positively to the teaching team and centre culture.

2. Places of Work

The role will be based at the Centre referred to above as the 'base'. From time to time the role may provide support to the other Centre referred to above. The circumstances where the role may spend time at the other Centre include:

- Professional learning development – looking at how another centre operates as a part of personal professional development, sharing and transferring good ideas and best practices.
- Covering absences or periods of exceptionally high workload – where it does not affect the ratios and safe operation of the centre where you are normally based.

Where you are asked to spend time away from the Centre where you are normally based, the Expenses provisions of the Individual Employment Agreement will apply to ensure reimbursement for any reasonable additional travel expenses above and beyond those normally associated with getting to work.

3. Position Context

Bright Start Early Learning Centres operate two centres with distinct cultures and philosophies. Assistant Teachers and Teachers-in-Training are expected to uphold and respect each centre's identity while ensuring consistent implementation of policies, procedures, and Delegations of Authority.

They work collaboratively with Teachers, Team Leaders, the Centres Manager, administration staff and other colleagues across both centres.

4. Key Responsibilities

1. Learning and Teaching Support

- a. Establish warm, trusting relationships with children of all ages, backgrounds, and abilities.
- b. Actively participate in learning experiences (stories, art, puzzles, outdoor play, music, group activities).
- c. Support children's routines including toileting, kai-time, sleep, transitions, and settling.
- d. Observe children's interests and strengths and share these with teachers to support planning.
- e. When invited, contribute to learning documentation (observations, photos, learning stories).
- f. Support diverse learners, including tamariki with additional needs, under teacher guidance.
- g. Demonstrate commitment to Te Tiriti o Waitangi, te reo Māori, and tikanga Māori.

2. Learning Environment

- a. Help maintain a safe, stimulating, inclusive, and well-organised learning environment.
- b. Set up and reset learning spaces to invite exploration, creativity, and challenge.
- c. Use positive guidance strategies consistent with centre policies.
- d. Support smooth daily routines, transitions, and group cohesion.
- e. Promote trust, respect, cooperation, and belonging.
- f. Assist with selecting, organising, and maintaining learning resources.

3. Planning, assessment, and documentation

- a. Participate in planning meetings and discussions.

- b. Contribute ideas based on observations of children's interests and learning.
- c. When requested, prepare observations or learning stories aligned with Te Whāriki.
- d. Support teachers to maintain accurate, timely documentation.
- e. Engage with whānau to share positive feedback and insights about their child's learning.

4. Whānau relationships and communication

- a. Build warm, respectful, and trusting relationships with parents/whānau.
- b. Provide appropriate day-to-day updates to parents/whānau and refer significant concerns, complaints or sensitive matters to a Teacher, Team Leader or Centres Manager
- c. Support whānau in learning and centre activities.
- d. Uphold ethical, responsible, and culturally respectful communication.
- e. Escalate significant concerns to your team leaders or the Centres Manager.

5. Professional relationships and teamwork

- a. Work collaboratively with teachers, team leaders, and colleagues.
- b. Contribute positively to team culture and discussions about routines, learning, and practice.
- c. Seek guidance, ask questions, and participate in reflective conversations.
- d. Support students, relievers, and teachers-in-training as appropriate.
- e. Uphold professionalism, punctuality, confidentiality, and centre values.

6. Compliance, health and safety, and policies

- a. Follow all centre(s) policies, procedures, and Delegations of Authority.
- b. Follow and support the Centre's compliance with applicable licensing criteria, regulations, policies and procedures, including requirements relating to supervision, adult-to-child ratios and qualified staff.
- c. Complete required classroom and compliance documentation accurately and promptly, within the Employee's level of responsibility and under appropriate guidance or supervision where required.
- d. Identify, mitigate, or report hazards promptly.
- e. Follow emergency procedures, child protection policies, and health and safety requirements.
- f. Contribute to ongoing improvement of health and safety practice.
- g. Maintain current first aid certification where required for the role, or obtain it within a timeframe agreed with the Team Leader or Centres Manager. The Employee must not undertake duties reserved for a qualified, registered or designated person unless they meet the applicable requirements and have been specifically authorised to do so.

7. Centre Administration and Operational Support

- a. Maintain accurate records as required for centre administration.

- b. Use ICT systems competently.
- c. Support centre events, excursions, and celebrations.
- d. Support transitions for new and departing children.
- e. Use information only for the purpose it was collected.
- f. Participate in policy review processes when requested.

8. Professional Growth Cycle (PGC)

Assistant Teachers and Teachers-in-Training must:

- a. Take responsibility for their own professional learning and development.
- b. Seek feedback and guidance from teachers and team leaders.
- c. Engage in self-review and reflective practice.
- d. Participate in professional development opportunities.
- e. For Teachers-in-Training:
 - Maintain enrolment in an approved ECE qualification.
 - Meet practicum, coursework, and supervision requirements.
 - Work toward meeting Teaching Council Standards.

9. Nurturing and Care

- a. Interact with children in warm, respectful, and nurturing ways.
- b. Foster trusting relationships that promote wellbeing and belonging.
- c. Ensure learning opportunities are equitable and respectful of children's interests, capabilities, and dispositions.
- d. Support routines including toileting, kai-time, sleep, and settling.

10. Other Responsibilities

- a. Contribute to annual planning, including compliance calendars, PD planning, and safety checks.
- b. Participate in centre events, celebrations, and excursions.
- c. Support strategic goals and quality improvement initiatives.
- d. Engage in annual policy review processes.

5. Key person requirements

- a. Genuine interest in early childhood education and supporting children's learning.
- b. Commitment to bicultural practice and cultural competence.
- c. Warm, respectful, and professional communication skills.
- d. Ability to work collaboratively and positively within a team.
- e. Strong organisational skills and reliability.
- f. Willingness to learn, take feedback, and develop teaching capability.
- g. Confidence with digital platforms (Storypark, Educa, Infocare, Discover) or willingness to learn.
- h. For Teachers-in-Training - enrolled in an approved ECE qualification and progressing toward teacher registration.

6. Key performance indicators

KPI	Measure
1. Child Engagement & Learning Support	Builds positive relationships with tamariki and actively supports learning experiences, routines and individual needs under appropriate teacher guidance.
2. Child Safety & Compliance	Consistently follows supervision, child safety, H&S, Centre policies and required procedures, completing assigned records accurately and reporting concerns promptly.
3. Teamwork & Reliability	Works collaboratively with the teaching team, is reliable and punctual, communicates effectively and contributes positively to classroom and Centre operations.
4. Whānau Relationships	Builds warm and professional relationships with whānau and provides appropriate day-to-day communication, escalating significant matters when required.
5. Professional Growth & Development	Actively seeks feedback, participates in professional development and demonstrates ongoing growth in ECE knowledge and practice. Teachers-in-Training also maintain satisfactory progress toward their ECE qualification.