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| **Cluster** | Stronger Communities | |
| **Department** | Department of Communities and Justice | |
| **Division/Branch/Unit** | Youth Justice NSW | |
| **Location** | Various | |
| **Classification/Grade/Band** | Psychologist | |
| **Role Number** | Various | |
| **ANZSCO Code** | 272399 | |
| **PCAT Code** | 1119192 | |
| **Date of Approval** | 22 January 2018 | **Ref: YJ 0118** |
| **Agency Website** | www.dcj.nsw.gov.au | |

***This role description applies to multiple roles across DCJ. 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

Provide a consultancy service to staff regarding the psychological needs of Juvenile Justice clients within custodial and community locations, as well as advice to statutory authorities.

Operate as a member of a multi-disciplinary team, delivering psychological assessment, intervention, and therapeutic services.

This role description is to be read in conjunction with the relevant conditions, characteristics and criteria included in the[*Crown Employees (Psychologists) Award*](http://www.ircgazette.justice.nsw.gov.au/irc/ircgazette.nsf/webviewdate/C8526) *C8526 of 15 April 2016.*

# Key accountabilities

* Undertake psychological assessment, intervention, and deliver therapeutic services or programs to young people who offend, including those who sexually offend.
* Assist in the formulation and review of individual Risk - Needs - Responsivity based case plans for the management and supervision of young people on remand or sentenced to a custodial or community order.
* Deliver training to staff, including Juvenile Justice Caseworkers, in the screening, identification and support of young people with mental health problems, intellectual disability or cognitive impairment.
* Maintain confidential documentation, including electronic Case Notes on Client Information Management System, in accordance with departmental policies, APS guidelines on record keeping and professional ethics.
* Prepare reports, advice, and consultation to statutory authorities such as Children’s Courts, the Serious Young Offenders Review Panel, State Parole Authority, and Mental Health Review Tribunal.

# Key challenges

* Delivering an ethical and effective psychological service to involuntary clients with a range of complex needs and challenging behaviours, and who are often difficult to engage.
* Managing competing priorities in the face of increasing demand for psychological services within the context of limited professional resources, particularly in rural and isolated areas.
* Privacy and confidentiality are critical issues that must be carefully negotiated within the Juvenile Justice context, where failure to disclose may result in clear risk to the client or others.

# Key relationships

| Who | Why |
| --- | --- |
| **Internal** |  |
| Professional Development Psychologist | Receive clinical supervision, support and advice on issues relating to psychological assessment, intervention, research and ongoing professional development  Guidance and advice on ethical issues |
| Psychologists | Peer advice and collaboration  Statewide consistency in psychological service delivery |
| Operational Managers | Provide advice regarding psychological services, program integrity and the co-ordination of resources  Respond to training needs |
| Caseworkers | Provide advice on the integration of psychological services to support the development and review of case plans  Provide support and advice on the engagement and/or management of young people |
| **External** |  |
| Young People | Provide a comprehensive psychological service involving assessment, intervention and evaluation, making referrals for specialist assessment and/or ongoing therapeutic support as required |
| Families and Carers | Provide advice and support to families and carers |
| Justice System Staff | Provide information and advice to police, magistrates and court services staff on psychological matters related to JJ clients |
| Other Agencies and Community | Work with other government agencies and NGOs in order to meet the needs of young people who offend  Provide advice and support to families and carers |

# Role dimensions

## Decision making

The position holder is generally guided by legislation, policies, guidelines and procedures encompassing the administration of juvenile justice in New South Wales. Such legislation includes the WH&S Act 2011, *Young Offender’s Act 1997*, *Children (Criminal Proceedings) Act 1987*, *Bail Act 2013*, *Children (Community Service Orders) Act 1987*, the *Children (Detention Centres) Act 1987* and the Crimes (Sentencing Procedures) Act 1999. The incumbent is also guided by the operational and strategic plans of Juvenile Justice.

## Reporting line

## The role reports administratively to the Assistant Manager and for clinical supervision the role reports to the Professional Development Psychologist.

## Direct reports

Nil

## Budget/Expenditure

Nil

# Key knowledge and experience

* Demonstrated expertise in the psychological assessment and treatment of adolescents, including mental health issues, cognitive impairment, and with respect to behaviour management
* Demonstrated level of knowledge and understanding of contemporary concepts, principles and practices relevant to the psychological assessment and treatment of young people who offend
* Demonstrated knowledge and ability with regards to criminogenic risk assessments, including risks related to sex and violent offending and associated interventions
* Sound knowledge and understanding of the psychologist's ethical and legal obligations and professional accountability relating to agency policies and procedures
* Knowledge of and respect for Aboriginal and Torres Strait Islander culture.
* 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

* Minimum four year accredited qualification in psychology with current provisional or full registration with the Psychology Board of Australia:
* A current Drivers’ Licence with ability and willingness to travel throughout NSW
* Current NSW Working With Children Check clearance

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| **\*Progression to Specialist Psychologist**  *Assignment or progression to the Award classification of Specialist Psychologist will be subject to persons satisfying the criteria prescribed in the Award.* |

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 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 |
|  | **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 |
|  | **Work Collaboratively**  Collaborate with others and value their contribution | * Build a supportive and cooperative team environment * Share information and learning across teams * Acknowledge outcomes that were achieved by effective collaboration * Engage other teams and units to share information and jointly solve issues and problems * Support others in challenging situations * Use collaboration tools, including digital technologies, to work with others | | | Intermediate |
|  | **Influence and Negotiate**  Gain consensus and commitment from others, and resolve issues and conflicts | * Negotiate from an informed and credible position * Lead and facilitate productive discussions with staff and stakeholders * Encourage others to talk, share and debate ideas to achieve a consensus * Recognise diverse perspectives and the need for compromise in negotiating mutually agreed outcomes * Influence others with a fair and considered approach and sound arguments * Show sensitivity and understanding in resolving conflicts and differences * Manage challenging relationships with internal and external stakeholders * Anticipate and minimise conflict | | | 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 |
|  | **Technology**  Understand and use available technologies to maximise efficiencies and effectiveness | * Identify opportunities to use a broad range of technologies to collaborate * Monitor compliance with cyber security and the use of technology policies * Identify ways to maximise the value of available technology to achieve business strategies and outcomes * Monitor compliance with the organisation’s records, information and knowledge management requirements | | | 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 |  |  |  |
| Commit to Customer Service | Provide customer-focused services in line with public sector and organisational objectives | 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 | 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 | Intermediate |