

	<b>Position Title:</b> Teaching Family Practitioner		<b>Team:</b> Teaching Family Program		<b>Region:</b> South Eastern
	<b>Supervisor:</b> Teaching Family Consultant	<b>Delegations and Authorities:</b> In Line with Delegations Policy	<b>Band:</b> A <b>Salary:</b> SCHCADS 2-3	<b>Date Completed:</b> June 2019	

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 offers accommodation and support to children and young people who are referred through the Child Protection system.</p> <p>The Teaching-Family Model (TFM) is an evidence-based model of care that targets children and young people (6-17) and is conducted in family-style, group care settings. TFM is based in a cognitive-behavioural approach, which is derived from behavioural principles and learning theory. Teaching interactions are targeted to reduce problem behaviours and increase prosocial behaviours. The model is trauma informed and helps young people identify personal stressors and develop appropriate self-regulation techniques. Overall, goals of the program include reduced problem behaviours, increased prosocial behaviours, increased social skills, accomplishment of age-appropriate tasks, and relationship development.</p>	
<b>OUR VALUES</b> <p><i><b>Berry Street expects all staff to apply these Values in all aspects of their work.</b></i></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	
		<p>The primary objectives of this role are to:</p> <ul style="list-style-type: none"> <li>• Work in a client centred, family focused and strengths-based approach.</li> <li>• Participate in intensive training, coaching and feedback processes, to help develop your skills to provide quality care.</li> <li>• Work towards mastering 11 TFM concepts over a year-long accreditation process.</li> <li>• Work collaboratively with a team, to ensure children in care experience a loving and consistent approach.</li> </ul>	
		REPORTING RELATIONSHIPS	
		<p>This role is based in Dandenong.</p> <p>This role reports to the Teaching Family Consultant who will provide supervision and review.</p>	

EXPECTATIONS	
<ul style="list-style-type: none"> <li>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.</li> <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 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.</li> </ul>	
KEY SELECTION CRITERIA: KNOWLEDGE, SKILLS AND ABILITIES REQUIRED TO FULFIL THE ROLE	
<ul style="list-style-type: none"> <li>Excellent written and oral communication skills (including public speaking, presentations and facilitation skills).</li> <li>Demonstrated ability to flexibly manage competing priorities and stressful situations, monitoring own stress levels and practising and promoting self-care strategies.</li> <li>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.</li> <li>Demonstrated experience in the provision of care and support to young people with complex needs.</li> <li>The ability to work collaboratively and effectively in a team to accomplish program goals.</li> <li>Demonstrated capacity engaging children and young people and the ability to not only work with displays of emotional and behavioural dysregulation but to be able to understand the underlying causes behind this for example Trauma and Attachment effecting child development.</li> <li>Ability to exhibit empathy for the young people in our care in an open minded and non-judgemental manner.</li> <li>Highly-developed capacity for emotional self-regulation including the capacity to set and maintain consistent boundaries to provide safety, stability and consistency.</li> </ul>	
QUALIFICATIONS AND OTHER REQUIREMENTS	DESIRABLE
<ul style="list-style-type: none"> <li>A recognised and relevant qualification in residential care. Berry Street recognises and delivers a Certificate IV in Child, Youth and Family Intervention. It will be a requirement that all staff without a relevant qualification undergo this training as it is available. This is the minimum qualification required or higher level of qualifications such as a Diploma or Bachelor Degree in Social Work, Youth Work or similar.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>A qualification in Social Work, Youth Work, Teaching or other relevant field.</li> <li>The foundational and TRC specific stages of the mandatory staff training in trauma-informed care (With Care Training).</li> </ul>

## KEY ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITY	SPECIFIC RESPONSIBILITIES
<b>Direct Service Delivery</b>	<ul style="list-style-type: none"> <li>• To provide a high standard of emotional and physical care to the young people living in the home, ensuring their safety and wellbeing.</li> <li>• Provide stability and quality care for children and young people who have experienced significant trauma.</li> <li>• Support the young people to maintain important links with their family of origin, friendship networks and the local community.</li> <li>• To actively support the children and young people's integration into schools, employment or appropriate day programs or therapeutic programs that will meet their individual needs.</li> <li>• To provide the children and young people with access to regular recreational and leisure activities.</li> <li>• To be responsible for the communication of all relevant information about the children/young people in the home to the appropriate people (other home staff, case manager, department, support services etc.).</li> <li>• Have input to the implementation of the LAC, crisis management plans and case plans.</li> <li>• To liaise with counsellors, health workers, drug and alcohol agencies and other professionals involved in the children and young people's lives, as required.</li> <li>• To follow all plans that has been developed for the home and young people, and accept delegated responsibility for a particular function.</li> <li>• To follow culturally informed and respectful practice.</li> </ul>
<b>Model Fidelity</b>	<ul style="list-style-type: none"> <li>• Work towards mastering the 11 key concepts for TFM including teaching procedures, motivation systems, self-determination processes and peer culture enhanced learning.</li> <li>• Participate in intensive coaching and training provided to you by the TFM consultant to help develop the TFM skills required to provide quality care with a focus on behavioural change.</li> <li>• Contribute to the development and implementation of TFM assessments, behaviour plans, self-regulation plans and risk management plans, ensuring consistency to the TFM Model.</li> <li>• Engage families who are reluctant to participate in the behavioural support plans.</li> <li>• Adapt and individualise programme interventions to build upon family and client strengths and skills, and empower families and clients through self-determination.</li> <li>• Ensure that all families in the service receive a high standard of care, consistent with accepted best practice and the model of care.</li> <li>• Practitioners participate in the Consultant's Service Delivery aimed to further develop their skills.</li> <li>• Practitioners undergo annual TFM Professional Certification evaluations to criteria.</li> </ul>
<b>Administration</b>	<ul style="list-style-type: none"> <li>• To record accurately and appropriately all information and activities regarding the young people in their files.</li> <li>• Maintain accurate records such as communication book, diary, handover sheets, daily updates, etc., ensuring all relevant information is recorded.</li> <li>• To record all financial information accurately and maintain receipts.</li> <li>• To report via ERIN incidents without delay, and notify the appropriate personnel (supervisor, manager, on call staff member, case worker) of incidents as they occur.</li> </ul>

	<ul style="list-style-type: none"> <li>• To ensure that a complete and signed handover is given to the incoming worker(s).</li> <li>• Maintaining motivation system documentation, family meeting minutes and other TFM records as required.</li> <li>• Working within a budget, reporting expenses, vehicle maintenance, and other household maintenance duties and documentation.</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• To maintain a high level of confidentiality regarding the young people's information and history and that of their family.</li> <li>• To abide by all policies determined by Berry Street and attend all relevant organisational meetings.</li> <li>• To participate in supervision, training and reflective practice.</li> <li>• To attend all mandatory training and attend training if nominated to attend.</li> <li>• To ensure that duty of care is undertaken in a professional manner with due regards to relevant agency and Department of Human Services policies.</li> <li>• Other duties as required.</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.	Regular
	Work in a team environment and at times alone.	Daily
	Work in different geographic locations, and separated from Management.	Regular
	Be exposed to all outdoor weather conditions.	Regular
	Work in unstructured environments (e.g. outreach).	Regular
	Work long shifts (up to 10 hours).	Daily
	Work in buildings which may be two-storey.	Regular
	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>Manual Handling</b>	Undertake manual handling (e.g.: lifting, pulling, pushing, moving, transferring, twisting, restraining, supporting) of equipment and clients which would be of varying weight and size.	Occasional
	Undertake general household duties which could include sweeping, dusting, and shopping, mopping, vacuuming, laundering, gardening, cooking and food preparation.	Daily
<b>People Contact</b>	Liaise with government, non-government and community organisations.	Daily
	Work with clients who may have a physical or sensory disability.	Regular
	Assist in personal and self-care activities such as toileting, meals, dressing, and maintenance of personal hygiene.	Regular
	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.	Regular
	Interact with clients and members of the public who could display verbal or physically challenging behaviour.	Regular
	Support and participate with clients in recreational activities.	Regular
	Use community resources with clients (e.g.: shops, banks, medical centres, cinemas).	Regular

	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.	Daily
	Drive vehicles with possible distractions from client behaviour, verbal or physical.	Regular