

# ROLE DESCRIPTION

## Youth Officer

<b>Cluster</b>	Stronger Communities	
<b>Department</b>	Department of Communities and Justice	
<b>Division/Branch/Unit</b>	Youth Justice NSW	
<b>Location</b>	Various	
<b>Classification/Grade/Band</b>	Youth Officer (Youth Justice Centre)	
<b>Role Number</b>	Various	
<b>ANZSCO Code</b>	411716	
<b>PCAT Code</b>	1119192	
<b>Date of Approval</b>	24 November 2021	<b>Ref: YJ 0018</b>
<b>Agency Website</b>	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

Youth Officers provide direct supervision and daily care to young people in custody. They work as part of a team to encourage young people to make positive changes to their behaviour and build their skills to reduce their risk of reoffending. This is achieved through pro-social modelling and motivating young people to participate in day-to-day activities.

These include educational, vocational, recreational and therapeutic programs which are guided by individual case plans. Youth Officers assess risk and respond to challenging behaviours to maintain a safe workplace in accordance with legislation, and Youth Justice's policies and procedures.

### Key accountabilities

- Proactively supervise young people while being sensitive to cultural differences and social complexities to ensure that so that their physical, psychological and emotional wellbeing is maintained.
- Maintain safety and security by making risk-based decisions in line with legislation, health and safety (WHS) and approved organisational practices.

- Encourage participation of young people in case plan goals, programs and activities to assist young people to reduce the risk of reoffending. Work with a multidisciplinary team including Psychologists, Counsellors and Caseworkers to identify barriers and develop strategies to foster engagement while in custody.
- Demonstrate good judgement and ensure young people are treated with respect, equity and dignity at all times.
- De-escalate situations, negotiate and provide support to young people who are in a heightened emotional state or displaying challenging behaviours and proactively intervene to help prevent incidents. Ensure that in cases where restraint is used, it is consistent with legally permissible methods.
- Write clear and factual operational and case management records and reports.
- Work as part of a team including psychologists, caseworkers, counsellors, unit staff and other key stakeholders to support the young person while in custody and provide support and advice in the lead up to the young person's release from custody.
- Supervise and support young people who are required to leave the Centre for medical, court or casework purposes.

### Key challenges

- Deal with a range of challenging behaviours in a way that ensure safety and security, while facilitating the young person's progress toward achieving case plan goals.
- Contributing to an environment that promotes, encourages and rewards pro-social behaviour and maintains a safe and secure environment for young people, visitors and staff.
- Communicating proactively to ensure operational and the needs of young persons are met and strategies and actions are recorded accurately.

### Key relationships

Who	Why
<b>Internal</b>	
Caseworkers, Psychologists, Centre Management Team which may include Unit Manager, Assistant Unit Manager/Shift Supervisor or equivalent.	<ul style="list-style-type: none"> <li>• Escalate issues, keep informed, advise and receive instructions</li> <li>• Provide advice, make recommendations and assist in the development, implementation and review of young person case plans, behaviour plans and unit programs</li> </ul>
Other Youth Officers	<ul style="list-style-type: none"> <li>• Share information regarding operational issues and incidents, young person movements, behaviour management strategies, specific activities and programs.</li> </ul>
Other Justice Stakeholders	<ul style="list-style-type: none"> <li>• Share information regarding operational matters, court attendance, security and safety.</li> </ul>
<b>External</b>	

Who	Why
Young Persons	<ul style="list-style-type: none"> <li>• Source of information regarding general and case management needs</li> <li>• Develop trust and build ongoing case management relationship</li> </ul>
Justice Health	<ul style="list-style-type: none"> <li>• Share information regarding a young person health and well-being; operational issues that may impact on the Justice Health staff working within the centre.</li> </ul>
Young Persons Family, Carers and Community	<ul style="list-style-type: none"> <li>• Source of information and support to assist in addressing case management needs</li> </ul>
Education	<ul style="list-style-type: none"> <li>• Share information regarding operational issues and incidents, young person movements, behaviour management strategies, specific activities and programs.</li> </ul>

## Role dimensions

### Decision making

- The role makes a range of day to day decisions that directly impact on the young person's custodial experience and must comply with legislation, Agency guidelines, policies and directives governing NSW Youth Justice services.
- Determine how to respond to challenging or complex behaviours in the first instance.
- Observe behaviour of young people and intervene when required in order to prevent escalation of an event.

### Reporting line

The role reports to either the Unit Manager, Duty Manager, Assistant Unit Manager, Shift Supervisor or equivalent.

### Direct reports

Nil

### Budget/Expenditure

Nil

## Key knowledge and experience

- Knowledge of and Respect for Aboriginal and Torres Strait Islander Cultures
- Understanding and knowledge of the significant trauma and disadvantage young people experience. Display key understanding of the unique sensitive, cultural differences and social complexities of young people, their families and communities.

## Essential requirements

- Possession of ‘Apply First Aid Certificate’ (HLTAID003).
- Possession of a minimum class C NSW Driver licence.
- Possession of a MR Driver licence for Metropolitan (Court Logistics) Youth Officer roles
- Current NSW Working With Children Check Clearance
- Satisfactory completion of a mandatory medical assessment is required.
- Required to undertake work as a “Shift Worker” working over 24 hours on a rostered basis including week-end and Public Holidays or as a “Day Worker” in the Court Logistics team working a 38 hour week from Monday to Friday inclusive

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](#) 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
	<b>Display Resilience and Courage</b> Be open and honest, prepared to express your views, and willing to accept and commit to change	<ul style="list-style-type: none"> <li>• Be open to new ideas and approaches</li> <li>• Offer own opinion, ask questions and make suggestions</li> <li>• Adapt well to new situations</li> <li>• Do not give up easily when problems arise</li> <li>• Remain calm in challenging situations</li> </ul>	Foundational

## FOCUS CAPABILITIES

Capability group/sets	Capability name	Behavioural indicators	Level
 Personal Attributes	<b>Act with Integrity</b> Be ethical and professional, and uphold and promote the public sector values	<ul style="list-style-type: none"> <li>Behave in an honest, ethical and professional way</li> <li>Build understanding of ethical behaviour</li> <li>Follow legislation, policies, guidelines and codes of conduct that apply to your role and organisation</li> <li>Speak out against misconduct and illegal and inappropriate behaviour</li> <li>Report apparent conflicts of interest</li> </ul>	Foundational
 Relationships	<b>Influence and Negotiate</b> Gain consensus and commitment from others, and resolve issues and conflicts	<ul style="list-style-type: none"> <li>Use facts to support claims</li> <li>Help to find solutions that contribute to positive outcomes</li> <li>Contribute to resolving differences with other staff or stakeholders</li> <li>Respond to conflict without worsening the situation and refer to a supervisor where appropriate</li> <li>Know when to withdraw from a conflict situation</li> </ul>	Foundational
 Relationships	<b>Communicate Effectively</b> Communicate clearly, actively listen to others, and respond with understanding and respect	<ul style="list-style-type: none"> <li>Focus on key points and speak in plain English</li> <li>Clearly explain and present ideas and arguments</li> <li>Listen to others to gain an understanding and ask appropriate, respectful questions</li> <li>Promote the use of inclusive language and assist others to adjust where necessary</li> <li>Monitor own and others' non-verbal cues and adapt where necessary</li> <li>Write and prepare material that is well structured and easy to follow</li> <li>Communicate routine technical information clearly</li> </ul>	Intermediate
 Results	<b>Think and Solve Problems</b> Think, analyse and consider the broader context to develop practical solutions	<ul style="list-style-type: none"> <li>Identify the facts and type of data needed to understand a problem or explore an opportunity</li> <li>Research and analyse information to make recommendations based on relevant evidence</li> <li>Identify issues that may hinder the completion of tasks and find appropriate solutions</li> </ul>	Intermediate

## FOCUS CAPABILITIES



Capability group/sets	Capability name	Behavioural indicators	Level
	<b>Technology</b> Understand and use available technologies to maximise efficiencies and effectiveness	<ul style="list-style-type: none"> <li>Be willing to seek input from others and share own ideas to achieve best outcomes</li> <li>Generate ideas and identify ways to improve systems and processes to meet user needs</li> </ul>	Foundational
		<ul style="list-style-type: none"> <li>Display familiarity and confidence when applying technology used in role</li> <li>Comply with records, communication and document control policies</li> <li>Comply with policies on the acceptable use of technology, including cyber security</li> </ul>	

## 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
	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
	Commit to Customer Service	Provide customer-focused services in line with public sector and organisational objectives	Foundational
	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

## COMPLEMENTARY CAPABILITIES

Capability Group/Sets	Capability Name	Description	Level
 <b>Results</b>	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	Foundational
 <b>Business Enablers</b>	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