

**POSITION DESCRIPTION – Social Worker (School Readiness Funded Program)****Part 1 – Expectations for Your Role**

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| <b>Position</b>                  | Social Worker (School Readiness Funded Program)                              |
| <b>Service / Program</b>         | Community Health Paediatric and Counselling Service (CHPACS)                 |
| <b>Industrial Instrument</b>     | SACS - EACH Social and Community Service Employees Enterprise Agreement 2017 |
| <b>Instrument Classification</b> | Social Worker – Level 4  |
| <b>Reports to</b>                | Team Leader Paediatric Psychology CHPACS                                     |
| <b>Effective Date</b>            | May 2026   |

**Key Deliverables**

- **Collaboratively Planning:** Collaboratively plan sessions and service delivery with the kindergartens, School Readiness Funded (SRF) Allied Health team and Team Leader/Manager CHPACS. Act as a key contact, schedule and manage sessions with kindergartens, as needed.
- **Direct Capacity Building Work:** Manage a caseload of kindergartens, and deliver capacity building to the 3-year-old and 4-year-old kindergarten programs using evidence-based, culturally inclusive approaches. Provide support through coaching, modelling, mentoring, group training and de-identified case consultation support (this does not include individual therapy)
- **Priority Areas:** Provide high-quality direct support that builds the capability of educators (and the cohort of families), to support kindergarten children in the priority outcome areas of Communication (Language, Literacy and Numeracy) Wellbeing (Social, Emotional and Executive function) and Access, Inclusion and Participation.
- **Referral Pathways:** Establish referral pathways between the kindergarten and relevant services
- **Contribute to the Workplace Environment:** Contribute to a workplace environment which supports peers, develops teamwork and ensures the provision of quality services. Attend and participate in all team, program, supervision and relevant network meetings. Share knowledge and work collaboratively with colleagues and external agencies.
- **Compliance & Documentation:** Maintain accurate records and ensure compliance with internal policies, legislation, and service standards. Ensure continuous risk assessment, and recording of all activities provided, and documenting consultations, reviews and outcomes.
- **Feedback & Improvement:** Gather and act on client feedback to enhance service delivery. Ensure performance targets are consistently met.

**Skills**

- **Collaboration:** Ability to work collaboratively in a multidisciplinary team to develop and implement evidence-based programs that meet the goals and desired outcomes for children and educators.
- **Communication:** Highly developed communication, networking and interpersonal skills to liaise with a range of people in the education and community health community, and beyond. Skill and experience in liaising with a wide range of community services/agencies. High levels of written and oral communication skills.



- **Commitment and Evaluation:** A strong commitment to quality client service provision and ongoing service improvement, with an ability to critically evaluate own work.
- **Capacity Building:** Skills in providing group training, coaching, modelling, mentoring and de-identified case consultation.
- **Psychological/Mental Health and Wellbeing Knowledge:** Skill and experience in a range of areas of Psychology/mental health and wellbeing, including child development, school readiness, and psychosocial and cognitive development. Knowledge in best practice and evidence-based practice, as well as trauma-informed and neuro-affirming practice.
- **Supporting Vulnerability & Diversity:** Skill and experience working with vulnerability, and an ability to prioritise and manage complexity. Skill and experience working with diverse communities, including Aboriginal and Torres Strait Islander backgrounds, Culturally and Linguistically Diverse (CALD) backgrounds, LGBTIQ and other diverse communities.
- **Time Management:** Demonstrated time management and planning skills.
- **Goal Oriented Work:** Skills in developing SMART participation-based goals.
- **Technology:** Demonstrated ability with Microsoft Office, Outlook, and data input skills on TrakCare or similar.

## Experience and Knowledge

- **Commitment:** Commitment to Each's Vision, Mission, Values and Service Principles. Accountability and committed to the achievement of outcomes and results
- **Child Safety:** Knowledge of Child Safe Standards & MARAM
- **Allied Health & Capacity Building:** Experience working within and across multidisciplinary teams and within a kindergarten or early childhood setting, is an advantage. Experience working in a capability building and coaching role with educators to promote child development, education, learning, and skills and knowledge in school readiness and child development.
- **Priority Areas:** An understanding of the priority areas for School Readiness including Communication (Language, Literacy and Numeracy), Wellbeing (Social, Emotional and Executive function) and Access, Inclusion and Participation. An understanding of the impact of these priority areas on children's school readiness, achievement, wellbeing and engagement, as well as how to measure impact of service.
- **Service Delivery:** Understanding of evidence-based and best practice principles, including trauma-informed and neuro-affirming practices, and outcome focused service delivery.
- **Teamwork & Development:** Experience facilitating professional development, reflective practice, and peer supervision, and collaborating within a multidisciplinary team.
- **VEYLDF:** An understanding of and ability to work in alignment with the Victorian Early Years Learning and Development Framework (VEYLDF).
- **NQS:** An understanding of the National Quality Standard (NQS) for early childhood education and care.
- **Presentations:** Experience working with a range of presentations in the context of Wellbeing (Social, Emotional and Executive Function) and School Readiness.
- **SPARK:** Being SPARK Communication trained is an advantage: Coaching Parents to Use Hanen Strategies
- **Inclusion:** Demonstrated cultural responsiveness and inclusive practice when working with diverse families.

## Qualification/Registrations/Licences

- Current state-based driver's license
- Relevant tertiary (or other) qualification in Social Work (with eligibility for membership of the Australian Association of Social Workers)
- Eligibility for registration or membership with relevant professional body (if applicable).



- Postgraduate training or professional development in early childhood intervention, coaching, or family-centred practice is desirable.
- Completion of a Criminal History Check and an Employee Working With Children Check (or State equivalent) prior to commencement of employment and as required by legislation and policy during employment, as well as a duty to disclose relevant information that may arise after employment has commenced
- A cleared National Worker Screening Check prior to commencement of employment

## Physical Requirements

- **Office Environment:** Sit for extended periods and use office equipment.
- **Data Entry:** Handle administrative tasks.
- **Office Mobility:** Move around the office and attend meetings.
- **Light Lifting:** Lift and carry up to 5 kg (e.g., laptops or office supplies).
- **Visual & Auditory:** Read documents and communicate effectively in person and via phone/video.
- **Travel:** Travel locally to Each locations and Outer Eastern Kindergarten Services.

### Why we include physical requirements in our Position Descriptions

We list the physical requirements of a role to ensure transparency and to support equitable access to employment. This information helps candidates understand the nature of the role and identify any workplace adjustments or supports they may need to thrive in it. Our aim is to create an inclusive environment where everyone can perform their role safely and effectively, with the right accommodations in place.

*If you have specific access needs or would benefit from adjustments to the recruitment process or the role itself, we warmly encourage you to let us know. We're committed to working with you to find solutions that support your success.*



**POSITION DESCRIPTION - Employee**

**Part 2 – Expectations for Our Team**

At Each, we are committed to improving lives and strengthening communities through a range of health, disability, housing, counselling, and mental health services. With a dedicated team of over 1,500 employees and 250 volunteers, we aim to create a positive impact, empowering individuals to live healthier, happier lives.

Our vision is for everyone to live well, and we strive for a healthier, more equitable future through innovation, advocacy, and community engagement.

We care. We listen. We learn. We deliver. Altogether better care.

### Expectation of Employees

Employees are expected to work collaboratively with team members and other Directorates, contributing to both individual and community outcomes. They must model Each’s values, ensuring an inclusive, safe, and engaging culture.

### Employee Responsibilities

- Ensure quality, safety, and risk management to protect staff, customers, and the community.
- Collaborate with team members and stakeholders to achieve positive outcomes.
- Create a safe, respectful environment that fosters growth, learning, and wellbeing.
- Track progress and outcomes to meet Each’s goals and performance targets.
- Work within professional boundaries and program guidelines.
- Demonstrate leadership behaviours and serve as an ambassador of Each.

### Quality

Employees must engage in continuous improvement, comply with legislation and accreditation standards, and maintain the necessary skills and knowledge for their role.

### Safety & Wellbeing

All Each employees are responsible for their own health and safety, as well as that of others, in line with OH&S legislation and Each’s policies.

### Child Safe Commitment

Each is dedicated to creating a child-safe environment, with zero tolerance for child abuse. Everyone is responsible for protecting and reporting any suspected child abuse, ensuring the safety and well-being of children involved with Each.

### Our Commitment to Inclusion at Each

At Each, inclusion is at the heart of how we work, connect and care. We are committed to creating a workplace and services that are safe, welcoming and responsive, where every person feels respected, valued and able to be themselves.

We celebrate and actively support diversity in all its forms, including Aboriginal and Torres Strait Islander peoples, LGBTIQ+ communities, people with disability, people from diverse cultural and faith backgrounds, people of all ages, and those with lived and living experience of our services.



All employees, volunteers and contractors at Each are expected to:

- Treat others with respect, curiosity and care
- Contribute to a workplace free from discrimination, bullying and harassment
- Engage in culturally safe and responsive ways
- Speak up and take action when behaviours do not align with our values
- Participate in learning to strengthen inclusion, equity and belonging

## Key Selection Criteria

### Skills & Behaviours

- Adhere to Each's Behavioural and Performance Standards.
- Strong communication and interpersonal skills for building relationships.
- Collaborative team player with a positive attitude.

### Desirable Experience, Knowledge, and Qualifications

- Relevant tertiary qualifications.
- Proven collaborative teamwork skills.
- Understanding of the Not-For-Profit and Health sectors.

### Mandatory Compliance

- Completion of a Criminal History Check and Employee Working with Children Check (or State equivalent) prior to commencement of employment and as required by legislation and policy during employment, as well as a duty to disclose relevant information that may arise after employment has commenced
- National Worker Screening Check (if required for the role).
- Entitlement to work in Australia
- Consent to Each sharing relevant personal information with the Victorian Department of Education under Early Childhood Workforce Register obligations (If required for the role).

### Expected Behaviours for all Each Staff

- Act in accordance with Each's Code of Conduct, policies, and service principles.
- Respond to family violence risk in line with the MARAM Framework.
- Promote a safety-first culture and adhere to health and safety policies.
- Ensure Each Great Care is put through its PACES (Person-Centered, Accessible, Connected, Effective and Safe).
- Support a zero-tolerance stance on abuse, neglect, and discrimination.
- Foster an inclusive, collaborative work environment, prioritizing customer needs.
- Contribute to teamwork, innovation, and continuous improvement.
- Engage in continuous learning and complete all mandatory training on time.