

Position Description

Position Title	Literacy Officer
Directorate	Community Strengthening
Department/Business Unit	Creative and Engaged City
Team	Libraries
Classification	Band 5
Date	June 2025
Reports to:	Library Partnerships and Engagement Coordinator
Supervises:	Nil
Internal Liaison:	Library staff and management, Creative and Engaged City staff and other Community Strengthening staff and other Community Services staff, Information Technology, Records and Community Development, Building Maintenance, Security Concierge staff, Media and Communications, all Council staff.
External Liaison:	Library users, community members, Public Libraries Victoria, State Library of Victoria, government and community groups organisations, service providers, specialist trainers, professional colleagues, and networks, interpreters.

Position Objectives

The primary purpose of this position is:

- Delivery of high-quality literacy and language assistance, supporting learning, literacy and social inclusion.
- Providing effective and efficient library and information services to all Library users.
- Supervising staff and efficient operation of front-of-house Library Services as rostered Leader on Duty, providing a responsive and flexible service.
- Contributing to the development of content to the libraries' web presence (Virtual Library).

Key Selection Criteria

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

Essential

- Diploma in Adult literacy or English as a Second Language (ESL) or Degree in Teaching, Education and/or Library and Information Services or relevant experience.
- Experience in literacy support service provision to people from culturally and linguistically diverse backgrounds.
- Knowledge and experience of adult learning principles.
- Demonstrated experience in the delivery of public and/or staff training programs.
- Demonstrated excellent written communication skills for a range of difference audiences and formats.
- Demonstrated ability to network and liaise with a range of internal, private and community agencies and individuals.
- Demonstrated ability to evaluate and utilise print and electronic resources.
- Demonstrated ability to keep professional knowledge up-to-date with proven track record.
- Excellent influencing and oral communication skills.

- Excellent Interpersonal skills.
- Current satisfactory (and ongoing) Police and Working with Children Checks supplied prior to offer of employment and commencement.

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 (Level 2)
 - ☐ 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:

Literacy Support	<ul style="list-style-type: none"> • Facilitate language and literacy programs and sessions in a group environment or one on one. • Instruct patrons requiring literacy assistance in the use of library literacy and language resources. • Provide 'drop-in' one-on-one support to patrons with written documentation, forms, e-government, homework help for adults, résumés and job applications. • Support and guide patrons to select the most appropriate learning methods and resources to meet their individual needs. • Promote literacy development in the library and community. • Provide input into the acquisition and development of resources to support Language and Literacy. Liaise with external adult language and literacy support service providers and keep up to date with what literacy support services are available in the community. • Provide supervision to the Library Services' volunteers. • Assist patrons access digital learning tools.
Leader on Duty	<ul style="list-style-type: none"> • When working on a rostered shift as Leader on Duty, supervise front-of-house library operations and the delivery of services. • Effectively deal with patron feedback, and service issues that may arise during rostered shifts • Utilise and wear personal security and duress alarms as provided by Council. • Supervise staff rostered to designated shift, assisting with escalated patron enquiries and issues. • As a trained and appointed designated First Aid Officer provide first aid to persons and staff injured or unwell. • Ensure incidents, hazards and accident/ near miss reports are appropriately reported. • Escalate emergencies and issues requiring immediate attention to senior staff or emergency services as required.
Service Delivery	<ul style="list-style-type: none"> • Assist patrons to become familiar in use of catalogues, electronic resources and other information resources. • Provide effective and efficient library and information services to all library users on a rostered basis during library opening hours at all locations.

	<ul style="list-style-type: none"> • In consultation with the Library Engagement & Partnerships Coordinator evaluate information and literacy services provision, recommend and implement improvements. • Monitor trends and provide recommendations on issues affecting library literacy services.
Program and Learning Support	<ul style="list-style-type: none"> • Conduct training programs to library users in small groups based on set content. • Conduct library tours and resource demonstrations to library user groups as required. • Deliver regular programs or provide support to programs conducted in the library or through outreach services. • Provide literacy and learning support services and advice and make bookings for language and literacy assessments where appropriate.
First Aid Activities	<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 <i>OHS First Aid Operational Procedure</i>

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
Occupational Health and Safety	<p>All employees have responsibilities to:</p> <ul style="list-style-type: none"> • Take reasonable care of their own health and safety. • Take reasonable care that their acts do not adversely affect the health and safety of other persons or themselves. • Follow policy, procedure or instructions to ensure as far as is reasonably practicable a safe workplace. • Report all incidents, injuries and near misses to their supervisor immediately and adhere to Council's occupational health, safety and return to work (RTW) policies and procedures. • Participate in health and safety training programs and initiatives.
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 Councils 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

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 checked="" type="checkbox"/>	<input type="checkbox"/>
Planning and sequencing tasks and activities		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Decision making – required to exercise sound decision making while completing all		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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Cognitive Requirements	Task details (typical tasks)	Frequency (% of the working day)			
		Rare/ Never	Occasional 0 – 33%	Frequent 34 – 66%	Constant >66%
<i>aspects of the position</i>					
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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>
Interruptions – frequency of interruptions to daily work plans and requirement to change work plans at short notice		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Physical Requirements

- ☒ A task analysis exists because this position requires 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 – <i>stay in a seated position</i>	Shelving, perfect ordering, desk based when with clients	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Standing – <i>standing in an upright position, moving less than 3 steps</i>	Returning books, assisting patrons	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Walking – <i>In an upright position, moving more than 3 steps</i>	Assisting patrons	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Crawling – <i>Move on the hands & knees or by dragging the body close to the ground</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Non-manual handling					
Crouch/squat – <i>To lower the body by bending forward from legs and spine, buttocks on or near the heels</i>	Shelving	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kneeling – <i>To lower the body</i>	Shelving	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bending – <i>To bend forward and down from the waist or the middle of the back,</i>	Shelving on lower shelves.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Physical Requirements	Task detail	Frequency (% of the working day)			
		Rare / Never	Occasional 0 – 33%	Frequent 34 – 66%	Constant >66%
<i>rounding the shoulders and back for more than 3 seconds</i>	Minimise by squatting/kneeling				
Reaching – <i>Extending arms out in any direction</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Twisting/trunk rotation – <i>Rotating the body to one side or the other without moving the feet</i>	Scanning and stacking books. Can be minimised by moving the feet	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fine manipulation/pinch grip – <i>Fingers are on one side of the object and thumb on the other, typically without the object touching the palm</i>	Handling books, computer use	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Power/open hand grip – <i>Using the whole hand to grasp an object, typically used to handle large or wide objects where the fingers are extended</i>	Larger books, holding trolley	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing/typing	Computer use, letter writing, completing forms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Climb ladders		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Climb or descend stairs	Accessing first or ground floor	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Low level work – <i>Performing manual handling actions at or near ground level</i>	Shelving	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Manual Handling					
Lift/Carry/Hold – <i>Raising or lowering an object from one level to another and holding/transporting the object using the hands, arms or on the shoulders</i>	Lifting, holding books. Lifting & carrying crates in returns	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Pushing/Pulling – <i>Applying force to move something away or closer to one's self, including static positions</i>	Pushing/pulling books in/out of shelves Pushing/pulling glass doors Pushing/pulling loaded trolley Loaded large trolleys 5-6kgf over distances of 10–20 metres Glass meeting room doors <4kg if 2 person task	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kilograms of force (kg.f) – <i>Amount of force or effort required to perform a specific task or part of a task</i>	Loaded large trolleys 5-6kgf over distances of 10–20 metres	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weight requirements – lift, carry, push, pull or hold					
1-5kg	Lifting, holding books. Pushing/pulling books in/out of shelves	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Physical Requirements	Task detail	Frequency (% of the working day)			
		Rare / Never	Occasional 0 – 33%	Frequent 34 – 66%	Constant >66%
	Pushing/pulling glass doors				
5.1 – 10kg	Pushing/pulling loaded trolley	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.1 – 15kg	Lifting & carrying crates in returns	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.1 – 20kg		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lift floor to hip	Crates in Returns Books from lower shelves	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lift waist to shoulder	Books from trolley to upper shelf or intra library crates	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lift overhead		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pushing/pulling	Loaded large trolleys 5-6kgf over distances of 10 – 20 metres Glass meeting room doors <4kg if 2 person task	<input type="checkbox"/>	<input checked="" 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:

- This position is directly accountable to the Library Partnerships and Engagement Coordinator in providing quality and professional advice and assistance to members of the public. The freedom to provide specialist advice to clients is subject to close supervision or to clear guidelines.
- The freedom to act in the supervision of staff and resources is governed by clear objectives and/or budgets, frequent prior consultation with more senior staff and a regular reporting mechanism to ensure adherence to plans.
- Decisions and actions taken by the Literacy Officer on individual clients may be significant, but the decisions and actions are always subject to appeal or review by the Library Partnerships and Engagement Coordinator.
- When providing direct support and assistance to the Library Partnerships and Engagement Coordinator and other senior staff the freedom to act is not limited simply by standards and procedures, and the quality of decisions and actions taken will often have an impact upon their performance.

Judgement and Decision-Making Skills

Judgement and decision making is within the following scope:

- Objectives of the work are usually well defined and may involve solving problems, using procedures and guidelines and the application of professional or technical knowledge or knowledge acquired through relevant experience.
- Problems are occasionally of a complex or technical nature with solutions not related to previously encountered situations and some creativity and originality is required.

Independently:

- Provides user assistance, services and programs to all library users within established Library Services policy, guidelines and procedures.

With input from Library Partnerships and Engagement Coordinator

- Patron's needs are met within clearly defined Library Services objectives and procedures.
- Collections well presented and maintained within clearly defined Library Services objectives and procedures.
- Preparation of literacy sessions with clearly defined objectives and procedures.

Recommends to Library Partnerships and Engagement Coordinator

- Changes to procedures, work practice and programs to increase service efficiency, improve patron service quality and team effectiveness.
- Provides recommendations to resources to further support literacy needs of the community.

Guidance:

- Guidance and advice are usually available from the Library Partnerships and Engagement Coordinator and Senior Library Management within the time required to make a choice.

Specialist Knowledge and Skills

The position requires the following essential skills and knowledge:

- Contribute to the ongoing improvement of work practices relating to areas of responsibility.
- Maintain awareness of changing community demographics.
- Possess an understanding of the role and how it fits in the overall organisational context, including relevant Library Services policies and regulations. This includes an understanding of the underlying principles involved as distinct from the practices.
- Actively participate in training and skill development in order to keep up with the changing nature of the delivery of Library and Literacy Services in the 21st Century.
- Maintain general awareness of Council events / sponsored activities organised to take place within the Community and/or other significant community activities or events that Library patrons may enquire about.
- An understanding of the long-term goals of the Library Service and the relevant policies of both Library Services and the City of Greater Dandenong.

Management and Interpersonal Skills

The essential position requirements include:

- Possess skills in managing time, setting priorities, planning and organising the tasks required of the position so as to achieve specific and set objectives in the most efficient way possible within the resources available and within a set timetable.
- Ability to implement personnel practices including those related to equal employment opportunity, occupational health and safety and employees training and development.
- Requires the ability to gain cooperation and assistance from members of the public, Library outreach and program participants and other team members in the administration of well defined activities and the supervision of other employees in the delivery of Library Services.
- Requires skills to write reports in their field of expertise and/or to prepare external correspondence.
- Excellent interpersonal and communication skills with the ability to communicate with all ages, across all levels of a culturally diverse community

Verification & Approvals

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

Literacy Officer

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Save Date: 2-May-25

	Name	Signature	Date
Occupant			

Appendix

Core Capability Framework – Team Member

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 organisation. 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.

