

	<b>Position Title:</b> Capability Building Coordinator	<b>Team:</b> Innovation		<b>Region:</b> Central, Richmond
	<b>Supervisor:</b> Project Manager – Safe and Together	<b>Delegations and Authorities:</b> In Line with Delegations Policy	<b>Band:</b> C SCHADS 7.1	<b>Date Completed:</b> 14 <sup>th</sup> June 2019

## ORGANISATIONAL INFORMATION

OUR VISION AND PURPOSE	ROLE CONTEXT
<p><b>We believe children, young people and families should be safe, thriving and hopeful.</b></p> <p><b>Our Vision for 2022: Together we will courageously change lives and reimagine service systems.</b></p> <p>For over 140 years, Berry Street has adapted to a changing world, and we will continue to adapt to achieve our purpose.</p> <p>Berry Street will continue to be a strong and independent voice for the children, young people and families with whom we work. In collaboration with others, we will advocate for investment in early intervention and prevention services that enable families to be safe and stay together. We will use approaches that are culturally safe and informed by the best evidence available. We will measure and learn from the impact of our work, and we will continually contemporise our models of practice.</p> <p><b>We look forward to working with children, young people, families, carers, staff and partners to achieve this vision. Together.</b></p>	<p>Berry Street values its staff as the most important resource in the provision of responsive and responsible service provision. The diverse, complex, and challenging nature of our service delivery, together with new practice knowledge, and changing client needs requires continuous attention to the support and learning and development needs of our staff.</p> <p>Berry Street is pleased to be part of The Enhanced Pathways to Family Violence Work program, which, is led by the Department of Health and Human Services on behalf of Family Safety Victoria (FSV). It aims to support the development of the family violence and community services workforce through:</p> <ul style="list-style-type: none"> <li>• Student placements in community services sector organisations which provide specialist and/or non-specialist family violence services</li> <li>• Supervision training for experienced workers to enhance their competence and confidence (in working with students and practice entrants)</li> <li>• Developing and transitioning graduates and new workers to family violence roles</li> </ul> <p>High quality student placements are key to attracting future workers to community service organisations, and educational institutions will be supported and encouraged to place students in community service organisations that can offer a broad range of work experiences. The Program will support community service organisations including those who have previously found administrative and supervisory activities to be barriers to student placements.</p> <p>The program includes the appointment of 10 sector-based Capability Building Coordinators (CBC); a student placement program; a supervision training program; and the implementation of the <i>Orientation to Family Violence Practice: Guidelines for Students and New Workers</i>. The Program will be independently evaluated.</p> <p>This role would lead Berry Street's efforts to develop and student placements both internally and externally with the view to grow the workforce for the family violence sector across the state.</p>
OUR VALUES	
<p><b><i>Berry Street expects all staff to apply these Values in all aspects of their work.</i></b></p> <p><b>Courage:</b> to never give up, maintain hope and advocate for a 'fair go'</p> <p><b>Integrity:</b> to be true to our word</p> <p><b>Respect:</b> to acknowledge each person's culture, traditions, identity, rights, needs and aspirations</p> <p><b>Accountability:</b> to constantly look at how we can improve, using knowledge and experience of what works, and ensure that all our resources and assets are used in the best possible way</p> <p><b>Working Together:</b> to work with our clients, each other and our colleagues to share knowledge, ideas, resources and skills</p>	

#### PRIMARY OBJECTIVES OF THE ROLE

The CBC will be embedded in Berry Street to provide a dedicated resource for participating community service organisations to support student placements, the use of existing tools, including managing data entry and reporting via Placeright (an information management system for student placements) and the Best Practice Clinical Learning Environment (BPCLE) framework and tool (to enhance quality student placements), and to develop formal partnerships with education providers.

Building capability in supervising student and practice entrants is critical to this work and the CBC will work with participating organisations and assist them to access appropriate supervision training for their workers.

#### REPORTING RELATIONSHIPS

This role is based at our Richmond Office.

The Capacity Building Coordinator reports to the Project Manager – Safe & Together who will provide supervision and review.

The CBC is employed by a host organisation and is required to provide direct support to other organisations participating in the Program. The CBC will report to a nominated person at the host organisation for employment matters and to the DHHS Program Lead for all program activities.

#### EXPECTATIONS

- Conduct oneself in accordance with the Berry Street Code of Conduct which is underpinned by the values of accountability, courage, integrity, respect and working together within the principles of continuous improvement and occupational health and safety.
- Demonstrated commitment to diversity and inclusion. We aim to ensure every individual is treated with dignity and respect regardless of their cultural background, ability, ethnicity, gender identity, sexual orientation, spirituality or religion.
- Berry Street supports White Ribbon, Australia's campaign to stop violence against women. There is an expectation that staff never commit, excuse or remain silent about violence against women.
- Berry Street is committed to being a child safe, child friendly and child empowering organisation. In everything we do we seek to protect children. We are committed to the cultural safety of Aboriginal and Torres Strait Islander children; children from culturally and/or linguistically diverse backgrounds; children with a disability; children who identify with a sexual and or gender minority identity.

**KEY SELECTION CRITERIA: KNOWLEDGE, SKILLS AND ABILITIES REQUIRED TO FULFIL THE ROLE**

- Excellent written and oral communication skills (including public speaking, presentations and facilitation skills).
- Demonstrated ability to flexibly manage competing priorities and stressful situations, monitoring own stress levels and practising and promoting self-care strategies.
- Knowledge of family violence relevant to the Victorian community services sector and experience in family violence practice is required.
- Highly developed interpersonal and diplomacy skills, with the ability to work independently or as part of a collaborative team.
- Excellent organisational skills with flexibility to prioritise a range of competing demands and work to deadlines.
- Highly developed interpersonal and diplomacy skills, with the ability to work independently or as part of a collaborative team.
- Proven ability to develop and maintain effective partnerships with a diverse range of stakeholders with competing agendas.
- Computer Skills: Comfortably uses a wide range of software application features for word processing, spreadsheets, etc.
- Problem Solving Skills: Seeks all relevant information for problem- solving; Liaises with stakeholders; Analyses issues from different perspectives and draws sound inferences from information available; Identifies and proposes workable solutions to problems; Implements solutions, evaluates effectiveness and adjusts actions as required.
- Stakeholder Management: Identifies issues in common for one or more stakeholders and uses to build mutually beneficial partnerships; Identifies and responds to stakeholder's underlying needs; Uses understanding of the stakeholder's organisational context to ensure outcomes are achieved; Find innovative solutions to resolve stakeholder issues.
- Change Management: Identifies the need to change; Describes the reasons for the change and the risks of not changing; Actively promotes and drives change using broad influencing skills to overcome barriers and gain support; Remains calm and optimistic, even when things don't go as planned; Draws upon a range of sources for ideas and solutions.
- Demonstrated understanding of, and respect for, the needs of children with a disability; Aboriginal culture, including cultural safety and awareness; and cultural and linguistic diversity (CALD), including cultural safety for children from CALD backgrounds
- Demonstrated understanding of and commitment to the principles of equity, diversity, continual improvement, risk management and occupational health and safety.

**QUALIFICATIONS AND OTHER REQUIREMENTS**

- A minimum degree qualification in social work, psychology, welfare or a related discipline.
- Knowledge of family violence and experience working in family violence practice
- Staff must hold a valid WWCC, current drivers licence at all times and undergo a Criminal Records Check prior to employment. Subsequently, staff must report any criminal charges or court appearances.

**DESIRABLE**

## KEY ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITY	SPECIFIC RESPONSIBILITIES
<b>Direct Service Delivery</b>	<ul style="list-style-type: none"> <li>• Support 2019 participating organisation stakeholders to provide student placements by:               <ul style="list-style-type: none"> <li>• supporting stakeholders to respond to annual requests for clinical placement data and to meet reporting requirements;</li> <li>• supporting stakeholders to use Placeright by completing placement management functions in the system (including data entry and reporting);</li> <li>• supporting stakeholders to implement the BPCLE Framework and use the BPCLEtool</li> <li>• providing support, advice and information to participating stakeholders.</li> <li>• Support to implement the Student Placement Agreement (SPA) and Standardised Student Induction Protocol (SSIP) (provided by DHHS)</li> </ul> </li> <li>• Access existing, suitable supervision training for workers in 2019 participating organisations</li> <li>• Support the attendance of workers from 2019 participating organisations at supervision training</li> <li>• Support student supervisors through a community of practice</li> <li>• Provide guidance to organisations who participated in the 2018 project (previous participants) around sustaining the positive partnerships and collaborations developed in 2018.</li> <li>• Build workforce development sustainability in 2019 participating organisations</li> <li>• Follow the project methodology, engage with and provide regular reports to the DHHS Program lead</li> <li>• Maintain and develop effective working relationships with a diverse range of stakeholders</li> <li>• Work with a high level of autonomy and accountability</li> </ul>
<b>Program Development</b>	<ul style="list-style-type: none"> <li>• Develop and maintain relationships that will promote the program and deliver opportunities for student placements</li> <li>• Liaise with others involved with the Enhanced Pathways to Family Violence Work Project, representing the organisation in forums and bringing back key information and learnings</li> <li>• Develop internal and external administrative systems to support the program, integrating Berry Street's existing student placement systems and tools with those required for the project.</li> <li>• Build workforce development sustainability in participating organisations</li> <li>• Share knowledge regarding student placements and how to improve their success with others</li> </ul>
<b>Administration</b>	<ul style="list-style-type: none"> <li>• Administration and compliance associated with student placements</li> <li>• Provide regular reports to the Director – Innovations on the project</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• Berry Street supports White Ribbon, Australia's campaign to stop violence against women. There is an expectation that staff never commit, excuse or remain silent about violence against women.</li> <li>• Berry Street are committed to the safety, participation and empowerment of all children, including those with a disability and culturally and/or linguistically diverse backgrounds. Berry Street are also committed to cultural safety, inclusion and empowerment of Aboriginal children, their families and communities</li> </ul>

## INHERENT REQUIREMENTS OF WORK ACTIVITIES / ENVIRONMENT

Following is a table that outlines the main physical and psychological requirements of the position.

Element	Key Activity	Frequency
<b>Work Environment</b>	Manage demanding and changing workloads and competing priorities.	Daily
	Work in a team environment.	Daily
	Work in different geographic locations.	Regular
	Be exposed to all outdoor weather conditions.	Occasional
	Work in unstructured environments (e.g. outreach).	Occasional
	Work office hours with the possibility of extended hours.	Regular
	Work on-call after hours.	Occasional
	Work in an open plan office.	Daily
	Work in buildings which may be two-storey.	Daily
	Sit at a computer or in meetings for extended periods.	Daily
	Work in an environment with competing demands.	Daily
	Present at court and other jurisdictions.	Occasional
<b>People Contact</b>	Liaise with government, non-government and community organisations.	Daily
	Work with clients who may have a physical or sensory disability.	Occasional
	Interact with members of the public who may display the full range of emotional expressions, including parents, partners, significant others, family members, advocates, doctors, police.	Occasional
	Interact with clients and members of the public who could display verbal or physically challenging behaviour.	Occasional
	Facilitate access to specialist, generic and community services.	Daily
	Undertake training and professional development activities.	Regular
<b>Administrative Tasks</b>	Undertake administrative tasks which may include the following: computer work, filing, writing reports, case notes/plans and client records, participating in meetings, concentrating for long periods of time, managing resources and budget and researching and analysing information and data.	Daily
	Use technology including photocopier, telephones including mobiles, fax, overhead projectors, televisions, videos, and electronic whiteboards.	Daily
<b>Transport</b>	Drive vehicles possibly over long distances and in all traffic and weather conditions.	Regular
	Drive vehicles with possible distractions from client behaviour, verbal or physical.	Occasional