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| **Portfolio** | Communities and Justice | |
| **Department** | Department of Communities and Justice | |
| **Division/Branch/Unit** | Child Protection and Permanency, District and Youth Justice Services (Northern) / Community Services Statewide Services | |
| **Location** | Various | |
| **Classification/Grade/Band** | Clerk Grade 1/2 | |
| **Role Number** | TBA | |
| **ANZSCO Code** | 411713 | |
| **PCAT Code** | 1119192 | |
| **Date of Approval** | 25 July 2024 | **Ref: CSSS 0057** |
| **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 in the Communities and Justice Portfolio.  Communities and Justice aims to achieve a safe, just, and inclusive New South Wales (NSW) by operating an effective legal system; increasing access to social and affordable housing; protecting children and families; addressing domestic and family violence; promoting public safety; reducing reoffending; and supporting community harmony and social cohesion.

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 by providing services that are effective and responsive to community needs.

**Primary purpose of the role**

The primary purpose of an Aboriginal Family Time (Contact) Worker is to support and supervise family time (contact) visits between Aboriginal and other children and young people in out of home care, and significant individuals in their lives such as birth parents, siblings, relatives or kinship groups. This includes recording observations following the supervised visits.

Other components of the role include transporting children, young people, and on occasions parents or carers to a variety of locations, including family time.

Aboriginal family time worker roles are for people with Aboriginal cultural knowledge and lived experience who will make a significant contribution when supervising family time visits for Aboriginal children and their family and important community and have an impact on Aboriginal people and Aboriginal communities.

**Key accountabilities**

* Supervise family time visits, monitor and support children and young person’s safety and well-being when undertaking family time visits, and escalate any issues to Family Time (Contact) Worker Coordinator and other child protection staff.
* Communicate with children, young people, parents, other family members and carers in a consistent, respectful and culturally safe manner to build rapport and facilitate positive and efficient family time and transport.
* Support delivery of DCJ quality out of home care and child protection services including by supervising children and young people in settings outside of family time and transporting children and young people in care to various locations as required.
* Provide basic coaching to parents to encourage communication and positive engagement with children and young people during family time, meet pre-determined goals established by the casework team and attend meetings where family time is being discussed.
* Use relevant technology to prepare documentation relating to family time visits, including ChildStory data entry and accurately recording observations following supervised visits in a summary report in line with relevant DCJ policies, guidelines and templates to support caseworkers.
* File documentation in accordance with standards and guidelines, by creating, storing, retrieving and tracking files to ensure the accurate and safe storage of information.
* Undertake a range of administrative activities to contribute to the efficient and effective operation of the team/unit and support delivery of services to DCJ clients.

**Key challenges**

* Being aware of the complex and challenging situations where the majority of families are at significant disadvantage due to factors such as a prior history of trauma, poverty and violence.
* Communicating and building collaborative relationships with children, young people and families while maintaining professional boundaries.
* Navigating and managing stress related behaviour that may occur from children, carers or family members during family time arrangements and escalating these issues to other child protection staff.

**Key relationships**

| Who | Why |
| --- | --- |
| **Internal** |  |
| Family Time Worker Coordinator | * Work allocation * Escalate issues, keep line manager informed * Provides practice support and advice * Receive advice and instructions |
| Caseworkers, Manager Client Services and other CSC staff | * Work together as a team * Receive practice support, advice and instructions * Participate in meetings to share information and provide input on family time issues |
| Customer Service Officers and Service Support Managers | * Work collaboratively regarding scheduling arrangements |
| **External** |  |
| Children, young people, parents, family members and carers | * Transport and supervise family time between children, young people, their families and carers. |
| Government and non-government partners | * Coordination of family time visits for children, young people and their families |

**Role dimensions**

**Decision making**

The primary focus of a Family Time Worker is to provide supervised family time in a variety of settings between children in out-of-home care and their family members and other significant people in their lives.

The Family Time Worker provides basic coaching to empower family members to positive engagement with children and young people during family time. This includes:

* observing and reporting behaviours of children, young people and families during family time visits in a summary report after the visit, including where risk and safety are an issue, and escalating issues to other child protection staff
* recording their observations of family time in a strengths based, child focused and dignity driven manner.

**Reporting line**

Reports to the relevant Line Manager/ Supervisor

**Direct reports**

Nil

**Budget/Expenditure**

Nil

# Key knowledge and experience

* Knowledge and lived experience of Aboriginal/Torres Strait Islander cultures and communication protocols.
* Awareness and understanding of Aboriginal culture and current issues affecting Aboriginal children, families and communities, especially those involved with the child protection system.
* The ability to observe and respond to Aboriginal children’s behaviours during family time, to promote their safety, engagement with family, connection with culture and healing from trauma.
* The ability to deliver services or programs to support Aboriginal and non-Aboriginal employees through an ongoing transfer of Aboriginal cultural knowledge skills and practice.

**Essential requirements**

* This is an identified position and only open to Aboriginal and/or Torres Strait Islander persons ( see notes below for further information ).
* Current driver’s licence
* Working with Children Check clearance
* First aid certificate, or willingness to obtain one before commencing in role
* The role may require some evening and weekend work.

**Note :** As an Identified role, this role is open only to Aboriginal and/or Torres Strait Islander persons, Australia’s First Nations people.

Where a position is identified, an applicant’s race is a genuine occupational qualification and authorised by Section 14(d) of the *Anti-Discrimination Act 1977*.

There are two alternatives to confirming your Aboriginality, one of which must be uploaded to be considered for the role as follows. **Either will be accepted:**

Confirmation of Aboriginality form

or

Written confirmation from 2-3 Aboriginal organisations within the community in which you live/work, which addresses the three criteria listed below:

* is of Aboriginal and/or Torres Strait Islander descent, and
* identifies as an Aboriginal and/or Torres Strait Islander person, and
* is accepted as a such by the Aboriginal and/or Torres Strait Islander community

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 | **Act with Integrity**  Be ethical and professional, and uphold and promote the public sector values | | * Behave in an honest, ethical and professional way * Build understanding of ethical behaviour * Follow legislation, policies, guidelines and codes of conduct that apply to your role and organisation * Speak out against misconduct and illegal and inappropriate behaviour * Report apparent conflicts of interest | | | Foundational | |
| Relationships logo | **Commit to Customer Services**  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 | **Influence and Negotiate**  Gain consensus and commitment from others, and resolve issues and conflicts | * Use facts, knowledge and experience to support recommendations * Work towards positive and mutually satisfactory outcomes * Identify and resolve issues in discussion with other staff and stakeholders * Identify others’ concerns and expectations * Respond constructively to conflict and disagreements and be open to compromise * Keep discussions focused on the key issues | | | | Intermediate | |
| Relationships logo | **Communicate Effectively**  Communicate clearly, actively listen to others, and respond with understanding and respect | * Focus on key points and speak in plain English * Clearly explain and present ideas and arguments * Listen to others to gain an understanding and ask appropriate, respectful questions * Promote the use of inclusive language and assist others to adjust where necessary * Monitor own and others’ non-verbal cues and adapt where necessary * Write and prepare material that is well structured and easy to follow * Communicate routine technical information clearly | | | | Intermediate | |
| Results logo | **Deliver Results**  Achieve results through the efficient use of resources and a commitment to quality outcomes | * Seek clarification when unsure of work tasks * Complete own work tasks under guidance within set budgets, timeframes and standards * Take the initiative to progress own work * Identify resources needed to complete allocated work tasks | | | | Foundational | |
| 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 |  |  |  |
| Display Resilience and Courage | Be open and honest, prepared to express your views, and willing to accept and commit to change | Foundational |
| Manage Self | Show drive and motivation, an ability to self-reflect and a commitment to learning | Foundational |
| Value Diversity and Inclusion | Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives | Foundational |
| Relationships logo |  |  |  |
| Work Collaboratively | Collaborate with others and value their contribution | Foundational |
| Results logo |  |  |  |
| 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 | Foundational |
| Think and Solve Problems | Think, analyse and consider the broader context to develop practical solutions | Foundational |
| Business Enablers logo |  |  |  |
| Finance | Understand and apply financial processes to achieve value for money and minimise financial risk | Foundational |
| Project Management | Understand and apply effective project planning, coordination and control methods | Foundational |
| Procurement and Contract Management | Understand and apply procurement processes to ensure effective purchasing and contract performance | Foundational |