

Youth Group Facilitator – The Clubhouse Links to Learning

Branch/Program	Community Families and Youth Branch
Award	Social, Community, Home Care and Disability Services Award (SCHADS) – Level 4.1
Reports to	Team Leader – The Clubhouse
Supervisory responsibilities	N/A
Duration	Fixed term until 20 December 2019
Probationary period	Six months from date of appointment
Hours	Part Time – 37.5 hours per fortnight during school terms. Three days one week / two days second week. The position holder will be required to work one week per school holiday period for programming and planning
Based at	Lismore/ Ballina/ Richmond Valley
Position description updated	January 2019
Approved by	Manager – People & Culture
Review date	December 2019

About Social Futures

Social Futures is a voice for social change in regional Australia, helping to create connected, resilient communities. With more than 40 years' industry experience, we are a community service leader, striving to create change through our work across homelessness and housing supports, youth and family services, sector advocacy and programs that promote genuine participation for people with disability. Social Futures currently serves more than 80% of regional New South Wales.

Social Futures is proud to be a White Ribbon accredited workplace and is committed to ensuring we have a safe and respectful workplace for all. We acknowledge that all people can be victims of violence and that all violence is unacceptable. The White Ribbon Committee is focused on addressing men's violence towards women because of the underlying power inequality and sexism that sustains gender-based violence and the disproportionately high prevalence of this type of violence in the community.

Purpose of the Position

This position provides group work for the The Clubhouse - Links to Learning Program, and The Clubhouse programs as required.

With a focus on Creative Arts and STEM fields - Science, Technology, Engineering and Math - youth are mentored to develop their passions through projects that inspire self-expression and technological know-how. The Clubhouse learning approach is designed to empower youth from all backgrounds to become more capable, creative, and confident learners. It leverages new technologies to support new types of learning experiences and engage young people.

The Links to Learning program supports high school students who are at risk of disengaging from their education. This program assists young people to reengage with their education through learning and developing education and employment skills. The position requires experience with delivering group programs, with a focus on assisting young people to further develop living skills such as; self-esteem and efficacy, health

and nutrition, anger management, personal safety, hygiene, coping mechanisms and resilience building, relationships and budgeting, literacy and numeracy skills.

The Clubhouse provides a safe and creative place after school hours for young people aged 12-18, to explore technology from robotics, to music programming, film and video to developing a game. This position will be required to deliver engaging youth-focused programs, support and guide mentors and volunteers, and ensure the safe and inclusive culture of the Clubhouse is upheld.

This position delivers the Clubhouse, Links to Learning Program to in Lismore, Ballina and Richmond Valley schools. The program is run on separate days to these locations. The position is ideally contracted to commence a week prior to the start of the school terms, and workers will be required to work one week during the school holiday periods for planning purposes.

The position forms part of the Child and Family Team, Community Family and Youth Branch. This team has an emphasis on programs and services to support young people and families. The position works closely with all staff within Social Futures and will contribute to a collaborative and cohesive culture within the organisation.

Mandatory Requirements

<input checked="" type="checkbox"/> Current National Police Check	<input checked="" type="checkbox"/> Current NSW Working with Children Check
<input checked="" type="checkbox"/> Current NSW Drivers Licence	

Essential Selection Criteria

Essential Selection Criteria	
1.	Possess relevant qualifications in education, social work, social sciences or similar field and extensive experience.
2.	Demonstrated experience in working with young people in social work/education settings and planning, coordinating, facilitating and evaluating group programs for young people
3.	Knowledge and understanding of child and youth development principles, and how that is applied to practice.
4.	Experience working with young people who are at risk of disengaging from their education, or who are vulnerable due to complex family, social and community issues.
5.	Demonstrated excellence in communication and interpersonal skills including demonstrated experience in building and maintaining relationships with a wide range of internal and external stakeholders including mentors, volunteers, parents/guardians and community members.
6.	Experience working with young people from a culturally diverse background, and / or Aboriginal or Torres Strait Islander communities.
7.	Ability to create and maintain a culture of inclusion and respect, in all aspects of service delivery.
8.	Ability and technical skills working with office software, including computers and connective devices (eg smart phones, digital cameras)
9.	C Class Drivers Licence with the ability to drive a commuter vehicle with up to 11 passengers.
Desirable Selection Criteria	
1.	Possess first aid qualifications or willingness to obtain.
2.	Interest, or experience, in working with creative arts and technologies.

Key Responsibilities and Duties

Key Responsibilities	Focus Areas
Clubhouse Programs	<ul style="list-style-type: none"> Assist in the programming elements to meet the outcomes of the funding and the identified needs of the young people Delivery of the Links To Learning program for selected students from each of the target schools, and after school Clubhouse members, if required. Liaise with schools and parents/carers on client progress, issues, needs and achievements where required Develop and maintain Individual Student Plans in accordance with Links to Learning program guidelines and the Practice Framework. Provide basic computer maintenance and technical support, distributing marketing and promotional material to attract new members. Proactively engage with Clubhouse Village and Clubhouse Network opportunities
Program development, planning and reporting	<ul style="list-style-type: none"> Assist the Team Leader to develop an annual and term program for the Links to Learning program Facilitate Links to Learning sessions with members and participants in an informal learning environment, and if required, any specialised school holiday program or workshop. Assist in the design of intentional, sequenced, structured project-based activities that contribute to achievement of desired outcomes Makes children and youth feel physically and emotionally safe and part of the group, fostering an inclusive environment, addressing bullying and teasing, and effectively managing groups, including disruptive behaviour and conflict, and maintaining a sense of order. Fosters an effective learning environment for all participants. Maintain up-to-date records of participants and activities as required by Social Futures and funding bodies Maintain up-to-date work plans and summary of activities for inclusion in project reports and data collection processes Contributes to the measuring, reporting and continuous improvement of organisational performance. Provides daily feedback to the relevant school and school staff on the activities and students wellbeing. Accurately document, all client service complaints, grievances and critical incidents in accordance with relevant policies and procedures working within the framework provided. Reports concerns about issues such as child abuse, and domestic violence; demonstrates ability to fulfil responsibilities as a mandated reporter of child abuse and neglect.
Collaborative Practices to engage service users, agencies and other stakeholders	<ul style="list-style-type: none"> Assist to engage and coordinate other service and industry providers to deliver components of the Links to Learning program. Maintain up-to-date knowledge of relevant services, support agencies and initiatives available to young people and families. Promote this knowledge and the availability of services and resources to young people and their families Build relationships with parents / carers and teaching /school staff ensuring that there is a holistic service delivery to support the individual participants in the program. Assist to establish and maintain collaborative relationships with any identified stakeholders and other service providers and employers in the area. Communicate with relevant individuals, services, organisations and departments to advocate on behalf of and meet the needs of the young people.
Youth Development	<ul style="list-style-type: none"> Where appropriate provide support for youth in planning for the future, including pursuing academic and job opportunities that leverage their Clubhouse skills and experience

Key Responsibilities	Focus Areas
	<ul style="list-style-type: none"> • Offers maximum choice and voice and responds to priorities articulated by participants. • Actively engages youth and foster positive relationships with participants, and between participants and their peers. • Assists youth to develop learning skills by exploring their ideas and challenging their thinking by encouraging them to be questioning, helping them develop good study skills, and promoting problem solving approaches. • Engages participants in project-based activities and group discussions and introduce them to cultural, educational, and technological resources to help them explore opportunities that will enrich their lives. • Demonstrates sound knowledge and understanding of developmental milestones concerning the physical, emotional, cognitive, and social development of children and youth
Leadership and staff/ Stakeholder Relationship	<ul style="list-style-type: none"> • Model best practices, employing the practice framework to ensure consistency in demonstrating a professional approach to engagement of staff and stakeholders. • Assist student placements and volunteers to support delivery of programs • Mentor, support and/or supervise trainees, student placement or new staff members as required. • Contribute to professional development of student placements working in The Clubhouse programs • Supports staff and mentors, modeling professional standards to work effectively, implementing positive child and youth development approaches • Demonstrates knowledge of and effectively communicates the principles and practices of positive child and youth development to volunteers. • Able to Intervene where staff / mentors are not complying with child and youth development standards. • Effectively communicates, verbally and in writing providing assistance with program evaluation and reporting. • Models appropriate behaviour with staff and participants • Articulates programs goals and organisational mission.
Community Engagement, Event & Partner Coordination	<ul style="list-style-type: none"> • Assists to organise functions to showcase members work to the school and community, including external exhibition opportunities and work with other service providers on youth based community development projects. • Provide community outreach to involve a diverse group of youth, parents and community members as required • Identifies internal (e.g. other units within the organisation) and external (e.g. schools, social service agencies, private businesses) stakeholder institutions to enhance program effectiveness. • Maintains partnerships with key stakeholders. • Uses group processes to advance community involvement • Gathers input from the community to inform the development of Youth Connections Clubhouse policy and programs
Maintain excellent internal and external relationships and contribute positively to Social Future's culture	<ul style="list-style-type: none"> • Promote and model Social Futures values, code of conduct and professional standards to all internal and external stakeholders • Be an active, contributing Branch member and work collaboratively across the organisation to assist all staff to achieve their work objectives • Assist with the supervision of any students, trainees or volunteers who are involved in activities that support the work of Social Futures • Any other duties as required to support the objectives of Social Futures

Competencies, Skills and Attributes

Technical	
1.	Tertiary qualification in education, social sciences, social welfare and youth or equivalent.
2.	Current Drivers Licence
3.	Working With Children Check
4.	National Criminal History Check
Experience and Knowledge	
1.	Demonstrated skills in group program planning, implementation, management and outcomes assessment
2.	Experience working with young people who are at risk of disengaging from their education, or who are vulnerable due to complex family, social and community issues.
3.	Demonstrates awareness and sensitivity to diversity issues and recognises triggers, biases, beliefs and does not allow them to interfere with service delivery or job performance.
4.	Demonstrates understanding of the Practice Framework, the issues which may impact upon clients such disability, trauma, sexual identity, domestic, violence, mental illness, A&OD use
5.	Demonstrates a clear understanding of and commitment to person centred, strength based practices. Uses the relevant approaches in all interactions with participants and their families.
6.	Demonstrates an emotionally intelligent approach to their engagement, remaining calm, considered and responsive in challenging situations and interactions
7.	Problem solving and the capacity to generate innovative solutions
8.	Understanding of appropriate child and youth development approaches
Attributes and Values	
1.	Acts honestly, openly, consistently and in accordance with the aims of Social Futures
2.	Demonstrates openness to supervision and training and a flexibility to incorporate other points of view to improve performance
3.	Demonstrates ability to work autonomously and within a team, taking responsibility for self and the program outcomes.
4.	Demonstrates behaviours that treat others with respect, care and compassion, promoting a collaborative work environment
5.	Demonstrates inclusive work practices that acknowledge and encompass diversity
6.	Demonstrated cultural competency informing culturally appropriate communication and engagement skills
7.	Communicates information, including identifying and communicating problems or issues with appropriate team and management staff in a timely manner, and positively engages with effective problem solving.
8.	Maintains appropriate boundaries in all interactions with children, young people, families and staff according best practice, policies and procedures
9.	Maintains confidentiality in accordance with professional standards and organisational policies and complies with state privacy guidelines
10.	Positive, contemporary attitude towards diversity, including Aboriginal, CALD and LGBTIQ communities and people living with disability.
Compliance	
1.	Understands and complies with organisational policies and procedures

2.	Willingness and desire to comply with health and safety policy and procedure to ensure safety of self and others
3.	Follows guidelines, policies and procedures when committing financial resources or processing financial transactions
4.	Demonstrates knowledge of applicable regulatory requirements governing mandated child abuse/neglect reporting requirements
5.	Demonstrates knowledge and skills in presenting timely written documentation such as assessment, support plans, incident debriefings.

Inherent Requirements of the Work Activities/Environment

The following table identifies the physical and psychological work environment characteristics that are inherent requirements of the role. Where possible we will make reasonable adjustments to enable individuals with disabilities to perform the essential functions of their roles.

Element	Key Activity	Frequency
Work Environment	Manage demanding and changing workloads and competing priorities.	Daily
	Work in a team environment.	Daily
	Work in different geographic locations.	Occasional
	Be exposed to all outdoor weather conditions.	Rare
	Work office hours with the possibility of extended hours.	Occasional
	Work in an open plan office.	Daily
	Work in buildings which may have multiple stories.	Daily
	Reasonably high levels of mobile phone use.	Daily
	Sit at a computer or in meetings for extended periods.	Daily
	Liaise with our staff.	Daily
People Contact	Liaise with government, non-government, businesses, and other community organisations.	Daily
	Liaise with participants/customers.	Daily
	Undertake intensive administrative tasks, which include computer work, report writing, participating in meetings and concentrating for long periods of time.	Daily
Administrative Tasks	Use technology including photocopier, telephones including mobiles, fax, overhead projectors, televisions, videos and electronic whiteboards.	Daily
	Drive vehicles possibly over long distances and in all traffic and weather conditions.	Occasional
Transport	Use public transport including trains, buses, trams and taxis.	Rare