


	Position Title: Family and Education Case Manager	Team: Education, Side by Side	  
	Band: A	Salary: Stream 4, Level 5	Date: July 2021

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>Side by Side is a new program run by Berry Street as the lead agency and Victorian Aboriginal Child Care Agency (VACCA) as subcontractor as part of the Victorian Government's <i>Partnerships Addressing Disadvantage</i> initiative. Side by Side is an outcomes-based contract and aims to improve engagement, attendance and learning outcomes for some of Victoria's most vulnerable and disadvantaged children. The objective of the Side by Side Program is to support students in early primary school (Years 1 to 4) who are low attenders to close the gap on their attendance and learning. The Program will prioritise Aboriginal and Torres Strait Islander students. Side by Side is based on and leverages the success of VACCA's Koorie Kids Stay at School Program and the Berry Street Education Model. The Side by Side program will offer whole of school training that is trauma-aware and culturally responsive for school staff, one to one student and family support and tutoring support to students who are behind academically.</p> <p>The Family and Education Case Manager will work alongside VACCA's Family and Education Case Manager to work with students and families in three identified primary schools in Northern Melbourne.</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 primary objectives and responsibilities of the role are to:</p> <ul style="list-style-type: none"> • Hold a caseload and provide education case management and family support to families and their children to increase the student's attendance at school. • Assist families to strengthen their capacity to foster positive routines and connection with school. • Advocate and support families to access services and resources. • Establish clear attendance goals with children and families using a trauma aware, culturally sensitive approach.
	REPORTING RELATIONSHIPS
	<p>This position is currently based in Richmond with a hybrid of in-office and working from home. However, our Richmond office will be closing by September 2021 and all Richmond based staff will relocate, continuing the mix of working in the office and from home.</p> <p>This role will report to the Side by Side Team Leader.</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 service delivery that prioritises 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. • Demonstrated ability to work in a team and with key stakeholders particularly within school communities. • Demonstrated understanding of child development, factors that may impact on a child's development and frameworks to engage children, young people and their families. • Demonstrated ability to use a range of active engagement strategies with vulnerable and at risk children, young people and their families, and be flexible and creative in meeting their needs. • Experience in conducting risk and needs assessments. • Understanding of schools, and their day to day operations. • Ability to maintain records compliant with legislation and standards and data systems for reporting and planning. • Demonstrated understanding of and commitment to the principles of equity, diversity, continual improvement, risk management and occupational health and safety. • Demonstrated understanding of, and respect for, the needs of children with a disability; Aboriginal culture, including cultural safety and awareness; and cultural and linguistic diversity (CALD), including cultural safety for children from CALD backgrounds. 	
QUALIFICATIONS AND OTHER REQUIREMENTS	DESIRABLE
<ul style="list-style-type: none"> • A tertiary qualification in Social Work, Welfare or other related discipline. • 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"> • Previous experience working with children, youth and families. • Previous experience working with schools and the education sector.

KEY ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITY	SPECIFIC RESPONSIBILITIES
Direct Service Delivery	<ul style="list-style-type: none"> • To utilise a child-centred family-focussed approach to engage parents and work towards building their capacity to support the wellbeing and educational needs of their child. • To utilise a client centred, strengths-based approach to engage with children and families. • To provide high quality ongoing assessment and education case management services to children and families in the Side by Side program. • To provide an outreach and school-based service that uses a range of intervention strategies. • To participate in culturally aware, trauma informed professional development training as directed by the Program Manager and other meetings and or training as required. • Provide interventions to help children regulate their emotions and behaviour to support their learning. • In collaboration with key stakeholders, develop individual behaviour management plans for students. • Work with children who may have high needs, challenging behaviours and have experienced trauma. • To provide a service that uses a range of intervention strategies informed by youth work principles which includes case work and group work. • To strengthen young people's connectedness to their family, school, local and wider communities with the aim of boosting their attendance at school. • To have an increased focus on achieving culturally sensitive practice approaches for Aboriginal and Torres Strait Islander children and families as well as CALD children and families.
Administration	<ul style="list-style-type: none"> • Undertake organisational processes to ensure that all administration and documentation requirements are initiated and completed in a professional and timely manner. • Duties include telephone, virtual and face to face contacts, qualitative and quantitative data inputs, and case closure summaries and assessments.
Program Development	<ul style="list-style-type: none"> • To participate in case planning, review and case closure processes for clients of the service. • To develop positive links with key service providers and referring agencies to assist the child and family. • Contribute to group work programs. • Liaise with teachers, principals, education support workers, case managers, care providers and other professionals involved with Individual Learning Plans, attendance, behavioural issues and students' wellbeing.
Other	<ul style="list-style-type: none"> • Comply with organisational quality assurance processes, policy, legal requirements and professional practice standards. • Represent the child and family at relevant school meetings, student support groups, care team meetings and other activities as negotiated with the Program Manager. • Attend and participate in staff meetings. • Attend and participate in regular supervision according to Berry Street Supervision Standards and requirements. • Assist with other tasks that support the delivery of service and the team. • Provide reports as required by the Program Manager. • 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