

Position

This position is within Child & Family. It is part of various Child & Family Services teams.

This position reports to the

Reporting line may vary depending on location and service size

This position does not have any direct reports This position may have direct reports, positions vary

This position has the following direct reports:

This position is designated Band 7 under the Schedule of Authorities and Delegations

This position is a budget holder This position has designated revenue targets

This position is an Aboriginal & Torres Strait Islander identified position

This position does require a working with children related clearance

Purpose

The purpose of this position is to work collaboratively with Child & Family Practitioners and local schools to support the educational development and achievements of children and young people who have experienced trauma, abuse and/or neglect to enhance their developmental, emotional, social, psychological and educational outcomes and support teachers to better understand the impact of, and implement strategies to overcome, the effects of trauma on classroom behaviour.

Focus

To achieve this purpose, the position holder would typically

- Work closely with clients, staff within the service and teachers to plan individualised programs for at risk children.
- Undertake assessments of educational needs to plan, develop and evaluate Individual Education Plans for children and young people that is reflective of evidence informed practice and meets the needs of individual children.
- Liaise with schools teachers, parents/care-givers, allied health professionals and other key stakeholders to enable appropriate planning and delivery of effective programs for children and young people.
- Plan and facilitate after school groups.
- Plan and facilitate training workshops for teachers and other professionals around trauma informed practice within the school environment.
- Provide individualised tuition for children and young people within the service.
- Act as a subject matter expert in the area of professional specialisation and maintain currency of knowledge on evidence informed practice.
- Coach, advise and provide on the job support to team members to improve their skills and knowledge in the areas of trauma informed practice and the impact on the educational environment and learning outcomes
- Work with the Manager, Practice Support and Team Leaders to build capability across the service in the area of professional specialisation.
- Advise the Manager of any significant changes or concerns regarding the client, their environment, wellbeing, their services, or other risks, as soon as possible.
- Make child protection reports to the community services helpline when assessed as necessary, in consultation with the Team Leader or Manager
- Relieve the Team Leader or Manager, as required.
- Document and create reports on client services using technology and paper based systems in a clear, logical, understandable and timely way..

When things are going well we would expect to see these outcomes:

Outcomes

- Educational outcomes for clients are improved
- Strong working relationships are developed with schools and teachers, and teacher capability is enhanced to better understand and respond to the effects of trauma as they impact the educational setting
- Quality workshops and groups are facilitated and there are requests for these services from within and without The Benevolent Society
- Services are based upon current educational frameworks that embrace reflective practice and a strengths based perspective.

We work collaboratively with others, however this position works closely with:

Relationships

Within The Benevolent Society:

- Team Leader/Manager
- Manager, Practice Support
- Practitioners and Counsellors

Outside The Benevolent Society:

- Children
- Families
- Local schools
- The community in which the service operates

To achieve the position purpose and outcomes the position holder will need to have:

Individual

- Degree qualified in teaching (minimum 3 year degree)
- First aid certificate (or willingness to obtain a certificate)
- Experience in primary education , preferable Kindergarten to year 6
- Knowledge and understanding of the needs of vulnerable and socially disadvantaged clients
- Excellent understanding of child development and the ability to assess and identify learning needs to develop and deliver effective individualised programs for children and young people
- Demonstrated experience to support other professionals to create a trauma sensitive learning environment for at risk children and young people
- Demonstrated experience to work one on one with clients to support them to increase emotional regulation and better utilise learning opportunities in an educational setting
- Strong relationship building skills to gain the trust and understanding of various stakeholders
- Good understanding of strength based approach theories to childhood development
- Ability to communicate effectively with children, young people and adults
- Good written and verbal communication skills
- Understanding of the needs of diverse communities such as Aboriginal and Torres Strait Islander, culturally and linguistically diverse (CALD), and gay, lesbian, bisexual, transgender and intersex (LGBTI) communities

This position may require some flexibility in terms of travel or hours of work:

Travel

- Overnight travel/stays may be required
- Some weekend work may be required
- Some evening work may be required
- Travel between office locations/regions may be required
- Travel to consumers (varied locations) may be required
- Use of own registered, insured motor vehicle for business purposes may be required
- Use of TBS pool cars may be required

All of us might need to travel occasionally to attend learning opportunities, meetings or other key events.

Context

Those with knowledge of this position say the things that might make your day are:

- Seeing children and young people become more confident and resilient in an educational setting to achieve improved learning outcomes
- Gaining the buy-in from teachers and seeing them have the capability and confidence to support at risk children and young people to achieve improved learning outcomes

Those with knowledge of this position say some key challenges you might experience are:

- Managing relationships with parents, particularly where they may be experiencing their own vulnerabilities
- Creating buy-in from local schools and teachers and encouraging them to approach clients in a different way in the educational setting

Approvals

Approver Director, Human Resources **Date:** 29 November 2016 **Position Code:** CFS030

Review history V1.0 Release

Advertising

This Position Profile is not intended as an exhaustive description of the position, accountabilities or associated duties. The Benevolent Society may alter or adjust this Position Profile at any time.