
About Us

Anglicare Victoria works with children, young people, individuals, and families. We prevent harm and empower people to overcome challenges and achieve their full potential.

We believe in families and know that with access to the right support every family can grow and achieve their goals.

We work with families towards positive change. Whether it be a helping hand in a time of crisis or providing longer-term support and care. We partner with local communities, the private and public sectors, and our donors to deliver better results.

Supporting tens of thousands of Victorians every year, our 2000+ staff and volunteers operate from more than 90 sites across the state, as well as delivering assistance online, at home and in the community. We are Victoria's largest provider of Out of Home Care and Family Services, and one of Australia's most innovative agencies in working with vulnerable children youth and families.

Community Services

Community Services provides a broad range of integrated and inclusive programs within the local Community for individuals, parents, families, young people and children. Services involve working with families, schools, local organisations and communities to develop and/or deliver services responsive to local needs and that support self-determination and reduce social isolation. Relationships and partnerships with government and other community services enhance our capacity to achieve our vision of an inclusive and connected community.

The Programs range across the state based on local needs, funding from the community and state and federal government including some of the following Programs; Community Justice, Day Living in the Community (D2DL), Gamblers Help, Parent Zone, Community for Children, Victims Assist Program, Home Interaction Program for Parents (HIPPPY), Carer Respite etc. All our Community Services are aimed to deliver better outcomes to children, young people, adults, and families in our community.

Position Specifications

The below outlines some specifics about the position:

Service Stream/Function:	Community Services
Program:	Pre-school Field Programs (PSFO)
Reports To:	Team Leader
Direct Reports:	May supervise less experienced employees
Internal Stakeholders:	Employees, Managers, Executive.
External Stakeholders:	Pre-Schools, Children, Families, Government Departments, Schools, Case Workers, and other relevant individuals.
Classification:	SCHADS Level 6

About You (Key Selection Criteria)

Qualifications/Licences

Required:

- A degree in Early Childhood Education with a qualification in Special Education is preferred.
- Full Victorian Drivers Licence

Desirable:

- N/A

Knowledge and skills

- Significant knowledge and experience in planning and delivery of high-quality inclusive kindergarten programs.
- Demonstrated understanding of how to facilitate change and experience with capacity building strategies including collaboration, consultation and coaching.
- A strong understanding of program strategies and adaptations to support children's learning and inclusion.
- Advanced understanding of typical and atypical child development as well as the potential impact of additional needs on a child's learning, wellbeing and development.
- Expertise and knowledge of specialist referral networks that bridge the gap between kindergarten and specialist services.
- Experienced in building partnerships and networks with external organisations, to ensure better outcomes for children's learning.
- Significant understanding of the impact of trauma and disadvantage on a child's development and the importance of relationships in fostering a child's learning and development.
- Excellent written communication and computer literacy.
- Excellent interpersonal and communication skills with the ability to communicate effectively and sensitively with a wide range of people, including children, young people, parents and professional staff, particularly in respect to culturally diverse backgrounds, learning, mental health and disability and/or challenging situations.
- Excellent organisational and time management skills with the ability to guide, advise and mentor less experienced employees as required.
- Ability to work independently under limited direction and cooperatively within a team structure.

Personal Qualities

- **Initiative and responsibility:** identify and share ideas for improvement with the team to increase effectiveness of how we work collectively and individually and take responsibility for own work and actions.
- **Drive and commitment:** ability to lead with best practice and set a high standard; motivated and positive approach to new challenges.
- **Teamwork and collaboration:** ability to support and promote a positive team culture of collaboration, inclusiveness, and respect.
- **Resilience:** the ability to maintain best practice while working under challenging circumstances such as working with those exposed to significant trauma.
- **Self-Development:** the desire to continually develop, inquire and learn through on-the-job experiences, exposure through participating in events, mentoring and education.

Your Contribution (responsibilities)

The key contributions in the role are outlined below:

Role Specific

- Support, guide, and coach early childhood educators to provide high quality programs that support the inclusion of children with additional needs within the context of funded kindergartens.
- Supporting educators to build trusting and respectful relationship with families that enable educators to plan and provide for the ongoing learning and development needs of the child in the kindergarten program.
- Provide consultancy to educators to inform programming for a child with additional needs. This may include but is not limited to sharing information, resources, and identification of adaptations, strategies, and experiences. This role does not directly deliver intervention to a child within a kindergarten setting but acts as a coach to the early childhood educator.
- Through developmental observation and assessment of children in the kindergarten environment assist educators and families to make informed decisions regarding strategies, referral pathways and other support services where concerns exist.
- Provide planning and support that, respects, acknowledges, and complements the educator's expertise in supporting children's learning and development and assist educators to embed child specific teaching and learning approaches and opportunities into the everyday kindergarten, environment.
- Build purposeful professional partnerships and collaborative relationships with kindergarten educators, other professionals and families both internally and externally.
- Identify referral pathways and facilitation of linkages for families to the range of child and family supports, including more specialised assessment and services.
- Utilise a strength-based and capacity building approach to apply the practice principles of the VEYLDF based on assessments and observations of the child within the Preschool setting with educators.
- Demonstrate knowledge and understanding of the barriers and enablers of inclusion in kindergarten settings and respond to the diversity of children, families and educators including recognising and building on strengths.
- Understand the impact of trauma and disadvantage on a child's development and the importance of relationships in fostering a child's learning and development. Provide coaching and consultation with educators and/or other stakeholders for the inclusion of the child/ren.
- Provide high quality written reports that include observations, assessment and recommendations for the early childhood educators and families.
- Work with the Pre-School Field Officer (PSFO) team to collect and maintain data, referrals, manage waiting lists and collect feedback.
- Providing support, advice, mentoring to less experienced employees to build understanding and capability.
- Ensure a sound understanding obligations of service providers and early childhood teachers and educators under legislation and policies such as the VEYLDF the NQF, the Disability Standards for Education 2005.
- Deliver the service in line with Program objectives, funding and adhere to relevant policy practice guidelines and legislative requirements.
- Drafting report i.e., in relation to program deliverables and undertake evaluation of service in consultation with the Team Leader or Program Manager, utilising data and information available.
- Providing day to day support to the Team Leader in supporting the effective delivery of services, including managing escalated issues from clients or key stakeholders, assigning and reviewing workloads, supporting capability development for the team, supporting governance requirements including audits and following up on operational issues delegated by the Team Leader.
- Providing leadership through the development of case studies to demonstrate impacts, analysis

data and identify themes across the program/s to support ongoing improvements and advocacy at a collective level for consideration.

- Developing good working relationships with Aboriginal and Torres Strait Islander services, families and communities; to ensure stronger outcomes for Aboriginal children and young people and engaging our AV Cultural Advisors to support our young people to connect to culture.

General

- Ensure familiarity and compliance with all governance, policies, and procedures.
- Adhere to all legislation, program requirements and relevant procedures relating to service provision.
- Undertake mandatory training within the required timelines. Participate in other training and development opportunities to ensure all necessary qualifications, skills, certificates, and clearances are obtained to meet the position requirements.
- Maintain appropriate and accurate case notes, records, reports and data-input, in line with the service area and function/position requirements.
- Attend client meetings, team meetings, workshops, and conferences, as required.
- Ensure privacy and confidentiality is always upheld.
- Professionally represent AV and our services at forums, meetings, and training with external agencies.
- Contribute to the development of continuous improvement and initiative strategies.
- Embrace and use new ways of working to enhance collaboration, effectiveness, and outcomes.
- Individuals may be required to undertake reasonable travel, as part of their position or duties.

Our Commitment to Health, Safety & Wellbeing

AV is committed to ensuring the health and safety of its employees and any other individuals present in our workplaces.

All AV employees, contractors and volunteers are required to:

- take reasonable care for themselves and others who may be affected by their acts or omissions
- contribute to, and be involved in, the organisation's ongoing management of health and safety activities, including consultation
- follow all workplace health and safety policies and procedures implemented
- participate in relevant health and safety training and inductions based on roles and responsibilities.

Our Commitment to Inclusion

AV strives to be an inclusive, safe and responsive organisation that promotes diversity and actively supports inclusion for people and communities identifying as, but not limited to Aboriginal and Torres Strait Islander, LGBTIQA+, people with disabilities, people from diverse cultural, racial and linguistic backgrounds, people of all ages, people with caring responsibilities, and people with diverse religious beliefs or affiliations and people with lived/living experience of services similar to those delivered by AV.

All AV employees, contractors and volunteers are required to:

- take reasonable care to respect differences, to foster a workplace that is safe, healthy, positive, supportive, and free from all forms of harassment, bullying and discrimination.
- undertake all interactions with clients, families and co-workers in a culturally sensitive manner and take appropriate account of cultural, racial and linguistic diversity.

- address any unacceptable behaviour witnessed or experienced within the workplace directly with the individual/s responsible, if safe to do so or report to a relevant Supervisor or Manager.
- participate in and contribute to training, events and learning opportunities to celebrate differences, increase awareness and understanding of diversity, equity, and inclusion; and
- raise concerns and or complaints in a constructive manner, including identifying possible solutions.

Our Commitment to Child Safety

AV is committed to protecting children and young people from all forms of harm and abuse.

As an employee you are required to report any concerns raised by, or on behalf of, children and young people in accordance with mandatory reporting, reportable conduct, and incident management procedures. Everyone at AV has a role to play in keeping children and young people safe.

Employment Screening and Required Certificates

Anglicare Victoria conducts safety screening practices for all preferred applicants. Safety screening must be satisfied prior to formal offers of employment being made and must be kept current to ensure ongoing employment. These include but are not limited to:

- an Australian Criminal History Check,
- an International Criminal History Check for those who have lived outside of Australia for longer than 12 months within the last ten years,
- a Current Employee Working with Children Check.

The responsibilities listed within this document have been identified as the primary functions of the position. Additional responsibilities not listed may be required; these may change from time to time to reflect the needs of our clients and the service but will remain at the same level of responsibility aligned to this position.