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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 8/9 | |
| **Role Number** | Various | |
| **ANZSCO Code** | 272613 | |
| **PCAT Code** | 1119192 | |
| **Date of Approval** | 29 June 2023 | **Ref: YJ 0128** |
| **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

# Manage a multidisciplinary team providing service/program delivery that aims to the reduce re-offending of juvenile offenders and enhance their functioning and/or reintegration into the community and increase community safety.

# This role is committed to building a workforce that better reflects the perspectives of the Aboriginal and Torres Strait Islander communities we serve.

# Key accountabilities

* Develop and maintain relationships with the Aboriginal community and key stakeholders to successfully deliver programs.
* Manage a team in service delivery and programs ensuring efficient allocation of resources and ongoing performance management and development of staff and identify opportunities to improve staff skills and capabilities that contribute to effective service delivery.
* Supervise staff in delivering intervention and facilitating youth justice conferences, including day-to-day discussions, formal supervision, case plan reviews and report approval to ensure good quality intervention, duty of care and support the organisation’s primary goal of reducing recidivism among young people who offend.
* Undertake Risk Assessment and Management to identify risk posed to the community by clients and how this can be minimised through intervention, supervision and risk management strategies and ensure the safety (physical and psychological wellbeing) of staff in the field and in the office.
* Ensure accurate record-keeping and data integrity of the CIMS system, to support effective planning, decision making and Quality Assurance process, contributing to the accountability and continuous improvement of the Unit.
* Work collaboratively, coordinate and communicate with staff, Area Manager and a range of government and non-government stakeholders on service delivery and best practice standards.
* Implement changes ensuring that decisions made at a management level are communicated clearly and with transparency to staff, to ensure staff are fully briefed on current actions and activities in the unit, create clear expectations, and encourage trust in leadership in accordance with Departmental policies, procedures, standards and best practice guidelines.

# Key challenges

* Meeting staff/client needs in a complex and high demand work environment, while also ensuring administrative accountability and staff/community safety.
* Influencing and developing staff to adapt to changes to policies and procedures and given that the changes are regular to ensure continuous improvement to service delivery.
* Supporting clients to access services when there are limited resources or eligibility criteria prevents the clients from accessing these services. This requires good advocacy and creative solutions to meet clients’ needs.

# Key relationships

| Who | Why |
| --- | --- |
| **Internal** |  |
| Case workers / YJC Convenors | On a daily basis to ensure client supervision, development and administrative responsibilities are performed  Provide solutions to client issues, provide direction on intervention, discuss client assessments and court reports, follow up on administrative issues. |
| Assistant Managers (own Unit), and Area Manager | On a daily basis to collaborate on office issues/problems; joint decision –making re: unit direction, local policies, programs and procedures; seek advice on how to address staff/client/administrative/risk etc. issues. |
| Partner services, including Joint Support Program | To discuss, facilitate and monitor referrals, current clients and any issues (e.g., communication problems with staff/clients). |
| Assistant Managers (external Unit) | Primarily to discuss clients being transferred, can also involve sharing knowledge on various issues impacting on client outcomes or relating to supervision of staff. |
| **External** |  |
| NSW Courts | On a regular basis to quality assure reports and other documents sent to the Court, oversee remand interventions and court intake services.  Liaise with Court staff regarding documents required by the Court and dates by which it is required, where needed. Clarify Report requests that are unclear, on behalf of staff.  Keep Court informed of a young person’s progress in supervision and initiate breach action, where required. |
| NSW Police | To discuss current trends in youth crime and YJC conference referrals.  To assist with the facilitation of Police Specialist Youth Officer training. |
| Community and Government stakeholders | Engage and build strong relationships to encourage the stakeholders to accept Youth Justice clients into local youth services and programs.  To ensure the work of Youth Justice is well integrated into the community  Good relationships with local services are developed and maintained  To keep up to date on programs offered for young people. |

# Role dimensions

## Decision making

* Makes decisions on case work or case management with staff, such as appropriate referrals (Case management policies and procedures)
* Responsible for Warning or Breach related decisions (managing non-compliance and breach policy and procedure)
* Approve assessment and changes to client level of service (Assessment policy and procedures
* Review and approve Court reports prior to them being sent to Court (client assessment procedure)
* Allocate and manage staff workloads, performance and professional development
* Financial expenditure of up to $5000 (Category 4 Human Resources Delegation).
* Serious staff issues/formal performance management processes and decreasing level of service (professional override) and significant concerns around client and/or staff risk management / safety are referred to the Area Manager.

## Reporting line

## This role reports to the Area Manager

## Direct reports

5 direct reports

## Budget/Expenditure

Nil

# Key knowledge and experience

* 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.
* Excellent understanding of evidence-based practice with young people who offend, including adolescent development and thinking and how this applies to offending behaviour, and then applying this knowledge to assisting, coaching, teaching and developing staff in managing complex issues.
* A breadth of experience working with young people who offend and ability to adapt intervention to meet the responsive needs of complex clients (i.e., young people who offend and also have a disability, mental health issues etc.)

# Essential requirements

* Recognised tertiary qualifications (diploma or higher) in social work, welfare, psychology, criminology, education or related field or relevant experience.
* A current Driver’s Licence
* Current NSW Working with Children Check clearance

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 | * Represent the organisation in an honest, ethical and professional way and encourage others to do so * Act professionally and support a culture of integrity * Identify and explain ethical issues and set an example for others to follow * Ensure that others are aware of and understand the legislation and policy framework within which they operate * Act to prevent and report misconduct and illegal and inappropriate behaviour | | | | Adept | |
| 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 | **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 | | | |  |
| Results logo | **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 |
| 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 | | | |  |
| People Management logo | **Manage and Develop People**  Engage and motivate staff, and develop capability and potential in others | | * Define and clearly communicate roles, responsibilities and performance standards to achieve team outcomes * Adjust performance development processes to meet the diverse abilities and needs of individuals and teams * Develop work plans that consider capability, strengths and opportunities for development * Be aware of the influences of bias when managing team members * Seek feedback on own management capabilities and develop strategies to address any gaps * Address and resolve team and individual performance issues, including unsatisfactory performance, in a timely and effective way * Monitor and report on team performance in line with established performance development frameworks | | | | Adept |
| People Management logo | **Optimise Business Outcomes**  Manage people and resources effectively to achieve public value | * Initiate and develop longer-term goals and plans to guide the work of the team in line with organisational objectives * Allocate resources to ensure the achievement of business outcomes and contribute to wider workforce planning * When planning resources, implement processes that encourage the attraction and retention of people of diverse cultures, backgrounds and experiences * Ensure that team members base their decisions on a sound understanding of business and risk management principles, applied in a public sector context * Monitor performance against standards and take timely corrective actions * Keep others informed about progress and performance outcomes | | | | | Adept |

# 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 | Adept |
| Manage Self | Show drive and motivation, an ability to self-reflect and a commitment to learning | Adept |
| Value Diversity and Inclusion | Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives | Adept |
| Relationships logo |  |  |  |
| Work Collaboratively | Collaborate with others and value their contribution | Adept |
| Influence and Negotiate | Gain consensus and commitment from others, and resolve issues and conflicts | Adept |
| Results logo |  |  |  |
| Deliver Results | Achieve results through the efficient use of resources and a commitment to quality outcomes | Adept |
| Plan and Prioritise | Plan to achieve priority outcomes and respond flexibly to changing circumstances | Adept |
| Demonstrate Accountability | Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines | Adept |
| Business Enablers logo |  |  |  |
| Finance | Understand and apply financial processes to achieve value for money and minimise financial risk | Intermediate |
| Procurement and Contract Management | Understand and apply procurement processes to ensure effective purchasing and contract performance | Adept |
| Project Management | Understand and apply effective project planning, coordination and control methods | Intermediate |
| People Management logo |  |  |  |
| Inspire Direction and Purpose | Communicate goals, priorities and vision, and recognise achievements | Adept |
| Manage Reform and Change | Support, promote and champion change, and assist others to engage with change | Adept |