POSITION DESCRIPTION

Our **vision** is a community where all people can make the most of their strengths and feel included, valued and safe.

To bring this **vision into reality**, we assist and encourage people facing life's challenges. We provide a range of services in response to the changing needs of individuals and family/whanau in the wider community of Southland.

POSITION: FAMILY/WHANAU WORKER

LOCATION: Family Works
Southland

OBJECTIVE OF POSITION:
To deliver the Family Start Programme to clients to improve health, education and welfare outcomes and to meet the standards required by Family Works for the delivery of the Programme.

By providing an effective, professional, culturally sensitive social service for children, young persons and their families; to carry out the duties and roles of a Child and Family Support Service and Community Service in accordance with the objectives and principles of the Oranga Tamariki Act 1989. Family Works is an approved Child and Family Support Service and Community Service under Sections 396 and 403 of this Act.

RESPONSIBLE TO: Manager - Family Works

DIRECT REPORT TO: Team Leader – Family Works

FUNCTIONAL RELATIONSHIPS:
Director – Family Works
Managers – Family Works
Team Leaders - Family Works
Family Works Team
Chief Executive – Presbyterian Support Southland
Administration – Central Office
Board – Presbyterian Support Southland
Health, Education and Welfare service providers
Iwi groups
Community groups and networks
Ministry of Social Development
Ministry for Children
Children, young people parents, family/whanau and caregivers
Volunteers
Foster parents

HOURS: As per Employment Agreement

KEY TASKS AND PERFORMANCE MEASURES

Key Tasks	Performance Measures
Relationships To establish and maintain supportive, effective, professional working relationships with client families. To establish and maintain effective working relationships with referring agencies and local service providers.	Rapport is built and sound foundation for development of individual child family plan established. Family/whanau workers are able to advocate for clients and access the range of services necessary for the achievement of family goals.
Needs Assessment To carry out needs assessment phase of Family Start programme in accordance with contract requirements.	Collaborative, inclusive process. Presenting needs determined and prioritised by family/whanau and Family/whanau worker. Existing strengths and capacity of family identified. Needs Assessment report completed, based on Family Start assessment tools including: ▪ Impact on safety and well-being of children; ▪ Imminent risk factors; ▪ Barriers; ▪ Needs to be addressed by Family Start; ▪ Needs being addressed by another agency; ▪ Needs requiring intervention by other agencies. Intensity level determined in conjunction with Supervisor and communicated to the Family. Families ineligible for services (or who choose not to accept Family Start programme) are referred to suitable agency. Positive, professional family/whanau – Family/whanau Worker relationships maintained.

Key Tasks	Performance Measures
Individual Child Family Plans To develop, review and monitor Individual Child Family Plans in accordance with contract requirements.	Individual Child Family Plans address the broad spectrum of family needs and are: ▪ Realistic; ▪ Partnership based; ▪ Simple; ▪ Achievable; ▪ Action orientated. Individual Child Family Plans contain goals and tasks relative to the: ▪ Family/whanau worker; ▪ Client; ▪ Other agencies ▪ Well Child/Tamariki Ora Programme; ▪ Parenting Resource ▪ Promotion of Early Childhood Education. The need for crisis intervention is assessed on an on-going basis, particularly in regard to safety and welfare of the child and/or children in the family. Effective crisis management, including supervision and support for decision-making. Individual Child Family Plans provide the basis to increase the family's capacity to give their children the best possible start in life. Individual Child Family Plans are completed in conjunction with the family/whanau. Individual Child Family Plans take account of the cultural and ethnic needs of family/whanau. Individual Child Family Plans reflect and build on the strengths of the family/whanau. Documented status reviews and forward planning completed. Planned Outcome evaluations completed. Independence Plan developed and implemented.

Key Tasks	Performance Measures
Supervision To prepare for and attend clinical and administrative supervision.	Regular supervision in accordance with Family Works policy covering both client and Family/whanau worker related issues, personal and professional development and Family/whanau worker well being. All practice is based on sound, safe and current practice methods, theories and models which are appropriate to the needs of the family, the ability of the Family/whanau worker and the values and beliefs of the service. Case loads, client contact hours and Individual Child Family Plans monitored and reviewed. Specific case problems addressed. Services are delivered in accordance with Family Works and Family Start values, principles, policies and procedures. Risks of professional burnout, capture by clients, dependency by clients and Family/whanau worker role confusion monitored and addressed. All components of Family Start programme are addressed in Child Family Plans. Family/whanau workers display a clear understanding of their role, associated risks and professional boundaries. Family/whanau workers are aware of and understand child care and protection issues and policy. Positive, professional Family/whanau Worker-client relationships.
Organisational To ensure records are maintained in accordance with Family Works policies and with the Family Start contract. To assist and support the Manager and Team Leader(s) in promotional activities	All work pertaining to the Family Start programme is properly documented, and the programme practically demonstrates that it meets and maintains required standards. Effective consultation and positive

Key Tasks	Performance Measures
and the development of networks with key stakeholders/agencies.	relationships with referral agents and within the local community.
Personal Professional Development To demonstrate a commitment to personal professional development.	Own educational and personal development needs are determined and linked to the Key Tasks of this position. Professional learning plan developed in conjunction with the Team Leader. Up to date with professional issues in the Family Start sectors. Information and knowledge is shared with other members of the team to improve service provision. Participates in performance management processes relative to the position.
Other Duties To carry out any other duties consistent with the requirements of the position, in consultation with the Team Leader and/or Manager/s and/or Director.	

PERSON SPECIFICATION

1. CORE COMPETENCIES

Competency	Definition
Working with others	
1. Building Relationships (L3)	***Maintains positive relationships even in difficult situations.*** ▪ Takes steps to maintain rapport with people when situations are difficult. ▪ Anticipates and takes steps to minimise things that may affect relationships. ▪ Is able to challenge / disagree with someone without damaging the relationship.
2. Interpersonal Communication (L3)	***Displays highly developed communication and influencing skills.*** ▪ Uses a range of techniques and strategies to help people with strongly held views to consider alternative points of view. ▪ Communicates vision / possibilities to people in a way that promotes enthusiasm and commitment for taking up opportunities. ▪ Acts positively in difficult and complex interpersonal situations - taking control when necessary to achieve

	important objectives.
3. Managing Conflict (L3)	***Takes action to resolve complex or on-going conflicts.*** ▪ Anticipates and addresses potential conflicts before they become serious. ▪ Facilitates reduction / resolution of conflict by exploring each person's concerns and needs. ▪ Helps those in conflict generate creative options that meet both parties' needs. ▪ Supports action to implement solutions and resolve conflict.
4. Teamwork (L2)	***Actively contributes to the team.*** ▪ Offers and seeks support from colleagues and management. ▪ Words and actions show support for the vision and decisions of the team. ▪ Makes positive contributions to team meetings.
Specialist Knowledge	
5. Facilitating Change (L2)	***Facilitates development and implementation of goal-centered plans for well-being of child and family.*** ▪ Uses a structured approach with families to develop plans with realistic and measurable goals. ▪ Helps others reflect, see different points of view, explore priorities and be motivated to improve their well-being. ▪ Regularly reviews and updates family plans with families. ▪ Fosters a climate of learning, taking account of different learning styles and adapting approach accordingly. ▪ Identifies unrealistic family expectations and inappropriate parenting practices and enables parents to develop strategies for change. ▪ Provides regular appropriate information to parents on child development and parenting practices tailored to each families needs.
6. Linking Resources (L2)	***Uses broad community knowledge and contacts to support, and when necessary advocate for families.*** ▪ Has up-to-date knowledge of a wide range of local agencies/community organisations (including whanau/hapu/ iwi/Pacific Island organisations). ▪ Advocates for families as appropriate. ▪ Demonstrates knowledge of protocols and requirements for referral to a wide range of agencies/organisations. ▪ Uses networks to "open doors" for clients.
7. Solving Problems (L2)	***Takes a methodical approach to problem solving.*** ▪ When presented with an urgent situation, exercises good judgment, quickly identifying approaches that are most likely to be useful. ▪ Gathers information and looks at a situation from different points of view before deciding what to do. ▪ Methodically considers all the risks in a situation and ensures actions and solutions are safe. ▪ Uses a range of tools and resources for decision making and problem solving. ▪ Develops innovative ways of dealing with problems. ▪ Looks for underlying causes and seeks to address those rather than make a "quick fix". ▪ Reviews and reflects on outcomes of decisions and actions..

8. Specialist Knowledge and Skills (L2)	***Has in-depth knowledge and skill in specialist field.*** ▪ Has a broad general knowledge of specialist field, with an in-depth knowledge of some areas. ▪ Uses specialist knowledge to add value to own and others' practice. ▪ Takes appropriate steps to educate or improve skills of colleagues in specialist field. ▪ Makes effective use of current tools and approaches in specialist field.
Cultural & Professional	
9. Cultural Skills (L2)	***Shows understanding of different cultures.*** ▪ Demonstrates a good understanding of tikanga Maori and other cultures' practices. ▪ Shows an awareness of gaps in, and a desire to increase, cultural knowledge and experience. ▪ Actions demonstrate a commitment to Maori perspective as Tangata Whenua. ▪ Accesses resources to make sure culturally appropriate and language appropriate services are provided. ▪ Participates comfortably in appropriate cultural practices when with clients. ▪ Draws on clients own cultural resources and support frameworks.
10. Professionalism (L2)	***Takes the initiative to reflect on practice.*** ▪ Adopts a structured and theoretically sound approach to work. ▪ Seeks to learn from difficult experiences. ▪ Displays flexibility in thinking and practice. ▪ Actively engages in supervision to reflect on and improve practice. ▪ Is aware of stress and situations that may put personal safety at risk and takes action to ensure own well-being. ▪ Shows a willingness to consider how unresolved personal issues may affect one's work.
11. Taking Responsibility (L3)	***Shows resilience.*** ▪ Shows resilience and keeps a positive focus in difficult or pressured situations. ▪ Displays flexibility and willingness to change - modelling what one seeks in families.
Administration	
12. Organisation and Record Keeping (L2)	***Plans own work effectively in complex and unpredictable situations.*** ▪ Plans, prioritises and effectively implements own work activities in an environment where interruptions and unexpected events are the norm rather than the exception. ▪ Produces professional written reports as required. ▪ Breaks objectives and goals down into tasks and determines resources needed for each task. ▪ Regularly monitors task progress against work plans.

2. <u>QUALIFICATION, SKILLS, KNOWLEDGE, EXPERIENCE AND ATTRIBUTES</u>

1. Applicant will possess an appropriate tertiary qualification in social work, health, education or a related field where they have worked directly with children, young people and families.

2. Applicant should be a member of an appropriate professional association or be willing to work towards joining. Where registration is available to them they will also either maintain this or work towards being registered.

3. Applicant will have relevant experience in working with children, young persons and their families.

4. Applicant should have a working knowledge of the Oranga Tamariki Act 1989 and other relevant New Zealand legislation.

6. Applicant should be comfortable working in a Christian value-based organisation.

7. Applicant will have an understanding of and commitment to the Treaty of Waitangi.

8. Applicant will possess a full current clean New Zealand Driver's Licence and currently drive.

9. Applicants should possess personal qualities, characteristics and attributes relevant to the position:

   - High level of professionalism and ethical practice.
   - A high level of personal energy and a commitment to continuous improvement and achieving excellence.
   - Be able to work as part of a team and share responsibilities.
   - Be able to work collaboratively with colleagues from other disciplines.
   - Be culturally sensitive.
   - Have good communication skills and be able to relate to a wide variety of people.
   - Be able to manage stress.
   - Have time management and organisational skills.
   - Maintain confidentiality.

10. Key skill areas will include:
    - Organisational management – the ability to develop and follow through on organisational plans and strategies.
    - Report writing skills.
    - Time management, caseload planning and management skills.
    - Positive negotiation and conflict resolution skills.
    - The ability to identify and develop key relationships within the social service, health and education sectors, and culturally based organisations.
    - The ability to relate to adults from a wide range of socio economic, cultural backgrounds and perspectives and the ability to work across cultures
    - The ability to monitor their own well-being and develop appropriate strategies to manage the nature of the work
    - Advocacy skills and skills in accessing appropriate resources
    - Counselling skills
    - Well developed communication, interpersonal and presentation skills
    - Well developed assessment skills

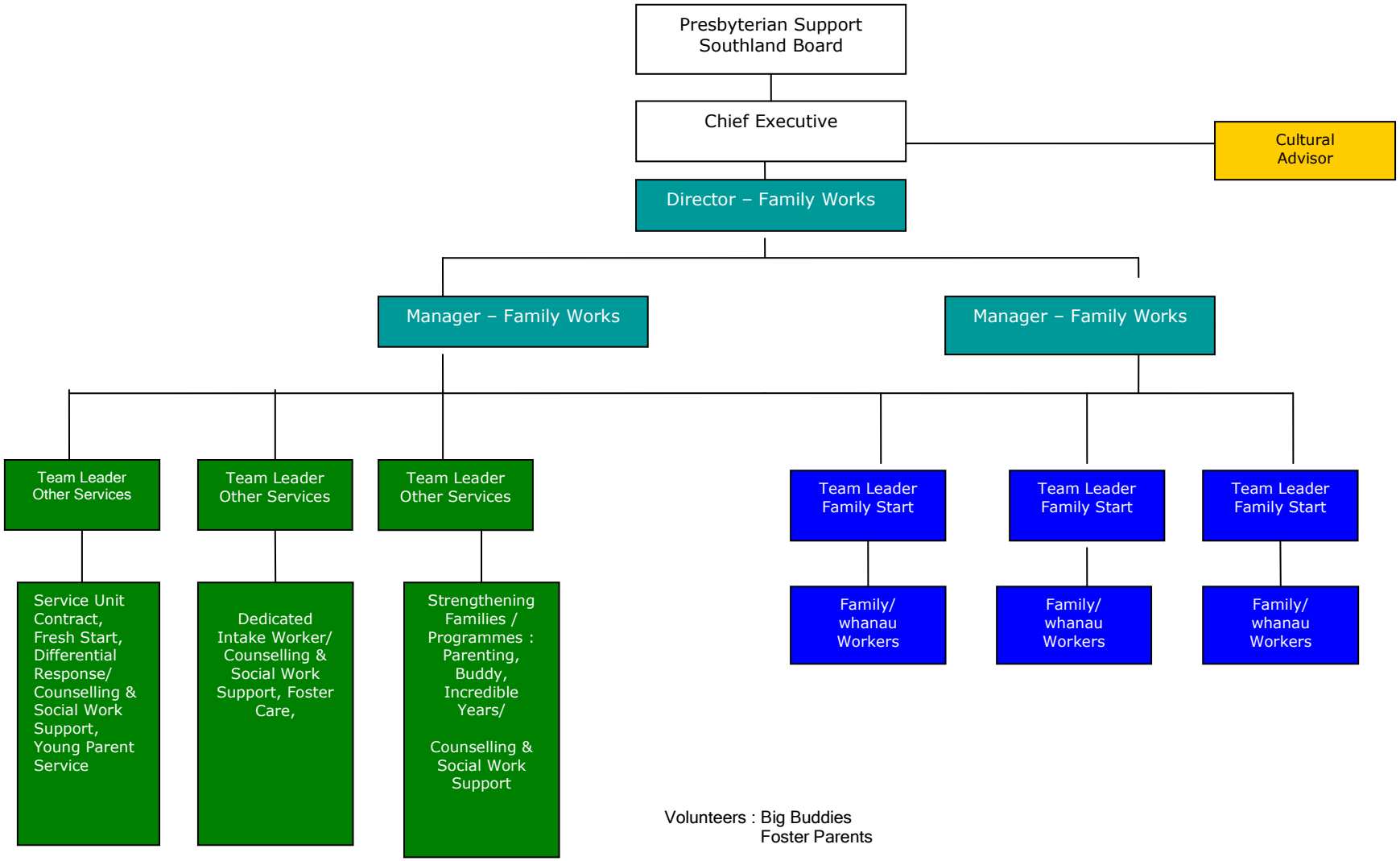
11. Key knowledge areas will include:
    - Knowledge of the values, principles and objectives of the Family Start programme and of the outcomes sought
    - Knowledge of and belief in Strengths Based practice
    - Knowledge of child/human development, parenting, child health and education
    - Knowledge of child abuse and protection issues and responses

- Knowledge of domestic violence, mental health, alcohol and drug issues and responses
- Knowledge of safe practice in respect of self, co-workers and clients
- Knowledge and understanding of tikanga Maori concepts of whanaungatanga and family dynamics.
- Knowledge of Maori and Pacific Island community and family structures.
- Knowledge of Maori and Pacific Island service delivery models and demonstrated ability to engage with Maori and Pacific Island communities.
- Knowledge of working with families with multiple needs.
- Knowledge of legislation impacting on the operations of the Family Start programme.
- An understanding of the roles of the key referral agencies applicable to the Family Start programme.
- Literate in PC based communication systems such as M/S Outlook, Word, Excel, Power-point and internet based tools.

Signed by Employee …….

Signed by Employer …….

Date: ……..



FAMILY WORKS ORGANISATIONAL CHART