

## Westhaven Ltd

Our Vision – Live how you choose  
 Our Core Values – C.H.O.I.C.E

<b>Position Title</b>	Support Worker	<b>Reports to</b>	Team Leader
<b>Number of Direct Reports</b>	NIL	<b>Position Location</b>	Varied

### Purpose of the position

Support Workers perform duties involving assisting participants, children and young people with daily living skills, community inclusion and participation activities. Work is undertaken in the context of supporting the person to maintain their wellbeing, explore opportunities and work towards agreed outcomes that are important to, and for, the person.

### Decision making

- This role operates with some autonomy within the context of agreed priorities, self manages workloads to meet known deadlines, and makes decisions within the limits of delegated authority as agreed with the Team Leader and/or Service Manager.
- This role has no direct reports

Capability	Responsibilities
<i>Model and reinforce values in organisational culture and practice</i>	<ul style="list-style-type: none"> <li>• Ensure service provision in line with Westhaven's service delivery practices</li> <li>• Promote and foster a positive, inclusive and respectful home environment that supports participants, children and young people to live life the way they choose</li> <li>• Actively engage in initiatives that support participants, children and young people to engage in culturally appropriate activities</li> <li>• Support participants, children and young people to understand and make informed decisions regarding all aspects of their lives</li> <li>• Evaluate and report on the delivery of service to participants, children and young people to ensure appropriate person centred support is being delivered in accordance with funding arrangements</li> </ul>

	<ul style="list-style-type: none"> <li>• Positively represent Westhaven in all interactions with participants, children, young people, families, stakeholders and regulatory bodies</li> <li>• Support and reinforce a work culture that promotes mutual respect and zero tolerance of any behaviour or circumstance that does not uphold participant, child or young person rights and Westhaven's Code of Conduct</li> </ul>
<i>Sector and Organisation Purpose &amp; Values</i>	<ul style="list-style-type: none"> <li>• Develop an appropriate supportive working relationship with and gain the confidence, trust and respect of each person supported</li> <li>• Recognise and promote the importance of dignity and the rights of each person supported</li> <li>• Provide support in line with all other aspects of the disability service standards and Westhaven's Mission and Values</li> </ul>
<i>Leadership / Teamwork</i>	<ul style="list-style-type: none"> <li>• Demonstrate involvement in and contribution to the team's results and effectiveness, engaging constructively with other team members</li> <li>• Organise own work effectively; complete work to standards and on time</li> <li>• Follow process and learn from errors to eliminate them from future work</li> <li>• Generate reports as required</li> <li>• Understand what issues to escalate to the Team Leader or more experienced staff and when</li> <li>• Show a willingness to share knowledge and information with team members</li> <li>• Provide and receive feedback to and from team members</li> </ul>
<i>Communication</i>	<ul style="list-style-type: none"> <li>• Understand what is being expressed/communicated by each person supported and able to determine what is important to them</li> <li>• Achieve a positive relationship with each person supported using appropriate communication strategies and tools</li> <li>• Adapt communication to meet and if necessary de-escalate situations; seek assistance when needed</li> <li>• Advocate in specific situations on behalf of each person supported, e.g. at medical appointments; in the community; assisting at a social or recreational event</li> <li>• Use clear and concise communication and provide relevant, clear and factual information</li> <li>• Relate effectively to and develop productive relationships with relevant people associated with the person that will benefit the support provided</li> </ul>
<i>Customer Relationships</i>	<ul style="list-style-type: none"> <li>• Align support to the individual needs of the participant, child or young person, showing flexibility</li> </ul>

	<p>based on what is important to, and for, each person supported</p> <ul style="list-style-type: none"> <li>• Focus on what is important within the agreed resources, budget, part of each person's plan</li> <li>• Meet reasonable expectations of quality, quantity and timeliness of supports within the agreed supports, plan and budget</li> <li>• Relate positively with each person supported and their family, carers, other support services, professionals and their wider support network</li> </ul>
<i>Personal Accountability</i>	<ul style="list-style-type: none"> <li>• Comply with services standards and organisational policies and procedures relevant to the role</li> <li>• Receive feedback on interactions with others and workplace behaviour consistent with the values of the organisation</li> <li>• Display understanding of own role and personal responsibility and ownership of contributions</li> <li>• Efficiently and effectively complete agreed job requirements with minimal supervision</li> <li>• Work according to plan and maintain routines</li> <li>• Maximise use of resources and work within the limitations of the agreed plan and budget</li> <li>• Present self as a role model on behalf of the organisation and in line with community expectations</li> </ul>
<i>Innovation</i>	<ul style="list-style-type: none"> <li>• Participate in and be open to change</li> <li>• Be actively involved in team problem solving and encourage others</li> <li>• Actively seek creative solutions to overcome barriers in providing support</li> <li>• Identify and report areas for improvement using understanding of risk/quality framework</li> <li>• Identify risks and solutions for immediate problems/concerns</li> <li>• demonstrates initiative, recognising the need to adapt work schedule to changing needs of the person supported and other circumstances</li> </ul>
<i>Participation &amp; Inclusion</i>	<ul style="list-style-type: none"> <li>• Follow agreed plans and programs for support provided to participants, children and young people within home, community and group environments</li> <li>• Proactively work to organise and reduce barriers to participation in the activities accessed by the person supported, seeking guidance from others as needed</li> <li>• Assist each person to safely explore opportunities to expand the likelihood of participation</li> </ul>
<i>Community Engagement &amp; Education</i>	<ul style="list-style-type: none"> <li>• Assist each person supported to access and be involved with the community as part of community based activities</li> <li>• Apply knowledge of formal and informal supports relevant to each person supported</li> <li>• Demonstrate and role model dignified and respectful interactions with members of the broader</li> </ul>

	<p>community</p> <ul style="list-style-type: none"> <li>Assist each person supported to be as independent as possible in community based activities</li> </ul>
<i>Reporting, Documentation &amp; Administration</i>	<ul style="list-style-type: none"> <li>Clearly, effectively and efficiently create and maintain records</li> <li>Collect and accurately report/record data using appropriate systems</li> <li>Make suggestions on improvements to reporting and administration systems</li> <li>Demonstrate a use of and willingness to use technology on the job</li> <li>Accurately complete administrative work relevant to the support being provided</li> </ul>

## Knowledge, Skills, Experience and Compliance

### Knowledge

- Demonstrated understanding of managing behaviours of concern including de-escalation techniques is highly regarded
- Knowledge and understanding of the Children and Young Person (Care and Protection) Act 1998, NSW Child Safe Standards for Permanent Care, trauma informed practices, human rights and the NDIS is highly regarded

### Personal Attributes and skills

- Self-motivated, reliable and capacity to thrive within a fast paced, collaborative environment
- A willingness to learn and contribute to a successful, positive team culture
- A positive person with the ability to display empathy, patience, enthusiasm and understanding
- Ability to interact positively at all levels, including dealing professionally with managers and colleagues
- Demonstrated capacity to work with culturally and linguistically diverse individuals
- Ability to support clients with daily living skills including health, medical, wellbeing, personal care, medication administration, meal preparation and household tasks
- Ability to follow written and verbal instructions, including the ability to comprehend and implement participant, child or young person individual care plans and behaviour support plans.
- Demonstrated ability to be adaptable to changing circumstances and organisational requirements, and contribute to the needs of a rapidly expanding service
- Demonstrated capacity to work effectively as part of a team
- Proficient computer skills including the use of Client Management Databases and Google Suite (or similar)

### Experience

- Experience supporting individuals with a disability, complex needs, behaviours of concern and/or mental health is highly regarded

## Compliance

- Current valid NSW Driver's licence
- Obtain and maintain a current Working with Children Check (WWCC)
- Obtain and maintain a valid National Disability Insurance Scheme Workers Check (NDISWC)
- Consent to have your details recorded on the Residential Care Workers Register (RCWR)
- Vaccinated against Covid-19 and able to provide evidence
- Current first aid, or willingness to complete within six months of commencement
- Certificate qualification in Disability Services, Community Services or Individual Support is highly regarded


## NDIS Workforce Capability Framework

The NDIS Workforce Capability Framework describes the attitudes, skills and knowledge expected of all workers funded under the NDIS. It gives clear, practical examples and establishes a shared language of 'what good looks like' for participants when they receive NDIS services and support.

- The Framework translates the NDIS Commission's principles, Practice Standards and Code of Conduct into clear and observable behaviours that service providers and workers should demonstrate when delivering services to people with disability.
- All Westhaven employees are encouraged to review the [NDIS Workforce Capability Framework](#) for a full list of capabilities and the descriptors relevant to their role.

NDIS Workforce Capability Framework		General Support Work	
Capability Group		Capability Name and Description	
 <p><b>Our Relationship</b> Set up our relationship for success</p>		<p><b>Uphold my rights</b></p> <ul style="list-style-type: none"> <li>• Understand and respect my rights. Speak up if my rights are not respected.</li> </ul> <p><b>Communicate effectively</b></p> <ul style="list-style-type: none"> <li>• Support me to express myself and adjust your communication style to suit me</li> </ul> <p><b>Build trusted relationships</b></p> <ul style="list-style-type: none"> <li>• Develop and maintain relationships with me, and those who are important to me, based on mutual trust and respect.</li> </ul> <p><b>Work collaboratively</b></p> <ul style="list-style-type: none"> <li>• Recognise the roles and expertise of others who support me, and work with us as a team.</li> </ul>	

 <p><b>Your Impact</b> Know your capabilities, role and impact</p>	<p><b>Show self-awareness</b></p> <ul style="list-style-type: none"> <li>Think about how your actions and attitudes impact on the quality of support you provide, seek feedback, and keep improving your practice.</li> </ul> <p><b>Work within your capabilities</b></p> <ul style="list-style-type: none"> <li>Know your role and responsibilities, and when to seek support from others to develop your capabilities.</li> </ul> <p><b>Look after yourself</b></p> <ul style="list-style-type: none"> <li>Take care of yourself and manage your wellbeing.</li> </ul>
 <p><b>Support Me</b> Support me to pursue what's important to me</p>	<p><b>Understand what a good life means to me</b></p> <ul style="list-style-type: none"> <li>Find out what a good life means to me and don't impose your own assumptions.</li> </ul> <p><b>Support me to make my own choices</b></p> <ul style="list-style-type: none"> <li>Support me to understand, explore and think creatively about my options, and uphold my decisions.</li> </ul> <p><b>Build my capacity to participate</b></p> <ul style="list-style-type: none"> <li>Understand how I want to participate in society and support me to build my knowledge and connections so that I can live the life I want.</li> </ul>
 <p><b>Be Present</b> Be present and provide the support I need</p>	<p><b>Observe and respond flexibly to my changing needs</b></p> <ul style="list-style-type: none"> <li>Be present, pay attention to how my needs may change, and respond accordingly.</li> </ul> <p><b>Manage health and safety</b></p> <ul style="list-style-type: none"> <li>Support me to look after my health. Take action and manage any health and safety risks to me or to you.</li> </ul> <p><b>Engage and motivate me</b></p> <ul style="list-style-type: none"> <li>Support me to build on my strengths and engage me in meaningful ways.</li> </ul>
 <p><b>Check In</b> Work with me to evaluate and act on what is working</p>	<p><b>Review quality of support and service</b></p> <ul style="list-style-type: none"> <li>Work with me to make sure my services and supports are enabling me to live the life I want and support me to make changes when needed.</li> </ul> <p><b>Support me to speak up</b></p> <ul style="list-style-type: none"> <li>Build my understanding and confidence to exercise my rights and support me to provide feedback, raise any concerns, complaints or incidents.</li> </ul>

and what is not	
 <p><b>Identity capabilities</b></p>	<p><b>Be responsive to my Aboriginal and/or Torres Strait Islander identity</b></p> <ul style="list-style-type: none"> <li>• Understand and respond to my desired connection to culture, country and community. Be aware of your personal assumptions and biases, and adapt your approach based on what's important to me, such as acknowledging the role I want my family and community to play in my life and decisions.</li> </ul> <p><b>Be responsive to my culturally and linguistically diverse identity</b></p> <ul style="list-style-type: none"> <li>• Understand and respond to my desired connection to my culture, community, and language. Be aware of your personal assumptions and biases, and adapt your approach based on what's important to me, such as being sensitive about when/how to use interpreters and respecting my cultural norms and practices.</li> </ul> <p><b>Be responsive to my LGBTIQ+ identity</b></p> <ul style="list-style-type: none"> <li>• Understand my rights, the importance and impact of inclusive language, and respond to my lived experience of sexual orientation, gender identity and/or gender expression. Be aware of your personal assumptions and biases, and adapt your approach based on what's important to me to foster my sense of belonging and participation.</li> </ul>