

Position Description

Position Title	Supported Playgroup Facilitator
Directorate	Community Strengthening
Department/Business Unit	Community Wellbeing
Team	Children's Services
Classification	Band 5
Date	August 2025
Reports to:	Team Leader Children's Services Support
Supervises:	Nil
Internal Liaison:	All Council Departments
External Liaison:	Department of Families, Fairness and Housing (DFFH), Department of Health (DH), Allied Health Organisations, National Disability Insurance Scheme and support agencies for inclusion.

Position Objectives

Your primary purpose in this position is to:

- Provide Supported Playgroups for families experiencing disadvantage via funding provided by the Victorian Government through the Department of Families, Fairness and Housing (DFFH).
- Support eligible families with children aged birth up to 4 years of aged to develop parenting skills and confidence to support their children's development.
- Run/deliver Supported Playgroups (incorporating the Smalltalk program) and providing In-Home Support to families with additional needs criteria.

Key Selection Criteria

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

- Diploma of Early Childhood Education and Care (children's services, social work or equivalent) with little or no relevant work experience or, alternatively lesser formal qualifications with relevant skills, knowledge, and experience. Relevant skills, knowledge, and experience should include:
 - Early childhood learning and development stages and family support service systems as well as relationships with key local stakeholders and referral sources to develop pathways for disadvantaged families, preferably with direct experience working with vulnerable children and families who may be experiencing trauma and life challenges associated with social disadvantage.
 - Victorian Early Years Learning and Development Framework including the Practice Principles and Learning Outcomes and an understanding of the causes of economic and sociocultural disadvantage and its impact on families and children.
- Effectively facilitate / deliver group-based / individual programs and playgroups as well as providing In-Home Support:
 - Modelling and supporting developmentally appropriate play experiences and parent/child interactions at Supported Playgroups and during In-Home Support sessions, developing, and implementing strategies to support regular attendance at Supported Playgroups.
 - Responding in a timely and appropriate way to group dynamics and individual issues, supporting, and advocating positive parenting and behaviour and guidance strategies.
 - Implementing effective active listening skills, motivational interviewing skills and effective interpersonal communication skills whilst engaging respectfully and effectively with families using language families understand.

- Undertaking transition planning with families to link them into relevant early years services, community playgroups and other community services such as libraries.

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:

Playgroup facilitation	<ul style="list-style-type: none"> • Plan age-appropriate activities that enhance the development of young children. • Set up, implement, and pack up Playgroup activities, role modelling interactions through play for parents. • Share Smalltalk content with parents, guiding parents in interactions with children during play and routines, advising parents on and refer parents to other services and supports as required.
Home Coaching	<ul style="list-style-type: none"> • Book times for home visits with families, conducting home coaching visits and implementing coaching according to Smalltalk procedures, documenting outcomes of home coaching visits. • Communicate with internal and/or external referral services to provide feedback/additional support for families.
Recruitment	<ul style="list-style-type: none"> • Receive referrals of new families for Playgroup, contacting families to enrol in Playgroup according to eligibility, identifying families for home coaching according to eligibility. • Coordinate with referral services to recruit families and update services on Supported Playgroup program.
Administration	<ul style="list-style-type: none"> • Complete forms for reporting purposes as described in the Supported Playgroups guidelines, including referral form, family record and attendance record, (forms B, C and D), as well as distributing and collecting Parent Questionnaires – Forms H1, H2. • Collate data from Parent Survey forms and enter data electronically as required by DFFH and onto Objective (Council's data record storage). • Enter data electronically on Parenting Support Program (PSP), as required by Supported Playgroup Guidelines for funding purposes, and complete a Family Connection plan for each family attending Supported Playgroups. • Book interpreters for Playgroup and/or home coaching as needed, and refer families to internal or external services to further support families • Attend meetings, both internal and external, and complete administration tasks as required. • Participate in supervision and Personal Development Plan (PDP) with Team Leader as scheduled.

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.

Child Safe Organisation

Greater Dandenong City Council has zero tolerance of child abuse and is committed to creating and maintaining a child safe and child friendly City where all children are valued and protected from abuse.

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">• Comply with the organisation's Child Safety and Wellbeing Policy, Child Safe Code of Conduct and all other Council Child Safe Policies & Procedures• Demonstrate a commitment to child safety, equity, inclusion, and cultural safety, in line with Council policies and the Victorian Child Safe Standards.• Report any child safety concerns including breaches of Child Safe Code of Conduct in line with Council policies, the Reportable Conduct Scheme, and legal obligations.
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

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.

Working out of standard business hours

- ☒ **Not required.**
- ☐ **This role may be subject to work related contact outside of normal business hours. (Refer to Working out of hours under position specific responsibilities.)**

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 <10%	Occasional 11 – 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 type="checkbox"/>	<input checked="" 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"/>

Cognitive Requirements	Task details (typical tasks)	Frequency (% of the working day)			
		Rare/ Never <10%	Occasional 11 – 33%	Frequent 34 – 66%	Constant >66%
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% (on average) daily work rate of manual handling/physical exertion.

Physical Requirements	Task detail	Frequency (% of the working day)			
		Rare / Never <10%	Occasional 11 – 33%	Frequent 34 – 66%	Constant >66%
Mobility/Postures					
Sitting – <i>stay in a seated position</i>	Story time/driving/talking to parents	<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>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Walking – <i>In an upright position, moving more than 3 steps</i>	Setting/packing up, moving around while playgroup in action	<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>	Getting down to child's level, placing equipment/toys on floor	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Kneeling – <i>To lower the body</i>		<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, rounding the shoulders and back for more than 3 seconds</i>	Working on tables at child's level	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reaching – <i>Extending arms out in any direction</i>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Twisting/trunk rotation – <i>Rotating the body to one side or the other without moving the feet</i>		<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>		<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>	Picking up toys/equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Physical Requirements	Task detail	Frequency (% of the working day)			
		Rare / Never <10%	Occasional 11 – 33%	Frequent 34 – 66%	Constant >66%
Writing/typing	Preparation of resources	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Low level work – <i>Performing manual handling actions at or near ground level</i>		<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>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pushing/Pulling – <i>Applying force to move something away or closer to one's self, including static positions</i>		<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>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weight requirements – lift, carry, push, pull or hold					
1-5kg	Lifting and carrying items to/from storeroom to set up and pack up.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.1 – 10kg		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.1 – 15kg		<input checked="" type="checkbox"/>	<input 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	Setting up play equipment	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lift waist to shoulder	Items out of cupboards	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lift overhead	Depends on storage layout	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pushing/pulling	Moving furniture or play equipment around	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

☒ This position requires ≥10% (on average) daily work rate of manual handling / physical exertion

Note: The intention of the position description is to provide an outline of scope and responsibilities, at a point in time. Please note, responsibilities may evolve in accordance with organisational needs.

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:

- Assist the Team Leader Children's services via the supervision of programs and related resources and provision of advice and regulation of clients. This includes:
 - Planning, implementing, and reporting on Playgroups
 - Booking, conducting, and reporting on home coaching visits
 - Recruitment of families to Playgroups according to eligibility criteria
 - Perform administrative tasks specific to Supported Playgroups guidelines
 - ⇌ Perform administrative tasks as per responsibilities for all employees.

- Where supervising programs and related resources, the freedom to act 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.
- Where providing specialist advice to clients or regulating clients, the freedom to act is subject to close supervision or to clear guidelines, and although the effect of decisions and actions taken on individual clients may be significant, the decisions and actions are always subject to appeal or review by the Team Leader Children's Services Support.
- Where providing direct support and assistance to the Team Leader Children's Services Support, 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 the performance of the Team Leader Children's Services Support.

Judgement and Decision-Making Skills

Judgement and decision making is within the following scope:

Independently:

- Objectives of the program work are usually well defined, e.g., assist parents to problem solve parenting issues and refer families to support services that best address the individual need of the families.
- Apply professional judgment in relation to day-to-day issues and problem solving, using Supported Playgroup procedures and guidelines and the application of professional or technical knowledge, or knowledge when working with families and children, including but not limited to Victorian Early Years Learning and Development Framework (VEYLDF) and Child Friendly Cities principles, 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. This may include.
 - Advising and guiding parents using understanding of child development theory and practice to improve learning and social outcomes for children.
 - Demonstrating cultural competence through the engagement of families from a range of cultural backgrounds and circumstances.

With Input from / Recommends to the Team Leader Children's Services Support:

- Reporting of issues to Department of Families, Fairness and Housing - Child Protection and Orange Door program, if required.

Guidance:

- Guidance and advice are usually available from the Team Leader Children's Services Support, Department of Families, Fairness and Housing, specialist agencies and fellow Supported Playgroup facilitators within the time required to make a choice.

Specialist Knowledge and Skills

The position requires the following essential skills and knowledge:

- An understanding of the role and function of the senior employees to whom they provide support and an understanding of the long-term goals of the unit and appreciation of the goals of the organisation.
- Skills and an understanding of the underlying principles involved as distinct from the practices to achieve the following:
 - Establishment of professional relationships and networks with referral organisations.
 - Active outreach to and engagement of families in Supported Playgroups and delivery of In-home Support to eligible families.
 - Planning, delivery, and evaluation Supported Playgroup sessions including implementing Smalltalk and providing learning opportunities that are consistent with the VEYLDF.
 - Following up families who stop attending Supported Playgroups to address any barriers to participation and encourage reattendance.
- Developing Family Connection Plans with families to refer and connect them to more intensive specialist service or community supports such as community playgroups when they cease attending a Supporting Playgroup.

Management & Interpersonal skills

The essential position requirements include:

- Candidates require skills in managing time, setting priorities, and planning and organising one's own work to achieve specific and set objectives in the most efficient way possible within the resources available and within a set timetable

- Ability to work independently in the administration of well-defined activities across various locations within the City of Greater Dandenong, gaining cooperation and assistance from, members of the public and other external partners, where Supported Playgroups are located, or delivered, in partnership with other agencies.
- Write reports in the field of expertise and/or to prepare external referrals and correspondence where needed, as well as completing Family Connection plans with families.
- Well-developed interpersonal, written, and verbal communication skills enabling the engagement of a broad range of children, parents, carers, and services.
- PC skills and knowledge, including electronic data entry, use of Microsoft programs and electronic document and records management system (EDRMS) systems.

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 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.

