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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 2, Year 1 | |
| **Role Number** | Generic | |
| **ANZSCO Code** | 411716 | |
| **PCAT Code** | 1119192 | |
| **Date of Approval** | 22 August 2019 | **Ref: YJ 0041** |
| **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. For the first time, the creation of DCJ and Stronger Communities provides an opportunity to focus on prevention and early intervention across both the social welfare and justice systems.

# Primary purpose of the role

Provide community clients with the opportunity to form a positive relationship with an adult who can provide individual assistance, guidance and support to reduce offending and successfully integrate young people into the community.

Assist in supporting young people achieve case plan goals. In being a positive role model for young people, Mentors are matched to clients based on a list of attributes that best assist the young person in achieving the case plans that are prepared by the supervisor.

# Key accountabilities

* Act as role model for the referred young person, encourage young people to participate in educational, vocational and employment programs, positive lifestyle and recreational activities.
* Enter a service provision contract with the young person and their Youth Justice Officer/ Youth Justice Counsellor based on the identified Case Plan goals.
* Maintain contact and work as directed in accordance with the agreed, regularly revised Case Plan.
* Provide verbal reports and written case notes on activities and interventions undertaken as part of the Case Plan.
* Provide support to young people i.e. family/court support (not legal representation or represent the agency).
* Support young people in alternative placements i.e. Accommodation or school
* Notify the Youth Justice Officer/ Youth Justice Counsellor of any experienced and anticipated difficulties.
* Ensure all required documentation is complete.
* Support/provide guidance, coaching or assistance in developing life skills:
  + Literacy and numeracy;
  + job search skills, resume writing;
  + budgeting;
  + social skills;
  + vocational skills i.e. woodwork, metalwork, lawn maintenance;

# Key challenges

* Determining and providing appropriate levels of support required by young people whilst adhering to the Mentor Work Plan and Agreement.
* Working with some of the most disadvantaged young people (and their families) in the community. Facing issues such as mental health, alcohol and other drug use (AOD), intellectual disability and violence.
* Acting as role models where clients may be lacking positive relationships with a significant adult.
* Maintaining the confidentiality of the young people in accordance with legislation.

# Key relationships

| Who | Why |
| --- | --- |
| **Internal** |  |
| Youth Justice Officer/ Youth Justice Counsellor | Ensure key information in relation to detainee behaviour and progress against case work plan goals is understood. |
| Centre/ Departmental Staff | Liaises with other staff in seeking advice and information on progress and any concerns. |
| Offenders | Ensure key information in relation to case management plans and progress against work plan goals is understood. |
| **External** |  |
| Community Organisations | Maintains ongoing liaison with communities in regards to case plans and compliance of these plans. |

# Role dimensions

## Decision making

Mentors are required to make decisions based on the scope of the Mentor Work Plan Agreement, adhere to the Agency’s Code of Conduct and Child Protection policies.

## Reporting line

This role reports to the Youth Justice Officer/ Youth Justice Counsellor

## Direct reports

Nil

## Budget/Expenditure

Nil

# Key knowledge and experience

* Knowledge and understanding of local cultural and community issues; experience in effectively liaising with specific cultural and other community organisations.
* Strong written and verbal communication skills including advocacy.
* 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

* Current Driver’s Licence.
* Current NSW Working with Children Check clearance.

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 | * Focus on key points and speak in plain English * Clearly explain and present ideas and arguments * Listen to others to gain an understanding and ask appropriate, respectful questions * Promote the use of inclusive language and assist others to adjust where necessary * Monitor own and others’ non-verbal cues and adapt where necessary * Write and prepare material that is well structured and easy to follow * Communicate routine technical information clearly | | | Intermediate |
|  | **Influence and Negotiate**  Gain consensus and commitment from others, and resolve issues and conflicts | * Use facts to support claims * Help to find solutions that contribute to positive outcomes * Contribute to resolving differences with other staff or stakeholders * Respond to conflict without worsening the situation and refer to a supervisor where appropriate * Know when to withdraw from a conflict situation | | | Foundational |
|  | **Think and Solve Problems**  Think, analyse and consider the broader context to develop practical solutions | * Ask questions to explore and understand issues and problems * Find and check information needed to complete own work tasks * Identify and inform supervisor of issues that may have an impact on completing tasks * Escalate more complex issues and problems when these are identified * Share ideas about ways to improve work tasks and solve problems * Consider user needs when contributing to solutions and improvements | | | Foundational |
|  | **Technology**  Understand and use available technologies to maximise efficiencies and effectiveness | * Display familiarity and confidence when applying technology used in role * Comply with records, communication and document control policies * Comply with policies on the acceptable use of technology, including cyber security | | | Foundational |

## 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 | Foundational |
| 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 |
| Relationships logo |  |  |  |
| 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 | Foundational |
| Results logo |  |  |  |
| 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 |
| 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 | Foundational |