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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 5/6 |
| Role Number | TBA |
| ANZSCO Code | 272613 |
| PCAT Code | 1119192 |
| Date of Approval | 24 July 2024 | **Ref: CSSS 0055** |
| 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

Manage a team/s of Family Time (Contact) Workers and provide supervision, direction, support and feedback to team members to facilitate the delivery of high-quality supervised family time and transport services for children and young people in out of home care, and significant individuals in their lives such as birth parents, siblings, relatives or kinship groups.

# Key accountabilities

* Manage a team to support the delivery of efficient and high-quality supervised family time and transport arrangements for children and young people and families in out of home care.
* Oversee workload allocation and the coordination of logistics for supervised family time visits and transport, identifying or foreseeing issues, addressing issues and liaising with casework staff to help ensure family time contributes to case plan goals and is delivered to a high-quality standard.
* Provides facilitated debriefing, coaching, and guidance to Family Time Workers to support and monitor service delivery, responds to and addresses issues, escalating serious concerns to more senior child protection staff for guidance and resolution.
* Provides and manages professional development of team members, reinforcing learnings from formal training, and providing or organising other training to support team knowledge and performance.
* Oversee quality assurance of family time summary reports by team members following supervised family time visits, providing coaching and instruction as needed to improve quality.
* Supervise some family time visits, monitoring and supporting children and young person’s safety and well-being during visits, recording observations following supervised visits in a summary report, and escalating serious issues to more senior child protection staff.
* Devise, implement and/or monitor family time related administrative procedures and systems, adherence to DCJ policies, processes and systems (including the use of relevant technology across the team), in relation to family time visits, and participate in or lead family-time related projects in the district.
* Accurate approval of Family Time Worker payment claims and other payments related to family time.

# Key challenges

* Support staff to maintain morale and to respond appropriately to complex and challenging situations that may arise as part of family time arrangements.
* Support Family Time Workers to navigate and manage escalations that may occur during family time arrangements and escalates more complex issues to senior child protection staff.

# Key relationships

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| --- | --- |
| Who | Why |
| **Internal** |  |
| Family Time Manager | * Report directly to Family Time Manager
* Escalate issues, keep informed, advise and receive instructions
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| Caseworkers, Manager Casework, Manager Client Services and other CSC staff | * Provide an effective and valuable two-way liaison
* Work together as a team
* Receive and provide practice support
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| Customer Service Officers and Service Support Managers | * Works collaboratively with the Service Support Manager and Customer Service Officer to schedule family time arrangements .
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| **External** |  |
| Children, young people, parents, families and carers  | * Managing staff that transport and supervise family time between children, young people, their families and carers.
* Respond to queries that are escalated by Family Time Workers, or work together with the relevant party for review and resolution
* Transport and supervise family time between children, young people, their families and carers as required
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| Contractors / Service Providers of Family Time Workers | * Oversight of the facilitation and monitoring of any external Family Time Worker arrangements.
* Respond and resolve relevant issues, or redirect to the relevant party for review and resolution.
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| Government and non-government partners | * Overseeing the coordination of family time visits for children, young people and their families
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# Role dimensions

## Decision making

The role:

* makes day to day decisions relating to the management and supervision of a team of Family Time Workers to support the effective provision of supervised family time and transport arrangements.
* responds to the needs of Family Time Workers and in planning, prioritising and organising the work to be performed by the team to best meet agency priorities and expectations in the delivery of quality family time arrangements that prioritise the safety of all parties.
* provides mentoring, coaching and training to the team to support positive engagement with children and young people, families and carers during family time and to support the accurate recording of observations of family time.
* responds to risk and safety issues reported by Family Time Workers or other staff, escalating serious issues to other child protection staff as needed, to prioritise the safety and wellbeing of all parties i.e. children, families, carers and staff.

## Reporting line

Reports to the Manager, Family Time

## Direct reports

The role will have 10 FTE reports, this will likely equal more than 10 staff as many staff are casuals

## Budget/Expenditure

Nil

# Essential requirements

* Tertiary qualifications in a related discipline and/or equivalent knowledge, skills and experience with demonstrated commitment to ongoing professional development
* Current NSW driver’s licence
* Current NSW Working with Children Check clearance
* Role will include some evening work
* Role will include being on call on some weekends and evenings.

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 |
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| **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  | **Communicate Effectively**Communicate clearly, actively listen to others, and respond with understanding and respect | * Tailor communication to diverse audiences
* Clearly explain complex concepts and arguments to individuals and groups
* Create opportunities for others to be heard, listen attentively and encourage them to express their views
* Share information across teams and units to enable informed decision-making
* Write fluently in plain English and in a range of styles and formats
* Use contemporary communication channels to share information, engage and interact with diverse audiences
 | Adept |
| 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 |
| 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
 | Intermediate |
| People Management logo | **Manage and Develop People**Engage and motivate staff, and develop capability and potential in others | * Collaborate to set clear performance standards and deadlines in line with established performance development frameworks
* Look for ways to develop team capability and recognise and develop individual potential Be constructive and build on strengths by giving timely and actionable feedback
* Identify and act on opportunities to provide coaching and mentoring
* Recognise performance issues that need to be addressed and work towards resolving issues
* Effectively support and manage team members who are working flexibly and in various locations
* Create a safe environment where team members’ diverse backgrounds and cultures are considered and respected
* Consider feedback on own management style and reflect on potential areas to improve
 | Intermediate  |

**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  |  |  |  |
| Commit to Customer Service | Provide customer-focused services in line with public sector and organisational objectives | Intermediate |
| Work Collaboratively | Collaborate with others and value their contribution | 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 | Intermediate |
| 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 |
| People Management logo |  |  |  |
| Inspire Direction and Purpose | Communicate goals, priorities and vision, and recognise achievements | Foundational |
| Optimise Business Outcomes | Manage people and resources effectively to achieve public value | Foundational |
| Manage Reform and Change | Support, promote and champion change, and assist others to engage with change | Foundational |