

Position Description

Position Title	Family Day Care – Field Officer
Directorate	Community Strengthening
Department / Business Unit	Community Wellbeing / Children's Services
Team	Family Day Care
Classification	Band 5
Date	August 2024
Reports to:	Team Leader Family Day Care
Supervises:	Family Day Care Educators
Internal Liaison:	All Council Departments
External Liaison:	Family Day Care Australia, Dept of Education, Dept of Health and Human Services, Parents and Guardians, Harmony Software Provider, Community organisations.

Position Objectives

Your primary purpose in this position is to:

- Facilitate accessible and appropriate home-based childcare placement for families requiring care for children aged 0-12 years
- Supervise and support educators with creating home-based settings for family day care, that meet the National Law and Regulations, National and Victorian Quality Frameworks and Quality Standards.
- Conduct educator home assessments for compliance with the relevant laws and regulations, quality standards, including occupational health, and safety
- Monitor the quality of care and suitability of childcare placements with educators
- Contribute to the development of the service's policies and procedures, the Quality Improvement Plan (QIP) and the Family Day Care Business Plan.

Key Selection Criteria

You need these essential qualifications (or experience), knowledge and skills to carry out this position

Essential

Degree or Diploma in Early Childhood with little or no relevant work experience or alternatively through lesser formal qualifications in conjunction with following relevant demonstrated skills, knowledge, or experience:

- skills in the early childhood field, including experience in understanding child development and age-appropriate child behaviour.
- previous experience, in family day care or related field, particularly within culturally diverse communities, preferably with knowledge of other relevant community language(s) in addition to English.
- understanding of the philosophy and practice of home-based childcare settings for provision of family day care.
- effective organisational skills and time management, prioritising responsibilities specific to the objectives of the day-to-day operations of family day care.
- ability to effectively use computer software and systems including the Microsoft Office suite and Harmony Software
- highly developed oral and written communication skills, including preparation of reports and liaison with stakeholders from diverse backgrounds.

As part of the Key Selection Criteria, you must hold and supply these licences, registrations, certificates, etc., prior to offer of employment and commencement and continue to maintain them throughout your employment in this role with Council:

- satisfactory (and ongoing) Working with Children's Check
- satisfactory (and ongoing) Police Check
- current valid (and ongoing) Victorian Driver's Licence
- ongoing First Aid and CPR (specify) including:
 - Provide First Aid in an Education and Care Setting
 - First Aid Management of Anaphylaxis

Position Specific Responsibilities & Skills

In this position, you are responsible for:

<p><u>Service Provision</u></p>	<ul style="list-style-type: none"> • Ensuring the Family Day Care Service and all Educators' home settings are delivered in accordance with the service's policies and procedures and meets the National Law and Regulations, National and Victorian Quality Frameworks and National Quality Standards. • Conducting effective and frequent home visits and telephone contacts with educators, monitoring the quality of care and suitability of placements • Supervise and support educators to ensure all occupational, health and safety and hygiene standards are met • Supporting Educators in creating culturally safe and inclusive spaces for all community members, in accessing home based childcare provision • Promoting professional, confidential, and ethical behaviours with educators in supporting family and child centred practise.
<p><u>Professional Knowledge and Networking</u></p>	<ul style="list-style-type: none"> • Maintaining adequate knowledge and understanding of the provision of family day care, including education and care for all children, aged 0-12 years. • Monitoring individual educator progress, in working towards professional development goals • Ensuring all educators, remain informed and up to date on the service's policies, procedures, legislative and regulatory obligations, relevant to the requirements of the educator service agreements. • Remaining informed and up to date with developments in legislation and regulatory compliance in operating a licensed family day care service • Build and maintain effective networks through regular attendance at meetings and professional development opportunities • Participating in the planning and implementation of the annual professional development program for Educators
<p><u>Planning</u></p>	<ul style="list-style-type: none"> • Supporting educators in program planning that meets the National Early Years Learning Framework (NEYLF) and service's Quality Improvement Plan (QIP), including being responsive to the diverse needs of families and children • Contributing to the development of the service's policies and procedures, the Quality Improvement Plan (QIP) and the Family Day Care Business Plan • Planning, implementing, and assisting educator playgroups, including incursions / excursions, as required.
<p><u>Administration and Communication</u></p>	<ul style="list-style-type: none"> • Keeping accurate records, as required by service' policies and procedures, including for Local, State and Federal Government bodies. • Responding to requests from families and educators in an effective, efficient, and timely manner • Conducting parent interviews and assess the suitability of referrals for placement with educators • Providing advice and supporting parents on placements with educators • Facilitating communication between the educators and parents, and liaising with other relevant agencies, as required • Reporting to the Team Leader on the results of compliance visits to meet regulatory quality standards, as required • Record relevant information on compliance visits and children in care, into relevant software systems • Following up with educator's specific queries and support the process of continuous improvement in practise • Conducting educator recruitment and induction, as required • Conducting assessments for placements, transfers, and back-up care • Ensuing that any complaints or incidents are reported, including following appropriate child reporting procedures of Council
<p><u>First Aid Activities</u></p>	<ul style="list-style-type: none"> • Undertake the role of First Aid Certified Officer (FACO) and administer first aid in line with job requirements and OHS First Aid Operational Procedure for an Education and Care Setting. • Provide first aid within your office, as required and undertake annual checks of Educator first aid kits to ensure they are compliant. • Assist with any incident investigations and unresolved issues connected with the use of first aid supplies
<p>On-call</p>	<ul style="list-style-type: none"> • This position may require participation in an on-call roster where after-hours contact for

Roster	<p>work-related matters is required and in accordance with operational requirements (which may vary from time to time).</p> <ul style="list-style-type: none"> It is expected that the incumbent will monitor designated communication channels and respond in a timely and appropriate manner.
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Core Organisational Capabilities

We have a Core Capability framework to help everyone succeed and develop for their current and future positions. The relevant capabilities for this position are at the back.

REACH Values

Our REACH values define who we are and how we interact with others. They define how each of us should aim to operate in the workplace regardless of the role we hold. Our REACH values are at the back.

Organisational Responsibilities

Everyone at Council has the following responsibilities and obligations:

Emergency Management	<ul style="list-style-type: none"> Help Council fulfil its emergency management obligations by assisting in emergency management activities as required
Child Safety	<ul style="list-style-type: none"> Understand obligations and act in an appropriate manner with and around children Promote positive work practices with children Establish boundaries around acceptable and unacceptable behaviour in relation to children Adhere to reporting obligations where there is suspected or discovered child abuse
Climate Change & Sustainability	<ul style="list-style-type: none"> Help support Council's response to the climate emergency by helping facilitate a whole-of-organisation approach where climate change mitigation and adaptation is embedded into all Council services, assets, operational and decision-making processes.
Compliance	<ul style="list-style-type: none"> Remain mindful of the requirements of the Victorian Charter of Human Rights at all times Manage Council records in accordance with the relevant Council policies and corporate requirements to protect personal information. Perform other duties as directed within the limits of acquired skills, knowledge, and training. At all times, take responsibility for maintaining the strictest levels of confidentiality regarding ratepayers, customers, and employees. At all times, comply with Council's Code of Conduct - Staff.
Diversity, inclusion and equity	<ul style="list-style-type: none"> Demonstrate an understanding of and the ability to work with, diversity in the workplace, including: <ul style="list-style-type: none"> zero tolerance of racism and expectations that staff will act on incidents of racism supporting Aboriginal and Torres Strait Islander children to express their culture and enjoy their cultural rights.
Gender Equality	<ul style="list-style-type: none"> Support Council's response to the prevention of violence against women and workplace sexual harassment, including by modelling acceptable behaviour, and reporting improper conduct in a timely manner.

Inherent requirements of the position

This role may be subject to work related contact outside of normal business hours.

These are the essential requirements of this position:

Council has a Flexible Work Policy. All staff are required to attend the workplace for the minimum number of days specified in the Policy.

On a typical day, approximately this much time would be spent on the following activities:

Cognitive Requirements	Task details (typical tasks)	Frequency (% of the 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. Little to no autonomy with respect to the work allocated to them by the supervisor		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Team based work – works in a team of people and not exposed to isolation		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Communicating with others – Verbally		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Communicating with others - Written		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Focused Attention to task – high levels of attention required to minimise errors and ensure accuracy		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Concentrating – high levels of concentration required while completing required tasks		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Planning and sequencing tasks and activities		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Decision making – required to exercise sound decision making while completing all aspects of the position		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Problem solving – requirement to develop sound solutions to novel or unusual problems arising during the course of the day		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Reasoning – required to exercise sound reasoning while completing all aspects of the position within defined scope		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Judgement – required to exercise sound judgement while completing all aspects of the position within defined scope		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Short and long-term memory recall – ready access to documented procedures or precedents to perform requirements of the position		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Interruptions – frequency of interruptions to daily work plans and requirement to change work plans at short notice		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Physical Requirements

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

Physical Requirements	Task detail	Frequency (% of the working day)			
		Rare / Never	Occasional 0 – 33%	Frequent 34 – 66%	Constant >66%
Mobility/Postures					
Sitting – stay in a seated position		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standing – standing in an upright position, moving less than 3 steps		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Walking – In an upright position, moving more than 3 steps		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Crawling – Move on the hands & knees or by dragging the body close to the ground		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-manual handling					
Crouch/squat – To lower the body by bending forward from legs and spine, buttocks on or near the heels		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kneeling – To lower the body		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reaching – Extending arms out in any direction		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Twisting/trunk rotation – Rotating the body to one side or the other without moving the feet		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fine manipulation/pinch grip – Fingers are on one side of the object and thumb on the other, typically without the object touching the palm		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing/typing		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Climb ladders		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Climb or descend stairs		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Low level work – Performing manual handling actions at or near ground level		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manual Handling					
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		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pushing/Pulling – Applying force to move something away or closer to one's self, including static positions		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kilograms of force (kg.f) – Amount of force or effort required to perform a specific task or part of a task		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weight requirements – lift, carry, push, pull or hold					
1-5kg		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.1 – 10kg		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.1 – 15kg		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.1 – 20kg		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lift floor to hip		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lift waist to shoulder		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lift overhead		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pushing/pulling		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Band descriptors (as defined in Council's Enterprise Agreement)

These descriptors help to classify the position:

Accountability and Extent of Authority

The position is directly held responsible for:

- Effectively supporting the Team Leader and other members of the family day care team, through the day-to-day supervision of educators, including corresponding liaison with client families, regarding program utilisation, service standards, systems, policies, and procedures.
- Using initiative to resolve problems and challenges and provide a comprehensive family day care service to all client families of Council, including accurate and timely referral to other services as appropriate.
- In making decisions and taking actions in undertaking the roles and responsibilities of the position, the freedom to act of the Family Day Care Field Officer is not just limited simply by standards and procedures, and the quality of decisions and actions taken will often have an impact upon the performance of the employees being supported.
- Contributing to and participating in the development of family day care policies, administrative procedures, and processes where appropriate as well as assist with the induction of new staff or the guiding of staff in new or updated processes.
- Working within organisational policies, objectives, and budgets to achieve agreed Community Wellbeing Department /Children's Services Business Unit goals.
- Providing specialist advice to family day care educators and client families and other internal and external clients in conjunction with the Team Leader.
- Decisions and actions are subject to review by the Team Leader and/or the Children's Services Coordinator and Manager Community Wellbeing.
- When providing specialist advice to client families or regulating client families, the freedom to act is subject to close supervision or to clear guidelines. The effect of decisions and actions taken by the Family Day Care Field Officer on individual client families may be significant, but the decisions and actions are always subject to appeal or review by more senior employees.

Judgement and Decision-Making Skills

Judgement and decision making will be within the following scope:

- Objectives of the work are usually well-defined involving solving problems.

Independently

- Facilitate relationships between family day care client families and educators, providing support & guidance to ensure smooth running and utilisation of family day care services available within the community
- Direct supervision of educators solving problems, using procedures and guidelines and the application of professional knowledge
- Provide information to other staff, educators, parents, and other agencies as required to ensure smooth running of family day care service
- Ascertain appropriate course of action on all routine matters in the operation of the family day care service
- Through family day care guidelines and legislative act independently in cases of emergency which may endanger child/adult health wellbeing.
- Confidently make a report to Child protection and write referrals to external agencies.

With Input from the Family Day Care Team Leader.

- Contribute to and facilitate educator professional development programs / orientation programs and improvements to established procedures.

Recommends and Identifies to the Family Day Care Team Leader:

- Courses of action in relation to specific educator / child / parent issues.

Guidance

- Guidance and advice would usually be available from the Family Day Care Team Leader within the time required to make a choice.

Specialist Knowledge and Skills

The essential position requirements include:

- Specialists and employees involved in interpreting regulations require an understanding of the underlying principles involved as distinct from the practices. This includes:
 - An understanding of the relevant technology, procedures, and processes within Family Day Care
 - Identifying areas for improvement of family day care systems and services, considering the long-term goals of the family day care team and an appreciation of the goals of the organisation.
 - Interacting and communicating effectively in a culturally and linguistically diverse community to

ensure understanding.

- An understanding of the overall role family day care service, and the roles and functions of the Team Leader responsible for managing the family day care service, including the relationships between the service and other Community Services functions.

Management & Interpersonal skills

The essential position requirements include:

- Managing time, prioritising, and organising work as part of the family day care team to contribute to the achievement of specific and set family day care objectives in the most efficient way possible, within the resources available and within set timelines
- Ability to gain co-operation and assistance from family day care educators and client families, members of the public and other employees in the facilitation of well-defined programs / activities.
- Skills in written communication to enable the capture of family day care client family or educator information, the preparation of routine correspondence and reports if required.
- Proficient skills in verbal communication, both face to face and over the telephone, to enable clarity of messages and information to be understood.
- Assisting family day care service coordination by liaison with Community Groups to ensure equitable access and effective usage of the family day care programs.
- An understanding of and an ability to implement personnel practices relating to equal employment opportunity and occupational health and safety

Verification & Approvals

I certify that the content of this Position Description accurately reflects the overall role and accountabilities of the position:

	Name	Signature	Date
Occupant			

Relationship Management

Develops and maintains strong and enduring relationships with colleagues and/or external stakeholders which are built on mutual respect and commitment. Ensures that all people are treated with dignity and respect regardless of gender, ethnicity, religion or sexual orientation.

- Demonstrates respect for the wide range of views and perspectives that are expressed in their teams
- Contributes effectively to team meetings
- Demonstrates commitment to team decisions
- Demonstrates respect for other team members

Planning & Organising

Thinks from a wholistic perspective and sees the patterns in the complex relationships that exist between the different parts of the organisations. Uses these insights to ensure that the organisation's human, physical and financial resources are effectively used in the achievement of the organisation's, team's or the role's agreed priorities.

- Is able to explain the relationship between own work activities and the goals and objectives of the team
- Prioritises work based on the needs of the team
- Shares relevant information as and when appropriate
- Consistently does her/his share of the work

People Development

Demonstrates a deep commitment to ongoing learning and development as fundamental to the organisation's sustained success and to the realisation of the potential of its people.

- Is active in identifying opportunities for ongoing growth and development
- Seeks feedback with a view to personal and professional development
- Looks for opportunities to grow skills and knowledge
- Is proactive in managing own career development

Future focused organisation

Is keenly aware of the social, political, economic and technological trends that impact the global and local environments and ensures these are factored into the work of individuals, teams or the organisation to deliver on the needs and expectations of the Council and the community it serves

- Incorporates key issues impacting the broader environment into the way they undertake their work
- Responds flexibly to change
- Shows resilience in times of change
- Seeks support during times of uncertainty

Outcome orientation

Demonstrates a strong commitment to a high-performance culture by constantly striving for high quality customer service outcomes and accepting responsibility for outcomes within their control

- Demonstrates a willingness to take informed risks in solving client issues
- Ensures tasks are consistently completed to the required standard
- Responds promptly and appropriately to requests for service
- Consistently follows established practices and procedures

Service focus

Ensures there is a focus on delivering work priorities to agreed quality and timeliness standards

- Is friendly and responsive to clients/customers
- Strives to deliver quality client/customer outcomes
- Deals with client/customer issues with concern and a sense of importance

Self-management

Demonstrates self-awareness through understanding own responses to a range of situations as well as understanding the impact their behaviour has on others

- Accepts personal responsibility for outcomes within their control
- Demonstrates the ability to regulate and adapt behaviour according to the circumstances and the audience
- Seeks out feedback with the purpose of reflecting on work performance with a view to self-improvement
- Models Greater Dandenong’s ethical and organisational standards
- Acts decisively during times of ambiguity and pressure

Safety, health and wellbeing

Ensures that the safety, health and wellbeing of employees, contractors, service users and councillors is at the heart of the organisation’s culture and the way work is organised and services delivered

- Actively participates in discussions and activities aimed at improving safety, health and wellbeing
- Takes responsibility for the personal safety, health and wellbeing of self and immediate others
- Supports and encourages colleagues to actively participate in safety, health and wellbeing initiatives

Council’s REACH Values

Respectful

We respect and care about our community, each other and ourselves.
We act with integrity at all times and in all matters.
We take time to listen to and seek to understand the other point of view.
We strive to understand and respect the diversity of our community and our workplace.
We understand our role in the community and respect the responsibility that comes with

Creative

We care about getting the best outcomes.
We constantly ask: What’s the future and what’s possible?
We have the courage to try new ideas.
We strive for excellence in everything we do.

Engaged

We listen to our community and respond.
We work together with our community and each other, to achieve the best outcome.
We have the confidence to challenge the status quo, to reach for better outcomes.
We are action-oriented in identifying and responding to new challenges.

Honest

We tell the truth, even when we know people may not want to hear it.
We form our opinions and give advice from sound, evidence-based research.
We act with humility and apply the highest standards of ethical behaviour to everything we do.

Accountable

We are proud of our city, our community and our achievements.
We spend our time and effort on solutions rather than looking for someone to blame.
We take responsibility for our actions.

