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| **Cluster** | Stronger Communities  |
| **Department** | Department of Communities and Justice |
| **Division/Branch/Unit** | Child Protection & Permanency, District and Youth Justice Services (Northern) / South Western Sydney District |
| **Location** | Various |
| **Classification/Grade/Band** | Clerk Grade 3-7 (entry level for Helpline Caseworkers from grade 4) |
| **Role Number** | Generic  |
| **ANZSCO Code** | 272613 |
| **PCAT Code** | 1119192 |
| **Date of Approval** | 18 September 2023 | **Ref: SWSD022** |
| **Agency Website** | www.dcj.nsw.gov.au |

***Please see job notes and/or advertisement for more information on specific role qualification requirements and relevant experience.***

# Agency overview

The Department of Communities and Justice (DCJ) is the lead agency under the Stronger Communities Cluster. DCJ works to enable everyone's right to access justice and help for families through early intervention and inclusion, with benefits for the whole community. Stronger Communities is focussed on achieving safe, just, inclusive and resilient communities by providing services that are effective and responsive to community needs.

# Primary purpose of the role

Work directly with children, young people and families to support them to achieve change that keeps children and young people safe and improves their social, emotional, health and educational outcomes.

# Key accountabilities

* Deliver accountable and collaborative casework that respects the culture and context of each child, young person, family and community and is based on timely sharing of accurate information to ensure that the support meets their identified needs
* Undertake assessment / investigation and ongoing family work to identify and address safety and risk concerns for children and young people
* Model ethical and curious casework that is responsive to the changing needs of children, young people and families
* Build relationships within practice and legislative frameworks to create change in families and keep children and young people safe
* Develop and maintain networks and relationships with key stakeholders to deliver appropriate services for children, young people and families
* Participate and contribute to a culture of continuous learning and professional development to ensure practice knowledge and skills are contemporary and evidence-based
* Maintain accurate and relevant client records for reporting and information sharing
* Share decision making with family and key stakeholders about children and young people to ensure that there is an appropriate balance between the risks, safety and wellbeing

#### Key Accountabilities for Helpline Caseworker roles only

* Answer telephone calls and emails within a contact centre environment and undertake the intake and assessment of concerns for the safety and risk of significant harm for children and young people
* Seek avenues, where required, to provide support to a child, young person or family
* Produce clear, concise and accurate professional intake reports and other written materials to support Departmental staff including Community Service Centre staff on undertaking case management and coordinating support services
* Undertake case management responsibilities in out-of-hours circumstances where risk containment is required and/or a field response is necessary

**In order to progress to Grade 7, a caseworker must be willing to undertake this additional accountability:**

* Provide, coaching, advice and support to less experienced caseworkers and participate in training and orientation activities

**Note: Refer to the approval process for incremental progression from Clerk maximum grade 6 to minimum grade 7.**

# Key challenges

* Assessing the safety and risk of children and young people in complex and challenging situations where the majority of families and/or children are at significant disadvantage due to factors such as a prior history of trauma, poverty and violence
* Being sensitive to cultural differences, social complexities and the uniqueness of every family and child while ensuring that children and young people are safe and cared for
* Maintaining a focus on children and young people in situations where clients are involuntary, or carers/parents/guardians disagree with DCJ actions

# Key relationships

| Who | Why |
| --- | --- |
| **Internal** |  |
| Casework Manager | * Direct supervisor
* Seek direction, advice and support
* Provide information and feedback
 |
| Manager Client Services | * Practice leader of the CSC office/JCPRP Cluster
* Seek direction, advice and support
* Provide information and feedback
 |
| Caseworkers/Team Members | * Peers and colleagues
* Provide information and advice
* Provide an effective and valuable two-way liaison
 |
| Casework Specialists, psychologists, clinical issues consultants, legal officers | * Specialist and clinical advice
 |
| Other DCJ Divisions | * Liaise to ensure the provision of timely and accurate advice when requested
* Develop and maintain effective working relationships
* Negotiate/agree on timeframes
 |
| **External** |  |
| Children, young people and families | * The main focus for caseworkers who are working to promote good parenting and providing a safe and stable home
 |
| Carers | * Key clients who provide care for children and young people
 |
| Government and non-government partners | * Collaborate to provide appropriate services for children young people and families
 |
| Children’s court | * Court orders, and other legal decisions on children and families are brought before the Children’s Court
 |

# Key relationships for Helpline Caseworker roles

| Who | Why |
| --- | --- |
| **Internal** |  |
| Team Manager(Caseworker Helpline in the After Hours Response Team may report to a Manager Casework) | * Direct supervisor
* Seek direction, advice and support
* Provide information and feedback
 |
| Manager Client Services | * Practice leader of the CSC office/JCPRP Cluster
* Seek direction, advice and support
* Provide information and feedback
 |
| **External** |  |
| Children, young people and families and Mandatory Reporters | * Engage with to ascertain all relevant information relating to intake and assessment of the situation.
* Provide advice and support
 |
| General Public | * Provide advice and information relating to DCJ’s services
 |

# Role dimensions

## Decision making

The primary focus of decision making for a caseworker is in assessing / investigating and supporting children, young people and their families. Planning next steps for families to connect with appropriate support services are part of day-to-day decision making.

The role

* works with supervision to set priorities and approach to workload and outputs as allocated by management, with time and experience carries a level of autonomy in setting priorities and managing workload in alignment with management
* responsible for determining own actions undertaken, within government and legislative policies, and for ensuring quality control in the implementation of own workload
* ensures a course of action is suitable and based on sound evidence, as required to management or senior staff in the absence of complete information or where expert advice is required
* as necessary, consults with manager or senior staff on a suitable course of action in matters that are sensitive, high-risk or business-critical, or for those issues that have far reaching implications with respect to resources or quality advice provision

Refer to the Department Delegations for specific financial and/ or administrative delegations for this role.

## Reporting line

The role reports to the Casework Manager or Team Manager.

## Direct reports

Nil

## Budget/Expenditure

Nil

# Essential requirements

* Tertiary qualifications in a Social Work, Psychology, Social Science Welfare or related discipline with demonstrated commitment to ongoing professional development
* Current driver’s licence

**Additional requirement for Helpline Caseworker role only**

To commence as a Helpline Caseworker (Clerk grade 4) you must have a minimum of 2 years work experience as a Caseworker in a relevant field

Appointments are subject to reference checks. Some roles may also require the following checks/ clearances:

* National Criminal History Record Check in accordance with the Disability Inclusion Act 2014
* Working with Children Check clearance in accordance with the Child Protection (Working with Children) Act 2012

# Capabilities for the role

The [NSW public sector capability framework](https://www.psc.nsw.gov.au/workforce-management/capability-framework/the-capability-framework) describes the capabilities (knowledge, skills and abilities) needed to perform a role. There are four main groups of capabilities: personal attributes, relationships, results and business enablers, with a fifth people management group of capabilities for roles with managerial responsibilities. These groups, combined with capabilities drawn from occupation-specific capability sets where relevant, work together to provide an understanding of the capabilities needed for the role.

The capabilities are separated into **focus capabilities** and **complementary capabilities**.

## Focus capabilities

*Focus capabilities* are the capabilities considered the most important for effective performance of the role. These capabilities will be assessed at recruitment.

The focus capabilities for this role are shown below with a brief explanation of what each capability covers and the indicators describing the types of behaviours expected at each level.

| FOCUS CAPABILITIES |
| --- |
| **Capability group/sets** | **Capability name** |  | **Behavioural indicators** | **Level** |
| Personal Attributes logo | **Display Resilience and Courage**Be open and honest, prepared to express your views, and willing to accept and commit to change | * Be flexible and adaptable and respond quickly when situations change
* Offer own opinion and raise challenging issues
* Listen when ideas are challenged and respond appropriately
* Work through challenges
* Remain calm and focused on challenging situations
 | Intermediate |
| Relationships logo  | **Commit to Customer Service**Provide customer-focused services in line with public sector and organisational objectives | * Focus on providing a positive customer experience
* Support a customer-focused culture in the organisation
* Demonstrate a thorough knowledge of the services provided and relay this knowledge to customers
* Identify and respond quickly to customer needs
* Consider customer service requirements and develop solutions to meet needs
* Resolve complex customer issues and needs
* Cooperate across work areas to improve outcomes for customers
 | Intermediate |
| Relationships logo  | **Work Collaboratively**Collaborate with others and value their contribution | * Work as a supportive and cooperative team member, sharing information and acknowledging others’ efforts
* Respond to others who need clarification or guidance on the job
* Step in to help others when workloads are high
* Keep the team and supervisor informed of work tasks
* Use appropriate approaches, including digital technologies, to share information and collaborate with others
 | Foundational  |
| Results logo | **Think and Solve Problems**Think, analyse and consider the broader context to develop practical solutions | * Identify the facts and type of data needed to understand a problem or explore an opportunity
* Research and analyse information to make recommendations based on relevant evidence
* Identify issues that may hinder the completion of tasks and find appropriate solutions
* Be willing to seek input from others and share own ideas to achieve best outcomes
* Generate ideas and identify ways to improve systems and processes to meet user needs
 | Intermediate |
| Business Enablers logo | **Technology**Understand and use available technologies to maximise efficiencies and effectiveness | * Display familiarity and confidence when applying technology used in role
* Comply with records, communication and document control policies
* Comply with policies on the acceptable use of technology, including cyber security
 | Foundational  |

# Complementary capabilities

*Complementary capabilities* are also identified from the Capability Framework and relevant occupation-specific capability sets. They are important to identifying performance required for the role and development opportunities.

Note: capabilities listed as ‘not essential’ for this role is not relevant for recruitment purposes however may be relevant for future career development.

| COMPLEMENTARY CAPABILITIES |
| --- |
| **Capability Group/Sets** | **Capability Name** | **Description** | **Level**  |
| Personal Attributes logo |  |  |  |
| Act with Integrity | Be ethical and professional, and uphold and promote the public sector values | Intermediate |
| Manage Self | Show drive and motivation, an ability to self-reflect and a commitment to learning | Intermediate |
| Value Diversity and Inclusion | Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives | Intermediate |
| Relationships logo  |  |  |  |
| Communicate Effectively | Communicate clearly, actively listen to others, and respond with understanding and respect | Intermediate |
| Influence and Negotiate | Gain consensus and commitment from others, and resolve issues and conflicts | Intermediate |
| Results logo |  |  |  |
| Deliver Results | Achieve results through the efficient use of resources and a commitment to quality outcomes | Foundational |
| Plan and Prioritise | Plan to achieve priority outcomes and respond flexibly to changing circumstances | Foundational |
| Demonstrate Accountability | Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines | Intermediate |
| Business Enablers logo |  |  |  |
| Finance | Understand and apply financial processes to achieve value for money and minimise financial risk | Foundational |
| Procurement and Contract Management | Understand and apply procurement processes to ensure effective purchasing and contract performance | Foundational |
| Project Management | Understand and apply effective project planning, coordination and control methods | Foundational |