



Manager Child, Youth and Family – Byron/ Ballina Shire

Application package

Thank you for your interest in applying for the Manager Child, Youth and Family position with The Family Centre.

The position description is included below and additional information about our organisation may be found on our website at www.thefamilycentre.org.au

Should you wish to proceed with your application, please ensure that you:

- Address each of the selection criteria contained in the position description;
- Include a detailed resume with education & employment history; and
- Provide two referees with current contact details.

Note: A Working with Children Check, Police Check and COVID vaccination certificate are mandatory requirements for all staff.

Please email applications to: amelia@beaumontpeople.com.au

Applications close 4.30pm, Monday 25 July 2022

Please note: applications not addressing the selection criteria will not be considered.

For further information regarding the position please contact:

Amelia Martin
Recruitment Consultant
Beaumont People

(02) 9133 9322 or amelia@beaumontpeople.com.au

Manager

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| Position Title | Manager Child, Youth & Family Services |
| Organisational Unit | Senior Leadership Group |
| Award | SCHCADS |
| Award classification | Level 6 |
| Capability framework | Level 3 |
| Reports to | Senior Manager |
| Appointment status | Permanent |
| Probationary period | 6 months |
| Hours | 35hrs pw |
| Base location | Ballina & Byron Shires |

The Family Centre provides programs that encourage and inspire people to make the changes they want for themselves, their family and their community in the following areas: child and family, young people & family relationships.

Our activities include:

- Information, referral and goal planning
- skill development and education
- community engagement and development activities

Our values, practice principles and cultural elements inform how we work. In genuine partnership with community members and groups, non-government organisations, government agencies and businesses, we make a real difference and our actions lead to progressive, measurable and sustainable social change.

Our activities are designed to:

- › improve relationships
- › increase safety
- › increase parenting skills
- › increase wellbeing
- › increase personal effectiveness
- › increase connections
- › increase community capability

Mandatory Requirements

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| Current National Police Check | Current Working with Children Check | Current Valid Drivers' Licence |
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Key Relationships

| Key internal relationships | Key external relationships |
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| TFC Directors Senior Manager Child, Family & Relationship Services Manager Youth & Family Services Manager Child, Family & Relationship Service Senior Worker Child, Youth & Family Services Team members Volunteer Co-ordinator Communications and Design Co-ordinator | Family & Community Services (FaCS) staff Community health & services staff Local schools Headspace and other mental health professionals Local businesses |

Key Responsibilities and Duties

| Key Responsibilities | Focus Areas |
|---------------------------|---|
| Program Management | <ul style="list-style-type: none"> • Manage the ongoing planning, development, evaluation and review of the relevant program/s, in consultation with Senior Manager • Plan and co-ordinate the delivery of programs in accordance with funding contracts and TFC program plans in consultation with key stakeholders • Maintain and develop partnerships with local human services providers, businesses & government departments • Maintain high levels of reporting, data entry and quality assurance across multiple databases and reporting platforms • Provide high quality supervision and program support to staff, this includes: annual appraisal, monthly supervision, program development support and review, day-to-day support regarding complex service delivery and organisational matters • Ensure a consistent standard of quality service in accordance with TFC policies, procedures and Practice Framework. Maintain a strong commitment to continuous quality improvement • Prepare reports and plans as required • Make decisions in the daily operation of programs that do not need approval from the Senior Manager • Discuss complex and sensitive matters with the Senior Manager to develop the most effective course of action • Convene and facilitate practice review and program development meetings • Mentor, coach, induct and train team members • Identify staff and team needs. Build team and organisational capacity and capability |
| Intake and on call | <ul style="list-style-type: none"> • Participate in a roster to receive referrals and assess requests for service • Participate in an after-hours on-call roster for families in our intensive family support program |

| Key Responsibilities | Focus Areas |
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| Case work & case coordination | <ul style="list-style-type: none"> • Manage staff to assess and document participant strengths and needs. Coordinate a team to deliver casework services to a range of participants • Assist young people and their families, where appropriate, to develop plans that aim to address presenting issues • Plans will consist of participant directed goals, strategies to achieve goals, who is responsible for each aspect of goal achievement and timelines • Monitor and review progress of case plans in conjunction with staff on a regular basis • Collaborate with Family Centre staff and other service providers to ensure coordinated service delivery • Take on a case coordination role where appropriate • Convene and facilitate case review meetings with relevant stakeholders |
| Course work | <ul style="list-style-type: none"> • Participate in organisational planning processes in order to develop a timely parenting and relationship education course plan • Work collaboratively with Family Centre staff and/or staff from other agencies to develop, deliver and evaluate courses • Coordinate the assessment of families and individuals for course suitability and eligibility when raised by lead facilitators • Coordinate parenting skills courses that support parents/carers of children • Participate in the ongoing development of course program material as required • Participate in organisational planning processes in order to develop a timely parenting and relationship education course plan • Work collaboratively with Family Centre staff and/or staff from other agencies to develop, deliver and evaluate courses • Coordinate the assessment of families and individuals for course suitability and eligibility when raised by lead facilitators • Coordinate parenting skills courses that support parents/carers of children • Participate in the ongoing development of course program material as required |
| Community work and service provider networking | <ul style="list-style-type: none"> • Co-ordinate and participate in community events and activities, and FC promotional events as negotiated with the Senior Manager. • Develop and maintain effective working relationships with local health and community service providers • Attend service provider network meetings as negotiated with Senior Manager. |
| Professional development | <ul style="list-style-type: none"> • Attend staff training and development relevant to the position as approved by the Senior Manager and Executive Director • Model and foster professional work practices, in relation to the health, safety and wellbeing of colleagues and participants |

| Key Responsibilities | Focus Areas |
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| | <ul style="list-style-type: none"> • Convene and actively participate in team meetings and regular program planning / review, supervision • Attend regular supervision sessions and annual appraisal with Senior Manager • Adhere to the relevant standards, policies and procedures of The Family Centre. |
| Administration and organisational tasks | <p>Maintain service records including participant records and reports Maintain and submit accurate output reports Maintain and submit administrative (e.g. time sheets and travel reimbursement claims) documentation in an accurate and timely manner Actively participate in regular program planning, development, review and evaluation processes to contribute to continuous improvement Participate in organisational projects as negotiated with Senior Manager and Executive Director Perform relevant duties as required by the Senior Manager & Executive Director.</p> |

Selection Criteria

| Essential Selection Criteria | |
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| 1. | Degree in social work, psychology, social sciences or related discipline |
| 2. | Experience in a similar senior position managing teams and programs working with diverse community sectors including children, young people, families and carers |
| 3. | Demonstrated ability to drive innovation, initiative and improvement of processes & procedures |
| 4. | Financial management skills, demonstrated ability in managing budgets, reporting and resourcing requirements |
| 5. | Demonstrated ability in developing, delivering and evaluating community-based programs |
| 6. | Highly developed interpersonal skills and ability to collaborate with staff, government and community service network partners, colleagues, health professionals, school welfare staff and general practitioners |
| 7. | High level computer and database skills. Experience in reporting to meet contract requirement in government portals and maintaining accurate records. Superior Microsoft Office skills, including Word, Excel and Outlook |
| 8. | High level written ability, including process and procedure writing, proposal submissions, email and letter writing |
| 9. | Proven ability to work independently and as part of a team |
| Desirable Selection Criteria | |
| 1. | Working knowledge of the local human services network in Tweed & Ballina & Byron Shire |
| 2. | Management or business qualification highly regarded |

Capabilities

| Minimum Standard National Training Framework | |
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| | Degree in Social work, Psychology, Mental Health, Social Science or related discipline |
| Capabilities & Skills – level 3 (see attached) | |
| 1. | <p>Community and inter-agency relations</p> <p>Community engagement, sectoral awareness and working collaboratively with other community sector organisations in formal and informal partnerships</p> <p>Networks and stakeholders, community, partnerships and collaboration, knowledge of community & social justice</p> |
| 2. | <p>Professionalism</p> <p>The skills associated with professional conduct, such as self-management, ethical behaviour, taking responsibility, problem-solving and initiative</p> <p>Time management, ethics, taking responsibility, problem solving, initiative and enterprise</p> |
| 3. | <p>Communication</p> <p>All forms of communication, such as advocacy, negotiation, written and verbal communication, and interpersonal style</p> <p>Advocacy, written communication, verbal communication. Public speaking, presentation and interpersonal skills</p> |
| 4. | <p>Leadership and teamwork</p> <p>Leadership and issues associated with working together, such as dealing with difference, conflict, shared goals and team morale</p> <p>United vision, strategic focus, team dynamics, conflict management & diversity/different styles</p> |
| 5. | <p>Resources, assets and sustainability</p> <p>The effective use of financial resources, assets and equipment as well as building the organisation's assets and sustainability</p> <p>Revenue raising, financial management, procurement, equipment and assets & sustainability</p> |
| 6. | <p>Service delivery</p> <p>Working with participants and members: it includes service delivery models, working with different types of participants/members, maintaining awareness of participant issues and ensuring participant dignity and confidentiality</p> <p>Reflective practice, knowledge of participant issues, participant outcomes, diversity, participant confidentiality and dignity</p> |
| 7. | <p>Program management and policy development</p> <p>The management of programs, campaigns, projects and contracts as well as policy development and implementation to guide work practices</p> <p>Policy development and implementation, program development, achieving results, contract management, complaints handling & continuous improvement</p> |
| 8. | <p>Change and responsiveness</p> <p>Change management, and responding to new and emerging trends through skill acquisition, the use of new technology and creative and innovative work practices</p> |

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| | Change management, multi-skilling, creativity & innovation, technology and learning & development |
| 9. | Governance and compliance Systems and processes to implement the strategic plan and the management of quality, risk, OHS and legislative compliance Strategy, quality, risk management, WHS & legislation and compliance |
| Attributes | |
| 1. | Determined Researches options and sets a clear path Deals with obstacles and impediments Has clear goals |
| 2. | Self-disciplined Manages own time to achieve key outcomes Avoids distraction and diversions |
| 3. | Analytical Reviews arguments and opinions before making judgement Presents clear and logical arguments Takes a systematic approach when building toward improvements |
| 4. | Adaptable Adapts to changing circumstances in the workplace Prioritises work and addresses what is most important Takes advantage of new and emerging opportunities |
| 5. | Resilient Recovers from setbacks Overcomes obstacles and impediments Learns from experience and identifies areas for self-development |
| 6. | Inclusive Respects difference in all its forms Adapts language to aid communication Values diversity as a strength |
| Compliance | |
| 1. | Understands and complies with company policies and procedures |
| 2. | Compliance with Working with Children Check and National Police Check Procedure. Notifying your supervisor of any circumstances that may impact on your ability to work with Vulnerable people, e.g. disclosing any criminal proceedings that occur following the initial check |
| 3. | Commit to operating within ethical boundaries. Read and agree to the Code of Ethics and Conduct at induction, and at regular intervals. Raise any conflict of interest or secondary employment with supervisor |

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| 4. | Compliance with health and safety policy and procedure to ensure safety of self and others. Disclose any medical issues, or impacts of trauma that may affect your ability to perform in your role |
| 5. | Follows guidelines, policies and procedures when committing financial resources or processing financial transactions |
| 6. | Maintains appropriate boundaries in all interactions with children, young people, families and staff according to The Family Centre policies and procedures |
| 7. | Demonstrates knowledge of relevant legislation, national employment standards, Workplace Health and Safety legislation and SCHADS Award |

Inherent Requirements of the Work Activities/Environment

Following is a table that outlines the main physical and psychological work environment characteristics that are representative of those an employee encounters while performing the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

| Element | Key Activity | Frequency |
|-----------------------------|--|------------|
| Work Environment | Manage demanding and changing workloads and competing priorities | Daily |
| | Work in a team environment | Daily |
| | Work in different geographic locations | Daily |
| | Be exposed to all outdoor weather conditions | Occasional |
| | Work office hours with the possibility of extended hours | Occasional |
| | Work in an open plan office | Daily |
| | Work in buildings which may have multiple stories | Daily |
| | Work at a computer or be in meetings for extended periods | Daily |
| People Contact | Liaise with our staff | Daily |
| | Liaise with government, non-government, businesses, and other community organisations | Regularly |
| | Liaise with participants/customers | Daily |
| Administrative Tasks | Undertake intensive administrative tasks, which include computer work, report writing (eg financial reports), participating in meetings and concentrating for long periods of time | Daily |

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| | Use technology including photocopier, telephones including mobiles, fax, overhead projectors, televisions, videos, electronic whiteboards | Daily |
| Transport | Drive vehicles possibly over long distances and in all traffic and weather conditions | Occasional |
| | Use public transport including trains, buses, trams and taxis | Occasional |
| Manual Handling | Lift and carry items up to 15 kgs | Occasional |