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| **Cluster** | Stronger Communities | |
| **Department** | Department of Communities and Justice | |
| **Division/Branch/Unit** | Youth Justice NSW | |
| **Location** | Various | |
| **Classification/Grade/Band** | Clerk Grade 6/7 | |
| **Role Number** | Various | |
| **ANZSCO Code** | 272613 | |
| **PCAT Code** | 1119192 | |
| **Date of Approval** | 29 June 2023 | **Ref: YJ 0127** |
| **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

This role is committed to improving outcomes for the benefit of Aboriginal and Torres Strait Islander peoples.

# Provide front line services to young people at a Youth Justice Centre or Community Office. This involves providing a range of quality externally and internally sourced services to detainees, youth justice conferencing clients, victims of crime and court mandated young people and their families. The role is part of a multi-disciplined team that aims to reduce re-offending of young people, enhance their functioning and support reintegration into their families and the community.

# Key accountabilities

* Develop and maintain relationships with the Aboriginal community and key stakeholders to successfully provide and deliver front line services to young people.
* Undertake case management activities that target appropriate areas of need/risk to the young person re-offending. This includes case planning, organising and facilitating case conferences and delivering offence focused intervention programs to young people.
* Work collaboratively with Youth Justice staff such as other JJ Caseworkers, Youth Officers and Psychologists, along with a range of government and non-government stakeholders to connect young people to services appropriate to their individual case plan and monitor the progress of the young person.
* Work closely with courts, parole authorities, review panels and legal professionals and provide clear and concise advice, briefings, reports and other formal written communication for internal and external stakeholders.
* Use detailed structured screening and assessment tools to identify the risks and needs of young people and determine the level and types of interventions/programs required, including family and crisis interventions.
* Monitor outcome plans and case plans for compliance and progress in line with required operational standards and take appropriate actions.
* Maintain accurate records and data integrity of relevant information systems to ensure accurate, up to date client information is available to support effective case management, planning, decision making and quality assurance.
* Provide young people and their families with the tools, information and support to create positive change in their lives and contribute more productively within their community.
* Contribute to the therapeutic nature of Youth Justice services including behaviour management of young people and reflective practice with staff
* Adapt to changes and comply with Departmental policies, procedures, standards and best practice guidelines.

# Key challenges

* Working with victims of crime and managing disadvantaged and complex young people (and their families) who face issues of mental health, family dysfunction, alcohol and other drug misuse, intellectual disability, cognitive impairment, lack of educational /employment success, anti-social peers and violence. Communication and negotiation to facilitate engagement is crucial.
* Negotiating and influencing reluctant non-government agencies to actively participate in addressing issues affecting young people.
* Balancing dual functions of working within strict legal and legislative frameworks and a problem-solving role. Youth Justice Caseworkers must help clients understand their purpose and role, particularly the dual authority/helping role, and maintain professional boundaries.

# Key relationships

| Who | Why |
| --- | --- |
| **Internal** |  |
| Assistant Manager | Case allocation and monitoring of progress and results.  A source of authority on legislation and policy surrounding Youth Justice case management of young people, the Youth Justice Conferencing Scheme.  Staff safety protocols. |
| Area Manager / Centre Manager | Provides overarching direction on resource management, equity of service delivery and professional development.  Sets and maintain budget limits. |
| All other professional and support staff within Youth Justice | Share information, peer advice, support.  Collaborative team work to deliver services and program consistently and with integrity.  Team safety protocols  Active case plan participants delivering services directly to clients.  Seek expert advice and services for clients. |
| **External** |  |
| Young People & their families | Negotiate key outcomes for and with clients  Referrals to external services and programs and ongoing monitoring against case plans.  Day to day monitoring client compliance with court-imposed Supervision Orders, referrals to youth justice conferencing, and completion of programs and outcomes.  Inform young people of their legal rights to representation, bail, appeal and lodging complaints.  Screening and assessing young people.  Family counselling and crisis intervention. |
| Justice System Staff | Police – for regular meetings and sharing of intelligence information and referral of young people.  Courts – provide expert advice to assist the court in making decisions regarding young people .  Information and advice regarding young people subject to a Youth Justice intervention to police, magistrates, court services staff. |
| Other Government and Non-Government organisations | Gain access and connect young people to programs with limited spaces available or strict program entry criteria.  Secure accommodation and support from providers and community networks to resolve bail and placement issues for young people. |
| Local community | Promote greater understanding of the services Youth Justice delivers to the community.  Work collaboratively to protect the interest of both clients, victims and the broader community. |

# Role dimensions

## Decision making

* Caseworkers are a source of authority on policy surrounding Youth Justice case management, relevant legislation concerning young people and suitable programs.
* In preparing recommendations, advice, information and reports the role must be mindful of the impact and influence it has, therefore must be professional, appropriate and in the interest of justice, the young person and the community, as it may directly impact young people and their families and may result in the (re)incarceration of a young person.
* Caseworkers must analyse a suite of programs against the young person’s needs and risk areas (to re-offending and safety) and undertake program delivery.
* In developing and initiating case plans the role must recommend appropriate programs, and the most effective form of client engagement.
* The role makes a range of day-to-day decisions that must comply with legislative requirements, and will directly impact a young person’s ability to reintegrate into their community

## Reporting line

## The role reports to the Assistant Manager

## Direct reports

Nil

## Budget/Expenditure

Nil

# Key knowledge and experience

* Knowledge of and Respect for Aboriginal and Torres Strait Islander cultures.
* Demonstrated cultural capability, which includes lived experience, knowledge and understanding of contemporary social issues affecting Aboriginal & Torres Strait Islander young people, including skills in identifying and/or responding to the diverse needs of Aboriginal young people experiencing significant trauma and disadvantage.

# Essential requirements

* Relevant tertiary qualifications (diploma or higher) in social work, welfare, psychology, criminology, education or related field or equivalent experience.
* Current NSW Working with Children Clearance
* Current Driver’s Licence
* Regional and rural based Youth Justice Caseworkers travel larger distances to meet with clients

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** | |
|  | **Act with Integrity**  Be ethical and professional, and uphold and promote the public sector values | * Represent the organisation in an honest, ethical and professional way * Support a culture of integrity and professionalism * Understand and help others to recognise their obligations to comply with legislation, policies, guidelines and codes of conduct * Recognise and report misconduct and illegal and inappropriate behaviour * Report and manage apparent conflicts of interest and encourage others to do so | | | Intermediate |
|  | **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 |
|  | **Commit to Customer Service**  Provide customer-focused services in line with public sector and organisational objectives | * Take responsibility for delivering high-quality customer-focused services * Design processes and policies based on the customer’s point of view and needs * Understand and measure what is important to customers * Use data and information to monitor and improve customer service delivery * Find opportunities to cooperate with internal and external stakeholders to improve outcomes for customers * Maintain relationships with key customers in area of expertise * Connect and collaborate with relevant customers within the community | | | Adept |
|  | **Think and Solve Problems**  Think, analyse and consider the broader context to develop practical solutions | * Research and apply critical- thinking techniques in analysing information, identify interrelationships and make recommendations based on relevant evidence * Anticipate, identify and address issues and potential problems that may have an impact on organisational objectives and the user experience * Apply creative-thinking techniques to generate new ideas and options to address issues and improve the user experience * Seek contributions and ideas from people with diverse backgrounds and experience * Participate in and contribute to team or unit initiatives to resolve common issues or barriers to effectiveness * Identify and share business process improvements to enhance effectiveness | | | Adept |
|  | **Project Management**  Understand and apply effective planning, coordination and control methods | * Perform basic research and analysis to inform and support the achievement of project deliverables * Contribute to developing project documentation and resource estimates * Contribute to reviews of progress, outcomes and future improvements * Identify and escalate possible variances from project plans | | | 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 |  |  |  |
| Display Resilience and Courage | Be open and honest, prepared to express your views, and willing to accept and commit to change | 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 |  |  |  |
| Work Collaboratively | Collaborate with others and value their contribution | 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 | Intermediate |
| 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 |
| Business Enablers logo |  |  |  |
| Finance | Understand and apply financial processes to achieve value for money and minimise financial risk | Foundational |
| Technology | Understand and use available technologies to maximise efficiencies and effectiveness | Foundational |
| Procurement and Contract Management | Understand and apply procurement processes to ensure effective purchasing and contract performance | Foundational |