

	<b>Position Title:</b> Youth Development Worker	<b>Team:</b> Community Partnerships & Support Services - Shepparton Education First Youth Foyer Program		<b>Region:</b> Hume <b>Office:</b> Shepparton
	<b>Supervisor:</b> Team Leader - Education First Youth Foyer Program	<b>Delegations and Authorities:</b> In Line with Delegations Policy	<b>Band:</b> A <b>Salary:</b> SCHADS 4.1	<b>Date Completed:</b> September 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>The Education First Youth Foyer Program is an innovative partnership model to help young people who are committed to their education but who are at risk of homelessness build sustainable lives. The Model developed by the Brotherhood of St Laurence and Launch Housing and is based on the Open Talent and Advantaged Thinking approach.</p> <p>The aim of the program is to offer young people who are committed to continuing their education and/or training with the opportunity to access safe and supported accommodation and engagement with personalised supports, mentoring and coaching that combined with the educational opportunities, will help them develop and lead sustainable lives.</p> <p>The program has strong partnerships with 4 key stakeholder groups:</p> <ul style="list-style-type: none"> <li>• Education Providers</li> <li>• Business and Industry</li> <li>• Community Agencies and</li> <li>• Philanthropic Organisations.</li> </ul>
OUR VALUES	PRIMARY OBJECTIVES OF THE ROLE
<p><b>We expect all staff to apply these Values in all aspects of their work.</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>	<ul style="list-style-type: none"> <li>• Support the ongoing operation of the Education First Youth Foyer Program.</li> <li>• Provide individual mentoring and coaching to students of Foyer to support their development of goals and life skills.</li> <li>• Promote the Education First Youth Foyer as a community engaged program and promote opportunities for students to engage with their community.</li> <li>• Hold a Champion portfolio of a specific program service offer.</li> </ul>
	REPORTING RELATIONSHIPS
	<p>This role is based at our Education First Youth Foyer in Shepparton.</p> <p>This role reports to the Team Leader - Education First Youth Foyer Program 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 is committed 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>• 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>• A thorough background in and understanding of, or a demonstrated ability to quickly acquire such knowledge in one or more of the following areas: <ul style="list-style-type: none"> <li>- Community and social welfare programs</li> <li>- Education and learning, including vocational education</li> </ul> </li> <li>• Young people's transitions and educational pathways, particularly of vulnerable youth.</li> <li>• Knowledge of the Open Talent approach.</li> <li>• Demonstrate an ability to provide community opportunities for young people to enhance specific Champion portfolio.</li> <li>• Experience in working within a diverse team of staff as well as the ability to work independently and autonomously.</li> <li>• Experience in building positive relationships and communicating effectively with internal and external contacts with diverse backgrounds and abilities.</li> <li>• Experience and a dedication to work alongside young people to reach their full potential.</li> <li>• Experience of working in innovative programs that focus on holistic outcomes.</li> <li>• Experience in learning and community development, in particular for Young People.</li> </ul>	
QUALIFICATIONS AND OTHER REQUIREMENTS	DESIRABLE
<ul style="list-style-type: none"> <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 tertiary qualification in Youth Work, Community Services, Education and/or appropriate experience.</li> <li>• Looking for staff from a broad range of life experiences, skills and employment backgrounds who have a genuine interest in supporting young people to experience their community and make a contribution to the community.</li> </ul>

## KEY ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITY	SPECIFIC RESPONSIBILITIES
<b>Foyer Service Offering</b>	<ul style="list-style-type: none"> <li>• Ensure the effective implementation of the Open Talent approach.</li> <li>• Promote a culture of which promotes the aspirations of young people in keeping with Open Talent.</li> </ul>
<b>Program/Service Delivery</b>	<ul style="list-style-type: none"> <li>• Support the management of the day to day operations of the Youth Foyer to ensure annual operating plans and key performance indicators are achieved.</li> <li>• Adhere to the Youth Foyer Practice Guide and support the development and delivery of professional learning programs for students.</li> <li>• Delivery of the Certificate 1 in Developing Independence and ensure key students have opportunities and coaching to complete the qualification in a timely manner, in conjunction with the GOTAFE Developing Independence Teacher.</li> <li>• Support the provision of safe, high quality accommodation for young people including managing student dynamics and complex needs and hold a case load.</li> <li>• Contribute to the facilitation and promote participation from the students in the running of the Foyer are resourced to become advocates for change.</li> <li>• Support the culture of developing positive language and talent building.</li> <li>• Assist in the development and monitoring of rosters and participate in the after-hours roster.</li> <li>• Create and maintain a culture of developing positive language and talent building.</li> </ul>
<b>Program/Service Quality</b>	<ul style="list-style-type: none"> <li>• Adhere to Berry Street's administrative and financial systems, policies and procedures.</li> <li>• Ensure reporting guidelines of SHIP and BSL research are followed.</li> <li>• Ensure Champion portfolio reporting to management and prescribed number of workshops opportunities is in service delivery.</li> <li>• Assist in monitoring and maintaining records of expenditure within the program.</li> <li>• Ensure Residential Tenancies Association guidelines are followed.</li> <li>• Support the monitoring and management of risk and OHS systems.</li> <li>• Ensure that data and information is collected in line with the Youth Foyer evaluation requirements</li> <li>• Complete various shift including day, afternoon and after-hours stand up night shifts.</li> </ul>
<b>Program Improvement and Innovation</b>	<ul style="list-style-type: none"> <li>• Support all relevant policies and procedures are implemented and adhered to, including the complaints handling procedures and methods for responding to critical incidents.</li> <li>• Assist in ways to capture, communicate and share innovative ideas and practices.</li> <li>• Foster a culture of excellence in service delivery.</li> </ul>
<b>Personal and Team Contribution and Effectiveness</b>	<ul style="list-style-type: none"> <li>• Work effectively as part of a supportive and cohesive team and participate in teamwork to enhance the delivery of services to clients, including the orientation and integration of new staff to the Foyer.</li> <li>• Participate in annual performance management planning in which service objectives and professional development needs are discussed and determined.</li> <li>• Promote adherence to Berry Street's core values.</li> </ul>

<b>Partnership and Stakeholder Relations</b>	<ul style="list-style-type: none"> <li>• Connect young people to the right opportunities, resources, people and places to develop their talents and achieve their goals.</li> <li>• Assist in collaboration with KI or HG to ensure that Youth Foyer is integrated within the Institute.</li> <li>• Support networks and relationships that lead to educational and employment opportunities for students.</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 attend all relevant organisational meetings and participate in supervision.</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 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.	Daily
	Work in a team environment.	Daily
	Work in different geographic locations.	Regular
	Be exposed to all outdoor weather conditions.	Regular
	Work in unstructured environments (e.g. outreach).	Regular
	Work office hours with the possibility of extended hours.	Regular
	Work on-call after hours.	Regular
	Work in an open plan office.	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>People Contact</b>	Liaise with government, non-government and community organisations.	Daily
	Work with clients who may have a physical or sensory disability.	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
	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