

POSITION DESCRIPTION

<p>1. POSITION TITLE Within the Gates Caseworker</p>	<p>2. POSITION LOCATION Various school locations across the Diocese as identified by the Catholic Schools Office</p>	<p>3. DIRECT MANAGER Team Leader, Beyond The Gates</p>
<p>4. SERVICE AREA Counselling and Clinical Services</p>	<p>5. CLASSIFICATION SCHADS Award, Level 5</p>	<p>6. POSITION STATUS Full time / Part-time Maximum Term</p>
<p>7. POSITION SUMMARY</p>		
<p>Catholic Schools Office and CatholicCare Social Services Hunter-Manning has formed a collaborative partnership to enhance the wellbeing of students and their families attending specific High Schools and Primary Schools. The Within The Gates (WTG) Caseworker will be an employee of CatholicCare Social Services Hunter Manning (Counselling and Clinical Service Team) but will be based within the nominated school community to collaborate with The Wellbeing Team, Learning Support Team, the School Counselling Service and, where applicable, the Beyond the Gates team to enhance student wellbeing and learning outcomes.</p> <p>The WTG Caseworker has a pivotal role in working collaboratively with external agencies and creating referral pathways for students and families to child and family support agencies.</p> <p>It will also require networking activities with a range of other services across surrounding communities.</p>		
<p>8. PERSONAL ATTRIBUTES / SELECTION CRITERIA</p>		
<p>Essential</p> <ul style="list-style-type: none"> • Commitment to work within CatholicCare's mission, vision and values and to support the ethos of Catholic Schools • Demonstrated experience in, and sound understanding of case management and case coordination and person-centred practices • A clear understanding of child and adolescent development with demonstrated experience in engaging and working effectively with students and their families • High level communication and interpersonal skills with the capacity to maintain confidentiality; and develop and sustain constructive and respectful relationships at all levels within and beyond the school community • A strong understanding of the contributing factors to various types of disadvantage and experience in working with Aboriginal and Torres Strait Islander peoples, refugees and migrants, and other minority groups • An ability to effectively analyse and respond to student data on academic performance, behaviour, and wellbeing to enhance learning outcomes 		

- Strong organisation and time management skills with a high level of motivation and commitment to achieving outcomes

Mandatory

- Current Working with Children Check.
- A commitment to work within WHS guidelines.
- Successful applicants must undergo a Police check.
- Current NSW Driver Licence.
- Access to use of a car with full comprehensive insurance.

9. QUALIFICATIONS / LICENCES

- Tertiary Qualifications in Youth Work, Social Work, Psychology, Teaching or similar disciplines or an equivalent combination of experience, training and achievement.

10. ORGANISATIONAL ENVIRONMENT

CatholicCare Social Services Hunter- Manning is a not-for-profit organisation and a mission and outreach agency of the Catholic Diocese of Maitland-Newcastle. Our services include; child and family services, disability support, mental health services, counselling and refugee services. CatholicCare currently operates across six sites in the Hunter-Manning and we are committed to delivering services in line with our three pillars of Unity, Quality and Sustainability.

11. MISSION – VISION – VALUES

Our Mission

CatholicCare Hunter Manning listens and responds by working together with communities to build a stronger, fairer and kinder society that values children, young people, families and individuals. Through Christ's mission we seek to provide opportunities for people to 'have life and have it to the full'.

Our Vision

For inclusive, just and strong communities. We nurture, respect and encourage strong relationships where the individuality and strengths of each person are respected, valued and celebrated.

Our Values

Respect – We show consideration for ourselves and others, whilst recognising each other's differences

Justice – We believe in, actively seek and encourage, equality for all

Connection – We are committed to developing and enhancing meaningful relationships with, and between, our communities including agencies of the Catholic Diocese of Maitland-Newcastle, funding bodies and like-minded organisations that uphold a commitment to assisting the vulnerable.

Collaboration - We encourage teamwork that achieves tangible outcomes through open communication, lateral thinking and positive reinforcement

Innovation – We anticipate change and proactively ensure our service delivery is at the forefront of industry standards.

12. PERFORMANCE

Key Performance Area	Key Tasks	Performance Indicators
<p>1. Improve the wellbeing, resilience, engagement and learning, and pro-social behaviours of students by working in partnership with school executive, learning support, wellbeing (including pastoral care staff) and the school counselling service.</p>	<ul style="list-style-type: none"> • Work with students, and families, who require a higher level, more frequent, or longer duration of support than can be provided by a school, such as students at risk of homelessness, challenging behaviour, family violence, serious and chronic child protection concerns, school avoidance, and who require multiple service involvement. • referrals identified by school partners via established referral processes. • Prioritise WTG referrals (prioritised in Wellbeing meetings or as directed by principal, counsellor or LoWE) in a case work/case management model as outlined below. 	<ul style="list-style-type: none"> • Case work and case management targets (below) are met, alongside data and file management requirements. • Feedback is captured from School partners/principal regarding referral and intervention management
<p>2. Ensure that clear communication is provided to key stakeholders in the school and that regular opportunities for feedback around processes and outcomes are prioritised.</p>	<ul style="list-style-type: none"> • WTG caseworker attends and participates in all relevant School meetings and case conferences relating to wellbeing within their school, and pertaining to individual students. • Regular communication with relevant school staff via Compass regarding service delivery to students, as per WTG Guidelines • Regular reports on caseload 	<p>As above</p>

<p>3. Promote WTG program to maximise student engagement</p>	<ul style="list-style-type: none"> Engage with the school community to develop rapport Work with Team Leader, and school staff / Executive, to establish referral pathways within the schools <p>Provide a welcoming, flexible and responsive service for students (and their families as needed).</p>	<ul style="list-style-type: none"> Wider school community is aware of WTG and the boundaries of the work of that program. Clear referral pathways are established.
<p>4. Provide effective case management services</p>	<ul style="list-style-type: none"> Ensure that child protection legislation is adhered to Develop a strengths-based support plan with each student/family focused on identified needs, referrals to services and goals and aspirations. Coordinate regular (3 monthly) plan reviews. Fortnightly contact with student and quarterly contact with family as a minimum. Pre and post data collected. Maintain accurate and comprehensive files that meet both legislative and organisational requirements. Support transition, between schools and post-school enrolments by working with key school staff and external providers. 	<ul style="list-style-type: none"> Child protection issues are addressed in line with legislation, CSO and CCSS policy and procedures. Support plans are completed within 3 weeks of engagement with the service. Plan reviews are conducted on time. Timely student and family contact recorded in case notes. Pre and Post service data available on student file. File notes are up to date and accurately reflect service provision including progress towards goals and risks. Transition support evidenced in planning and case notes Minimum of 80% of pre and post measures captured Case load is reviewed in supervision
<p>5. Provide short term case coordination services where case management is not required</p>	<ul style="list-style-type: none"> Refer students (and family members as required) to other agencies appropriate to their needs after collaboration with other key school staff members. 	<ul style="list-style-type: none"> Evidence of referrals made to relevant agencies in student file. Evidence of one-on-one support sessions in case notes.

	<ul style="list-style-type: none"> • Offer short term student and family support sessions via established referral processes 	
6. Work collaboratively with interagency network to enhance student learning and wellbeing outcomes by identifying and establishing support networks for students with staff, the school community, and locally-based government services and community agencies.	<ul style="list-style-type: none"> • Network with other organisations and agencies in the area. • Develop partnerships with CSO colleagues • Embedded in the school community 	<ul style="list-style-type: none"> • Evidence of regular attendance at interagency meetings. • Involvement in CSO activities and meetings as required. • Familiarity with CSO evidence-based practice and diocese policies and frameworks.
7. Confidentiality	<ul style="list-style-type: none"> • Maintain confidentiality in relation to the student and families in accordance with diocese policies and reporting requirements. • Adhere to professional reporting requirements in accordance with qualifications 	<ul style="list-style-type: none"> • Limits of confidentiality are clearly outlined in the consent form which is completed by each student and/or family at the commencement of the relationship.
8. Work, Health and Safety.	<ul style="list-style-type: none"> • Be aware of our WHS Management System policies and employee responsibilities in relation to WHS legislation. • Participate in WHS training as required. 	<ul style="list-style-type: none"> • WHS near misses and incidents are reported. • WHS policy and procedures are followed • Program delivery onsite and within students' homes adheres to WHS policy.

13. Key Relationships & Communications

1. Counselling and Clinical Services Manager	<ul style="list-style-type: none"> • Provide detailed information to ensure quality service provision. • Regular contact including clinical supervision
2. Team Leader	<ul style="list-style-type: none"> • Provide detailed information to ensure quality service provision. • Regular contact including clinical supervision and operational line management.
3. WTG Team	<ul style="list-style-type: none"> • Team meetings, group supervision, peer support and coordination of services.

<p>4. School Principal</p>	<ul style="list-style-type: none"> • Report issues of suspected risk of significant harm to a student. • Provide advice on service provision, prioritise risk and communicate issues relating to student and school wellbeing. • Report any challenges or difficulties in regard to school systems and referral processes. • Regular feedback to school executive regarding daily/weekly activities and students/families involved. • Gather data and feedback to support the evaluation of the WtG programme, process and outcomes. Share ideas around school/CSO systems and processes.
<p>5. School Counselling Team</p>	<ul style="list-style-type: none"> • Work collaboratively with the school counselling services to support student wellbeing and mental health. • Develop and maintain positive working relationships to support referral pathways • Ensure regular communication between WTG, BTG, school • Counsellors and school executive to ensure that all service provision is: <ul style="list-style-type: none"> – complementary and students are not being overserved by school and/or external services – focused on positive student outcomes and removal of – barriers to learning – evidence based – relevant information is shared in a timely fashion – Support and follow existing referral processes within the school • Assist with referrals to external services for students and their families, if required.
<p>6. School learning support, wellbeing teams and pastoral care workers.</p>	<ul style="list-style-type: none"> • Work collaboratively on solutions for students and whole school wellbeing initiatives. • Provide regular feedback and information, when required to escalate issues for learning support interventions. • Prioritise attendance at school 'students of concern' meetings. • Offer recommendations to support students and enhance the learning experience. Be willing to seek input from others and share ideas to optimise outcomes for students.

7. School Community	<ul style="list-style-type: none"> • Provide interventions and link students to wellbeing programs and services. • Provide a safe and supportive environment for students seeking information. • Provide clarification regarding the roles and referral processes for the different school support services including learning support, LoWE, Pastoral Care, School Counsellors, school executive.
8. OoSG	<ul style="list-style-type: none"> • As required in reportable matters and for advice and support as needed.
9. Other Stakeholders	<ul style="list-style-type: none"> • As required for successful coordination, referral and communication • Develop and maintain positive working relationships to support referral pathways • Ensure that permission is sought to share relevant information with school where it is in the interests of the student.
10. Catholic Care shared service units.	<ul style="list-style-type: none"> • As required for WHS, IT, procurement, maintenance and HR support.

15. EMPLOYMENT CONDITIONS

All CatholicCare employees are required to participate in performance management, in accordance with our policies and procedures.

In line with our values, all CatholicCare employees are offered appropriate education and development opportunities, some of which may require compulsory attendance.

16. LEGISLATION & CATHOLIC CARE POLICY

Occupants must:

- Abide by the laws of the Commonwealth of Australia and NSW and the policies of CatholicCare. Any criminal or civil action taken against the occupant must be reported immediately to the Director/HR Manager;
- Have a current NSW Driver Licence;
- Take reasonable action to familiarise himself / herself with CatholicCare policies and procedures, and compliance with WH&S laws and regulations;
- Not take advantage of their role in CatholicCare for personal gain;
- Take responsibility for their personal safety and the wellbeing of other employees, clients, contractors and other visitors to CatholicCare; and,
- Only make decisions within their delegated responsibilities.

17. EXPECTED EMPLOYEE BEHAVIOUR

Employees must:

- Display a commitment to the Mission, Vision & Values of CatholicCare.
- Display respect for themselves and their colleagues
- Have a commitment to teamwork and contribute to the team and organisational performance by seeking ways to continually improve
- Work with people we support in line with relevant legislation
- Attend staff meetings and compulsory professional development when required
- Maintain confidentiality and exercise discretion in relation to all CatholicCare matters and personal information concerning colleagues and people we support.

Position Description last reviewed:	15/11/21	Next review due:	
Occupant Name:			
Occupant Signature:		Date:	