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| **Cluster** | Stronger Communities | |
| **Department** | Department of Communities and Justice | |
| **Division/Branch/Unit** | Youth Justice NSW | |
| **Location** | Various | |
| **Classification/Grade/Band** | Level 5 Year 1–4 (equivalent Clerk Grade 6/7) | |
| **Role Number** | Various | |
| **ANZSCO Code** | 411715 | |
| **PCAT Code** | 1119192 | |
| **Date of Approval** | 6 February 2024 | **Ref: YJ 0136** |
| **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

Direct and manage a multidisciplinary team to ensure appropriate care and custody of Young People and safety of staff in accordance with relevant legislation. Takes on the role of Duty Manager on a rotation basis and is responsible, in this role, for the centre wide supervision of Shift Supervisors and Youth Officers.

Advocate and inform Executive team of any issues or information regarding Aboriginal cultural business within the Centre or Community that may impact the running of the Centre.

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, staff and key stakeholders to successfully plan and deliver programs, provide cultural advice and participate in recruitment for Identified and other roles, and provide cultural mentoring for staff and young people.
* Responsible for Young Peoples inclusion in case plan development, educational goals, detailed activities and programs are in line with their classification, and work with staff to ensure the Young Peoples cultural needs are met and Young People are involved in their case plan development. Consult with the Aboriginal Education Officer on Young Peoples cultural needs in educational programs.
* Work with Shift Supervisors and Youth Officers to ensure the Young Peoples case plan processes are culturally responsive and timelines are adhered to, and plan outcomes are achieved and work with the Aboriginal Practice Officer to plan and deliver cultural programs.
* Shift planning, resource allocation, and ensuring security within the Unit, including briefing/debriefing of staff on incoming shifts regarding any incidents / issues. As Duty Manager, oversee the running of the Centre as a whole, ensuring appropriate strategies are in place for the effective use of staffing and resources to manage any identified risks.
* Providing direct supervision and support to Young People, advise staff on the management of Young People, cultural advice particularly regarding challenging or difficult behaviours and developing culturally appropriate plans for working with Young People, and liaise with Education on the cultural needs of young people in the classroom.
* Coordinating daily routines, including casework and program attendance, facilitation of case conferences, completion of all appropriate documentation and coordination of data entry to ensure compliance, consistency and quality is maintained.
* Reviews investigation reports of Young Peoples misbehaviour, conducts enquiries and makes determinations when Young People lodge appeals in relation to action to be taken ensuring those actions are procedurally correct, fair and equitable.
* As Duty Manager, oversee the running of the Centre as a whole, ensuring appropriate strategies are in place for the effective use of staffing and resources to manage any identified risks.

# Key challenges

* Maintaining the appropriate care and custody of Young People , and safety of staff, according to relevant legislation, policies and procedures.
* Managing a team responsible for the constant supervision of Young People , some of whom may exhibit challenging behaviours.
* Prioritising the case management process in a holistic manner to ensure continuity of service delivery, and overcome competing interests
* Chair the most complex case conferences and deal sensitively with Young People and their parents, carers or significant others.

# Key relationships

| Who | Why |
| --- | --- |
| **Internal** |  |
| Assistant Manager, Centre | Receive guidance and support |
| Shift Supervisor and Youth Officers | Identify staff training needs as well as supervise, guide, support, coach, and mentor team members |
| Aboriginal Practice Officer | Work together to provide cultural support, plan and deliver cultural programs to meet young people’s needs |
| Young People | Provide guidance and direction |
| **External** |  |
| Visitors / Families of Young People | Matters relating to management of young people |
| Aboriginal Education Officer | Liaising with AEO from education department to ensure Aboriginal young people’s needs are met in a classroom setting. |

# Role dimensions

## Decision making

The Unit Manager conducts enquiries and monitors punishment for misbehaviour and determines appeals. They monitor determinations to segregate Young People , and can approve Young Peoples segregation as per relevant guidelines.

The Unit Manager monitors determinations made by the Shift Supervisor in relation to use of restraints and must confirm all actions taken in respect to self-harm alerts.

Oversees Young Peoples internal movements, monitors the authorising of Young Peoples telephone number requests and any recommendations to refuse a visit to a Young Person or terminate an approved visit.

## Reporting line

The role reports to the Assistant Manager, Centre

## Direct reports

A number of varied roles will report to this role dependant on Youth Officers (whilst in the Unit), and Shift Supervisor

## 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.

# Essential requirements

* Aboriginal and/or Torres Strait Islander person ( see notes below)
* Certificate IV Youth Work (Youth Justice) or Community Services (or equivalent) and
* Certificate IV in Business (Frontline Management) or equivalent
* Possession of, or willingness to obtain, a ‘Provide First Aid’ Certificate (HLTAID003)
* A current Drivers 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 behaviors expected at each level.

| FOCUS CAPABILITIES | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **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, show initiative and respond quickly when situations change * Give frank and honest feedback and advice * Listen when ideas are challenged, seek to understand the nature of the comment and respond appropriately * Raise and work through challenging issues and seek alternatives * Remain composed and calm under pressure and in challenging situations | | | 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 | **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 |
| 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 | **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 |
| 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 |

# 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 | Adept |
| 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 |

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| --- | --- | --- | --- |
| 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 | 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 |
| Technology | Understand and use available technologies to maximise efficiencies and effectiveness | Intermediate |
| Procurement and Contract Management | Understand and apply procurement processes to ensure effective purchasing and contract performance | Foundational |
| People Management logo |  |  |  |
| Inspire Direction and Purpose | Communicate goals, priorities and vision, and recognise achievements | Intermediate |
| 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 |