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| **Cluster** | Stronger Communities | |
| **Department** | Department of Communities and Justice | |
| **Division/Branch/Unit** | Child Protection and Permanency District and Youth Justice Services / Community Services Statewide Services / Child Protection Helpline | |
| **Locations** | Liverpool | |
| **Classification/Grade/Band** | Clerk Grade 4/7 | |
| **Role Number** | Generic | |
| **ANZSCO Code** | 272613 | |
| **PCAT Code** | 1119192 | |
| **Date of Approval** | 8 June 2023 | **Ref: CSSS 0049** |
| **Agency Website** | [www.dcj.nsw.gov.au](http://www.dcj.nsw.gov.au) | |

# 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

Operate within a 24/7 contact centre environment as the first point of call for victim-survivors of domestic violence, undertake critical assessments and take the most appropriate actions to ensure the immediate and ongoing safety and or support of victim-survivors of domestic violence.

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# Key accountabilities

* Provide telephone counselling service to victim-survivor of domestic violence and undertake the assessment of concerns for the safety and risk to victim-survivors.
* Provide information, support and advice on issues consistent with legislation and agency policy and guidelines to victim-survivors of domestic violence, their family members and other advocates, as required.
* Engage with clients to ascertain all relevant details necessary to make an informed assessment about the safety and support required for victim-survivors of domestic violence, child, young persons and their families.
* Seek emergency accommodation for victim-survivors of domestic violence in liaison with key stakeholders.
* Produce and maintain clear, concise and accurate professional records as well as other written materials to support case management and coordination of support services.
* Undertake case management responsibilities in circumstances where a risk/safety assessment is required. This may include completing appropriate referrals and safety planning.
* Complete risk of significant harm (ROSH) report to the Child Protection Helpline as mandatory reporters in accordance with child protection legislation.
* Complete Serious Indictable Offence referrals to police in accordance with the relevant legislation.
* Develop and maintain networks and relationships with key stakeholders who deliver appropriate services for victim-survivors of domestic violence~~.~~
* Working collaboratively with other staff, professionals and community support service providers to determine the most appropriate course of action on domestic violence issues and develop realistic and workable solutions.
* Participate and contribute to a culture of continuous learning and professional development to ensure practice knowledge and skills are contemporary and evidence-based.
* Participate in Group Supervision

**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 victim-survivors of domestic violence in complex and challenging situations without direct face to face contact with the client and often in circumstances outside of business hours when all the information, and limited community support services are available.
* Being sensitive to cultural differences, social complexities and the uniqueness of every victim-survivors of domestic violence.
* Working in a call centre environment and maintaining a focus on victim-survivors of domestic violence in situations where clients are voluntary or disagree with DCJ actions.

# Key relationships

| Who | Why |
| --- | --- |
| **Internal** |  |
| Caseworker NSW Domestic Violence Line may consult/seek direction from Helpline Team Manager/Manager Casework | * Direct supervisor * Direct supervisor * Seek direction, advice and support * Provide information and feedback |
| Team Manager NSW Domestic Violence Line | * Practice leader of the NSW Domestic Violence Line * Seek direction, advice and support * Provide information and feedback |
| Other 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 and Districts | * Liaise to ensure the provision of timely and accurate advice when requested * Develop and maintain effective working relationships * Negotiate/agree on timeframes |
| **External** |  |
| Government and non-government partners | * Collaborate to provide appropriate services for children young people and families |
| General Public | * Provide advice and information relating to DCJ services |

# Role dimensions

## Decision making

The primary focus of decision making for a Caseworker (NSW Domestic Violence Line) is to critically consider a range of information to decide upon the actual circumstances or risk facing a victims of domestic violence, child and young person with or without having direct contact.

## The role

* works with supervision to set priorities and approach to workload and outputs as allocated by management.
* responsible for determining own actions undertaken, within government and legislative policies, and for ensuring quality control in the implementation of the allocated 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

Reports to the Team Manager, NSW Domestic Violence Line

## Direct reports

Nil

## Budget/Expenditure

Nil

# Essential requirements

* Tertiary qualifications in a Social Work, Psychology, Social Science Welfare or identifies as Aboriginal or related discipline with demonstrated commitment to ongoing professional development
* Working with Children Check clearance in accordance with the Child Protection (Working with Children) Act 2012
* DCJ will also review its own records, including Helpline reports and personnel records

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 in 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 | * Demonstrate a sound understanding of technology relevant to the work unit, and identify and select the most appropriate technology for assigned tasks * Use available technology to improve individual performance and effectiveness * Make effective use of records, information and knowledge management functions and systems * Support the implementation of systems improvement initiatives, and the introduction and roll-out of new technologies | | | | 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 |