

###### POSITION DESCRIPTION

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| **POSITION TITLE** | Project REAL Family and Student Support Worker |
| **PROJECT TITLE** | Project REAL (Re-engagement in Education and Learning) |
| **DEPARTMENT** | Community Development and Action Research |
| **CLASSIFICATION** | NHACE Agreement Class II(b) Level 4 |
| **APPOINTMENT** | 0.6 EFT – until 31 December 2018 |
| **OCCUPANT** | Vacant |
| **DATE APPROVED** | March 2019 |
| **APPROVED BY** | **CEO** |

**ORGANISATIONAL RELATIONSHIPS**

Reports to: Deputy CEO

Supervised by: Lead Teacher

Supervises: Nil

**Internal contacts**

* Project REAL teachers and staff
* BGCS staff and volunteers

**External contacts**

* Department of Education and Training
* The Gateway School
* Outer Urban Projects
* Berry Street
* Brotherhood of St Laurence
* Roxburgh College
* Bethal Primary School
* Broadmeadows Primary School
* Broadmeadows Valley Primary School
* Coolaroo South Primary School
* Craigieburn Primary School
* Dallas Brooks Primary School
* Gladstone Park PS
* Holy Child Primary School
* Hume Valley School
* Meadow Heights Primary School
* Meadows Primary School
* Roxburgh Rise Primary School
* Reservoir East Primary School
* Willmott Park Primary School

**POSITION SUMMARY**

The purpose of this position is to provide individual support to Project REAL students and their families. This support will involve assisting the teaching team inside the classroom, as well as a range of individual, family and group work interventions, with a holistic approach aimed at equipping our students with social and emotional skills to support their reengagement with education.

**KEY RESPONSIBILITIES**

The Project REAL Family and Student Support Worker will work collaboratively to support the lead teacher and the rest of the team in developing and delivering programming requirements for Project REAL, with a specific focus on supporting the family to provide an environment conducive to positive school engagement. Key responsibilities will include the following:

1. **Relationship building, needs assessment and case co-ordination framework**

* Develop and nurture positive relationships with students and families. This will be done both through classroom interactions, regular meetings with parents / carers and other activities such as fortnightly afternoon teas and home visits with the Project REAL lead teacher.
* Work with the Project REAL team and the referring schools to develop a common understanding of the individual needs of each Project REAL student and their families, using a range of tools including the student’s Behaviour Support Plan or Individual Education Plan.
* When necessary, support the families to establish a case co-ordination framework comprising all the relevant support agencies, with clear objectives and communication protocols.
* Work together with the team and with the case coordination framework to identify support services that can improve the conditions for Project REAL students to succeed in their re-engagement journey.

1. **Therapeutic interventions**

Classroom activities

* Support the Project REAL teaching and learning program by working directly with identified students, assisting them to be ‘present, centred and grounded’ in order to maximise the conditions for student progression and success.
* Monitor the wellbeing and behaviour of individual students and use trauma informed interventions prior to and following behavioural escalation.
* Facilitate, or assist in the facilitation of student and family sessions on topics such as ‘Social and Emotional skills’.
* Support Project REAL student to understand their ‘rights and responsibilities’ when participating in the Project REAL classes, including understanding the rationale and consequences of breaches of behavioural guidelines
* Participate in rostered supervision of students during class time, recess and lunch breaks, as well as on excursions.
* Actively participate in the refinement of Behaviour Support Plans and Individual Education Plans for each student.
* Contribute to daily tasks related to the operations of Project REAL, such as cleaning, tidying, assisting students with food preparation, purchasing food, setting up activities, preparing the physical space for various activities, etc.

Note: It is envisaged that classroom activities will constitute approximately a third of the load for this position.

Individual and family support

* In collaboration with the Project REAL Lead Teacher, assist the young person and their families to develop sustainable skills and strategies to improve individual wellbeing and family functioning outcomes.
* Support the young person and their family to engage with internal and external referrals and support systems as part of the case coordination framework.
* Facilitate connections to positive social, community networks and supports.
* Participate in and support young people and their families to engage in secondary consultations as required, considering the holistic needs of the family unit.

1. **Service development and administration**

* Contribute to student records, reflections and observations using the SENTRAL database system for assessment, evaluation and compliance purposes.
* Participate in fortnightly Project REAL team meetings.
* Regularly participate in critical reflective practice meetings.
* Participate in training and professional development activities, including those organised as part of the Project REAL Community of Practice.
* Contribute to various administrative activities required for the operation of Project REAL, including, but not limited to:
  + Support in the preparation of rosters and timetables.
  + Support with the coordination of capacity building activities as part of the Project REAL Community of Practice, such as the Berry Street Trauma Informed Positive Education training.
* Contribute to the analysis and evaluation of project REAL as a creative, critical and reflective practitioner.
* Contribute to a body of knowledge documenting best practice in flexible and alternative educational practices through participation in the Project REAL external evaluation and other related initiatives.
* Comply with all the relevant policies and regulations of Banksia Gardens Community Services in accordance with the operation of a Department of Education and Training endorsed re-engagement program.

**QUALIFICATIONS AND EXPERIENCE**

* Tertiary qualifications in social work, psychology, youth work or other relevant tertiary qualifications.
* Relevant experience and knowledge of all aspects of trauma informed practice and strategies to effectively respond to behaviours of concern in children and adolescents.
* Formal training in family therapy (desirable).

**SPECIALIST KNOWLEDGE AND SKILLS**

* Demonstrated capacity to deliver the application of relevant trauma theory and practice in a therapeutic intervention with children aged 9-12 and their parents / carers.
* Demonstrated capacity to build relationships with highly disenfranchised children and families.
* Proven ability to interact with and to engage young people, children and families from culturally and linguistically diverse backgrounds.
* Well-developed organisational and time management skills with the ability to plan workload, prioritise and meet deadlines.
* Proven ability to work with clients experiencing complex personal and family situations in a non-judgemental and confidential way.
* Commitment to, and strong interest in, human rights and knowledge about how relevant human rights legislation can be used to advocate for children, young people and families.
* High level written and verbal communication skills.

**ACCOUNTABILITY AND EXTENT OF AUTHORITY**

* This position operates under the general guidance of the Project REAL Lead Teacher in accordance with Banksia Gardens Community Services policies and corporate objectives;
* For complex matters, guidance and advice will be available from the BGCS Deputy CEO within the necessary time frame.
* The incumbent will be required to inform the Project REAL Lead Teacher about significant developments related to the operations of the program.
* As a member of a professional specialist team, the judgements and decisions made have potential to influence program operations and the local community.

**KEY SELECTION CRITERIA**

Essential

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* Relevant experience and knowledge of all aspects of trauma informed practice and strategies to effectively respond to behaviours of concern in children and adolescents.
* Demonstrated capacity to deliver the application of relevant trauma theory and practice in a therapeutic intervention with children aged 9-12 and their parents / carers.
* Demonstrated capacity to build relationships with highly disenfranchised children and families.
* Proven ability to interact with and to engage young people, children and families from culturally and linguistically diverse backgrounds.
* Well-developed organisational and time management skills with the ability to plan workload, prioritise and meet deadlines.
* Proven ability to work with clients experiencing complex personal and family situations in a non-judgmental and confidential way.
* High level written and verbal communication skills.

Desirable

* Formal training in family therapy (desirable).

**FURTHER REQUIREMENTS AND OPPORTUNITIES**

* Where possible Project REAL staff are expected to attend relevant training in: trauma informed education model provided by Berry Street Childhood Institute, and others as required by programming needs. (This requirement will be subject to time frames and will be included as work time or Time in Lieu)

**BACKGROUND**

Project REAL, an alternative education program established by a community partnership led by Banksia Gardens Community Services, started operating in February 2017.

The aim of the project was to develop and test a re-engagement program for local primary school students who manifest behavioural issues and significant disengagement as a result of experiences of complex trauma that have disrupted their emotional and cognitive development.

The rationale of the REAL program is based on a solid body of research into the importance of repairing self-regulatory abilities in ensuring educational engagement of young people who have experienced complex trauma and/or high levels of disadvantage or family dysfunction.

**Banksia Gardens Community Services**

Established in 1979 and located in Broadmeadows, Banksia Gardens Community Services delivers programs and services to disadvantaged and marginalised individuals, groups and communities across the northern suburbs. We are a community services organisation delivering 43 programs, often in partnership, for over 80,000 community members annually.

Banksia Gardens’ programs and activities aim to build social cohesion and reduce disadvantage for people of all ages, cultural backgrounds and beliefs. With a strong commitment to community development our programs focus on young people, arts and culture, early childhood, education and training, people with disabilities, sustainability, community participation and advocacy.

Our organisation’s work has been recognised both at a state and national level. As a relatively small but dynamic organisation we have recruited a team of inspiring and highly dedicated staff who have helped to attract a wide range of residents to the services on offer.

Critical to our success is the quality and commitment of our 54 staff, who gather 290 years’ experience in community development and education, speak 12 languages and who have allowed Banksia Gardens to partner with dozens of organisations of varying types and sizes.

**CONDITIONS OF EMPLOYMENT**

* ·Conditions as per the current Neighbourhood House and Adult Education Centres (NHACE) Collective Agreement
* This is a maximum term part-time position for 8 months working 24 hours per week; with the possibility of contract extension depending on the success of the project.
* Salary to be negotiated in line with NHACE Agreement Class II (b) Level 6, based on qualifications and experience. Attractive salary packaging options are available.
* It is a condition of employment that all employees take responsibility for a safe and healthy work environment and have a commitment to equal employment opportunity and a workplace free from discrimination and harassment.
* All Banksia Gardens Community Services employees must be eligible to work in Australia.
* All employees are expected to behave in accordance with the principles of the Banksia Gardens Community Services Code of Conduct and the Child Safe Code of Conduct.
* Banksia Gardens Community Services is an equal opportunity employer and appoints staff on the basis of merit.
* A six month probationary period applies.
* A Working with Children Check and Police Check is essential for this position.

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| Supervisor Signature |  | Date |
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| Incumbent’s Signature |  | Date |