

	Position Title: Development Coach – Aboriginal Consultant and Cultural Planning	Team: Specialist Adolescent Services		Region: Hume Office: Shepparton
	Supervisor: Team Leader Better Futures	Delegations and Authorities: In Line with Delegations Policy	Band: A Salary: SCHCADS Level 5	Date: December 2019

OUR VISION AND PURPOSE	ROLE CONTEXT
<p>We believe children, young people and families should be safe, thriving and hopeful.</p> <p>Our Vision for 2022: Together we will courageously change lives and reimagine service systems.</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>We look forward to working with children, young people, families, carers, staff and partners to achieve this vision. Together.</p>	<p>It is acknowledged that Out of Home Care (OoHC) settings often fail to equip young people to successfully navigate the transitions to an independent adulthood. This perception is reinforced by young people's low capacity for self-care, and independent living skills along with low rates of engagement in education whilst in care and high rates of unemployment, homelessness and community and social disengagement once they exit OoHC.</p> <p>In recognition of the needs of young people leaving the OoHC system in the Goulburn Area, Berry Street in partnership with the Department of Health and Human Services, have committed to a project (Better Futures) designed to better prepare young people for their transition to independence. This will be achieved via service delivery utilising a suite of resources within a case support framework.</p>
OUR VALUES	PRIMARY OBJECTIVES OF THE ROLE
<p>We expect all staff to apply these Values in all aspects of their work.</p> <p>Courage: to never give up, maintain hope and advocate for a 'fair go'</p> <p>Integrity: to be true to our word</p> <p>Respect: to acknowledge each person's culture, traditions, identity, rights, needs and aspirations</p> <p>Accountability: 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>Working Together: to work with our clients, each other and our colleagues to share knowledge, ideas, resources and skills</p>	<p>The Development Coach – Aboriginal Consultant and Cultural Planning role aims to;</p> <ul style="list-style-type: none"> • Increase Aboriginal and Torres Strait Islander young person's participation and voice in their future cultural and transition planning. • Be the conduit for the young person to access services and supports. • Provide secondary consultation in the areas of leaving care for the Better Futures team. • Provide case support through direct support to the young person, care team and other services. • Assist young people to identify, their goals, utilising Better Futures and Advantage Thinking framework. • Assist young people to plan, implement and achieve their goals through utilising resources such as Cert 1 Developing Independence, service access and supports within the local community, undertake activities with the young person to assist in confidence building within the community. • Provide individual mentoring and coaching to young people to support them to develop the skills, connections and self-confidence they require to achieve independence and stable living arrangements. • Work as part of a dynamic team to assist in program growth, development and reviews as required.
	REPORTING RELATIONSHIPS
	<p>This role is based at our Shepparton Office.</p> <p>This role reports to the Team Leader Better Futures who will provide supervision and review.</p>

EXPECTATIONS	
<ul style="list-style-type: none"> • 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. • 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. • 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	
<ul style="list-style-type: none"> • 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 and experience in working with Aboriginal and Torres Strait Islander clients, and a demonstrated ability to form effective working relationships with Aboriginal and Torres Strait Islander community. • An understanding of the complexity of the service system and the issues involved in providing services to statutory clients. • An understanding of the complexity of issues that impact on Aboriginal and Torres Strait Islander people and their Communities. • Demonstrated ability to provide direct service in the cultural consultation and planning for Aboriginal and Torres Strait Islander children, young people and families; and to comply with service delivery towards output and outcomes requirements. • Demonstrated ability to provide culturally focussed secondary consultation and advice to clinicians, non-clinical staff, and carers. • Demonstrated commitment to working collaboratively with Aboriginal Community Controlled Organisations and the Aboriginal and Torres Strait Islander community and other agencies as required. • Demonstrated understanding of and commitment to the principles of equity, diversity, cultural safety and occupational health and safety. 	
QUALIFICATIONS AND OTHER REQUIREMENTS	DESIRABLE
<ul style="list-style-type: none"> • A tertiary qualification in Social Work, Youth Work, Welfare or relevant field. • 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. 	<ul style="list-style-type: none"> • N/A

KEY ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITY	SPECIFIC RESPONSIBILITIES
Consultation and Cultural Planning	<ul style="list-style-type: none"> • Conduct cultural consultations to understand the impact of trauma, neglect and abuse experiences, including intergenerational trauma, on the child's development and functioning as related to their cultural wellbeing and connection. • Support, coach and mentor aboriginal young people in OOHC and other Berry Street programs as required. • Support the allocated case manager to write cohesive, succinct, cultural plans for multiple audiences – including the child, parents, carers and DHHS. • Provision of secondary consultation and advice to non-clinical staff, carer, family members working in Care Teams. • Participate in supervision (clinical and cultural), Berry Street and DHHS meetings and training, and other meetings as appropriate. • Keep abreast of relevant theoretical, legislative and policy development.
Program Development/Teamwork	<ul style="list-style-type: none"> • Work cooperatively with the system that sits around the child – child protection practitioners, education providers, health providers, care givers, family and community. • Participate in case presentations and other clinical development opportunities as these are learning opportunities to assist self and colleagues. • Staff work in a team to learn from and support each other. Team members are required to share and listen to other respectfully. • Provide secondary consultation and staff development concerning the cultural and mental health needs of Aboriginal and Torres Strait Islander children, families and communities, to Berry Street residential staff, carers and other stakeholders. • Develop and maintain relationships with Aboriginal Community Controlled Organisations, and other relevant services within the relevant regions. • Assist in the development of quality assurance and quality improvement cultural frameworks for Better Futures service delivery. • Maintain collaborative working relationships with services and supports for Aboriginal and Torres Strait Islander clients.
Administration	<ul style="list-style-type: none"> • Support cultural plans in agreed timeframes • Keep timely and succinct consultation and required notes. • Meet all Berry Street documentation standards and requirements.
Other	<ul style="list-style-type: none"> • Participate actively in supervision. The Berry Street model of supervision encompasses management, support, development and mediation. It is not supervision to maintain professional standards. It is the forum to discuss clinical governance and risk and to seek approvals and guidance as required. • Engage in workplace organisation training and initiatives of Better Futures, Mentoring and Cultural Planning. • Engage in Communities of Practice. • Other duties as required.

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
Work Environment	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
People Contact	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
Administrative Tasks	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
Transport	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