

 	Position Title: Student Engagement Case Manager - Aboriginal Cultural Advisor	Team: Education and Early Intervention Services		Region: Western Office: Mt Helen, Wadawurrung Country
	Supervisor: Team Leader – Navigator	Delegations and Authorities: In Line with Delegations Policy	Band: A Salary: SCHCADS Level 5	Date: February 2020

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>Navigator is a program funded by the Department of Education & Training which seeks out disengaged learners aged 12 to 17 years old. The program actively works with these learners and their support networks to provide intervention strategies to re-engage young people with education and training pathways to improve future outcomes. This will be facilitated by enhancing linkages to support services and professionals.</p> <p>Navigator works closely in partnership with the Department and the area team including the Navigator Co-ordinator, KESO's, local area schools and other service providers including LOOKOUT Education Support Centres, Local Learning, Employment Networks, and BADAC.</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 Student Engagement Case Manager - Aboriginal Cultural Advisor will work within a multidisciplinary team supporting Aboriginal and Torres Strait Islander students who are finding it difficult to engage with education.</p> <p>The Case Manager will provide assessment, educational planning and ongoing support as well as:</p> <ul style="list-style-type: none"> • Work closely with key stakeholders including KESO's and regional Aboriginal Community Controlled Organisations to effectively support students to engage and refer students who have disengaged. • Develop individual learning and re-engagement plans informed by the cultural needs of Aboriginal and Torres Strait Islander children and young people. • Provide relevant data and reports regarding student disengagement and intervention outcomes, particularly for Aboriginal and Torres Strait Islander students in the local area. • Creating and strengthening partnerships with local agencies to support optimal outcomes for Aboriginal and Torres Strait Islander students. 		
		REPORTING RELATIONSHIPS		
		<p>This role is based at our Mt Helen Office, Wadawurrung Country.</p> <p>This role reports to the Team Leader – Navigator who will provide supervision and review. As per Berry Street policy, Cultural Supervision will be offered and supported.</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 the Aboriginal and Torres Strait Islander community. An understanding of the complexity of issues that impact on Aboriginal and Torres Strait Islander people and their Communities. Demonstrated experience in outreach support and/ or case management with young people, particularly Aboriginal and Torres Strait Islander young people who are disengaged from education and socially isolated or at risk aged between 12 - 17 years. Demonstrated capacity to understand, work and support Aboriginal and Torres Strait Islander students, their families and networks within a community environment. Demonstrated ability to engage, negotiate and advocate with local partners, education and training organisations. Ability to liaise effectively with the Department of Education & Training and other key educational professionals and their services. Demonstrated experience in the development of programs, activities, group work and support networks for Aboriginal and/or Torres Strait Islander young people. 	
QUALIFICATIONS AND OTHER REQUIREMENTS	DESIRABLE
<ul style="list-style-type: none"> A tertiary qualification in Education, Youth Work, Social Work, Community Development or similar. Staff must hold a valid WWCC, current driver's licence at all times and undergo a Criminal Records Check prior to employment. Subsequently, staff must report any criminal charges or court appearances. This is an Indigenous Identified role only open to Aboriginal and Torres Strait Islander peoples. The filling of this position is intended to constitute a special measure under section 8(1) of the Racial Discrimination Act 1975 (Cth), and s12 of the Equal Opportunity Act 2010 (Vic). 	<ul style="list-style-type: none"> Dual tertiary qualifications in Education and Social Work.

KEY ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITY	SPECIFIC RESPONSIBILITIES
Direct Service Delivery	<ul style="list-style-type: none"> • Support Aboriginal and/or Torres Strait Islander students of school age who have high needs and challenging behaviours. • Undertake educational assessments of children and young people with complex educational needs. • Develop and oversee the implementation of re-engagement plans and provide review and evaluation of these. • Liaise with schools and other education programs key stakeholders and advocate on behalf of clients to optimise access to appropriate programs and services. • Liaison with the broader community to facilitate linkage and ongoing supports to young people to maximise their life. opportunities and develop further opportunities to build connections and program options. • Support for disengaged young people to develop school readiness and return to education. Explore with their case manager access to a range of support options which may include housing, drug and alcohol and mental health services, and other community supports. • Use strategies to engage and support students who have not responded to traditional interventions.
Cultural	<ul style="list-style-type: none"> • Berry Street is committed to the principals of social justice. • We acknowledge Aboriginal and Torres Strait Islander peoples as the Traditional Custodians of the lands, skies and waterways across Australia. Berry Street recognise that sovereignty was never ceded and are committed to supporting the Aboriginal and Torres Strait Islander children and young people in our care to connect to their cultures, countries and communities.
Administration	<ul style="list-style-type: none"> • Ensure that all relevant administrative procedures are followed. • Maintain records (both paper and electronic), and prepare progress reports, reports for case planning and case review meetings as required. • Report on student progress as necessary • Ensure that statistical data is collected and forwarded as requested. • Record engagement and educational plans as required.
Program Development	<ul style="list-style-type: none"> • Positively promote the program, and other Western Region programs, at all times to young people, the community, schools and training organisations, and employers. • Liaise and maintain respectful and productive relationships with other stakeholders including DET and other agencies in the Western region including case managers, care providers, teachers and other professionals involved with students regarding Individual Education Plans, attendance, behavioural issues and student well-being. • Work collaboratively with all service providers involved with each client. • Develop working relationships and maintain links with other Berry Street program areas. • Participate in relevant regional and organisational meetings.
Other	<ul style="list-style-type: none"> • Be willing to work flexible hours as determined by the demands of the position. • Attend all required training sessions provided by the organisation and be actively involved in any other training session as directed. • Actively participate in Supervision in accordance with Berry Street policies and procedures. • Demonstrate a commitment to the values of Berry Street. • 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