


 Believing In Children, Young People, Families & Their Future.	<b>Position Title:</b> Unit Supervisor	<b>Team:</b> Residential Services	  
	<b>Band:</b> B	<b>Salary:</b> Stream 1, Level 4	<b>Date:</b> August 2021

OUR VISION AND PURPOSE	ROLE CONTEXT
<p><b>We believe children, young people and families should be safe, thriving and hopeful.</b></p> <p><b>Our Vision for 2022: Together we will courageously change lives and reimagine service systems.</b></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><b>We look forward to working with children, young people, families, carers, staff and partners to achieve this vision. Together.</b></p>	<p>Berry Street’s Residential Care Services offers accommodation and support to children and young people who are referred through the Child Protection system.</p> <p>Residential Care as well as Therapeutic Care is provided to children or young persons in statutory care that responds to the complex impacts or abuse, neglect and separation from family. This is achieved through the creation of positive, safe, healing relationships and experiences informed by a sound understanding of trauma, damaged attachment and developmental needs.</p>
OUR VALUES	PRIMARY OBJECTIVES OF THE ROLE
<p><b>We expect all staff to apply these Values in all aspects of their work.</b></p> <p><b>Courage:</b> to never give up, maintain hope and advocate for a ‘fair go’</p> <p><b>Integrity:</b> to be true to our word</p> <p><b>Respect:</b> to acknowledge each person’s culture, traditions, identity, rights, needs and aspirations</p> <p><b>Accountability:</b> 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><b>Working Together:</b> to work with our clients, each other and our colleagues to share knowledge, ideas, resources and skills</p>	<p>The primary objectives of the role are to:</p> <ul style="list-style-type: none"> <li>• Ensure an environment that provides a sense of safety, structure, acceptance and security at all times for children and young people with disabilities and for staff.</li> <li>• To take responsibility for the day-to-day operation of a Unit in accordance with Berry Street Values, Policies, Guidelines and Practice Standards and Practice Manuals/directions.</li> <li>• Provide a responsive and flexible service that addresses the needs of young people who may have a mild to moderate intellectual disability in addition to other complex behaviours</li> <li>• Provide supervision, support, coaching and mentoring to a team of Residential Care workers that ensures high quality care.</li> </ul>
OUR VALUES	REPORTING RELATIONSHIPS
<p><b>We expect all staff to apply these Values in all aspects of their work.</b></p> <p><b>Courage:</b> to never give up, maintain hope and advocate for a ‘fair go’</p> <p><b>Integrity:</b> to be true to our word</p> <p><b>Respect:</b> to acknowledge each person’s culture, traditions, identity, rights, needs and aspirations</p> <p><b>Accountability:</b> 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><b>Working Together:</b> to work with our clients, each other and our colleagues to share knowledge, ideas, resources and skills</p>	<p>This role is based at our Morwell Office in Berry Street’s Gippsland Region, Gunaikurnai Country.</p> <p>This role reports to the Team Leader who will provide supervision and review.</p>

## EXPECTATIONS

- 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

- Excellent written and oral communication skills (including public speaking, presentations and facilitationskills).
- Demonstrated ability to flexibly manage competing priorities and stressful situations, monitoring own stress levels and practising and promoting self-care strategies.
- Demonstrated management and leadership skills, including supervision, monitoring workloads and performance of individuals and ensuring team members perform well.
- Demonstrate culturally informed and respectful practice.
- Capacity and skills in engaging children and young people who have experienced significant trauma, and who demonstrate emotional and behavioural dysregulation. Empathy for the young people in our care, open mindedness, non-judgemental, client centred and understanding.
- The ability to adapt engagement and communication strategies according to the situation.
- The capacity to engage with the child or young person’s family where this is in the child or young person’s best interests. The capacity to advocate, engage and negotiate with a child or young person’s school/educational network.
- 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.
- Demonstrated understanding of and commitment to the principles of equity, diversity, continual improvement, risk management and occupational health and safety.

## QUALIFICATIONS AND OTHER REQUIREMENTS

- A recognised and relevant qualification in residential care (a minimum of a Certificate IV in Child, Youth and Family Intervention, or a relevant tertiary qualification in Social Work, Youth Work, Alcohol/other drugs, Disability and substantial experience in working with children and young people.
- 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.

## DESIRABLE

- Demonstrated experience in the provision of care and support to young people in “out of home care” and/or with disability.
- The foundational and TRC specific stages of the mandatory staff training in trauma-informed care (With Care Training).
- Substantial experience in working with children and young people.

## KEY ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITY	SPECIFIC RESPONSIBILITIES
<b>Direct Service Delivery</b>	<ul style="list-style-type: none"> <li>• Create a home-like setting both inside and outside that provides a sense of normality and community, and ensure the physical and emotional safety of each child or young person where they are protected from re-traumatising experiences.</li> <li>• Establish a stable, predictable and consistent environment which provide the opportunity to develop and learn new ways of experiencing interpersonal relationships and where every interaction is approached as part of an intentional plan.</li> <li>• Facilitate the young person’s engagement in extra-curricular activities such as recreational and sporting environment.</li> <li>• Facilitate the young person’s engagement and involvement of family, significant others, friends and peers and community members.</li> <li>• Actively support planning for Aboriginal children and young people.</li> <li>• To convene and minute regular House meetings for clients encouraging communication with the young people and staff.</li> <li>• Establish and develop relationships with other agencies as appropriate such as DHS, Police, Mental Health, Education Providers etc. to ensure resident’s needs are met.</li> <li>• Work collaboratively in care teams and other professional meetings to strengthen communication and information sharing. Work collaboratively to develop and implement individual treatment plans for each child or young person.</li> <li>• Working with staff to ensure the needs of each child or young person based on the specialised assessment process are met on a day to day basis.</li> <li>• Ensuring that the Looking after Children Framework (LAC) and procedures are implemented in relation to the care of residents.</li> <li>• Ensure close monitoring, regular review and documentation of a young person’s track progress against goals.</li> <li>• Ensure that client record systems are kept up to date and contain all information required.</li> <li>• Facilitate effective admission of children and young people, collaborating on the development of an individual transition plan.</li> <li>• To facilitate transition planning and post placement support to new accommodation and care arrangements.</li> <li>• To convene and minute regular Unit Staff meetings and ensure effective handover opportunities that increase communication, cooperation and coordination between team members.</li> <li>• Ensure Unit compliance with DFFH Minimum Standards &amp; Outcome Objectives for Residential Care Services in Victoria, Fire Safety Standards, Accreditation and Occupational Health and Safety requirements.</li> <li>• In conjunction with other Unit Supervisors, assist in the overall monitoring, development and identification of service delivery gaps of the Regions Residential Services.</li> <li>• To keep, maintain and secure designated records (including electronic records).</li> <li>• To document records as required (including ERIN reports) and ensure staff complete all documentation.</li> <li>• Work with the Team Leader to ensure consistent rostering of staff to provide predictable and stable staffing relationships with the child or young person.</li> <li>• Verify and submit staff timesheets to the Manager.</li> <li>• To manage and supervise closely, Unit expenditure such as petty cash, monthly Unit allowance and other client related expenses.</li> <li>• Advise the appropriate people of any repairs that may be required at the unit or with any equipment used by staff and young people.</li> </ul>

<b>Administration</b>	<ul style="list-style-type: none"> <li>• Assist in the recruitment, selection, and training of Residential staff as required.</li> <li>• Facilitate the orientation and induction of new staff into the Unit.</li> <li>• Coordinate staff leave arrangements to ensure adequate coverage and minimum use of agency staff.</li> <li>• Provide formal supervision for the Residential staff in accordance with Berry Street Victoria Policy.</li> <li>• In conjunction with the Team Leader Residential Services, complete annual performance appraisals of all Residential staff in accordance with Berry Street Policy.</li> <li>• Support staff during and post incidents, facilitating demobilisation and defusing for staff as required.</li> <li>• Inform the team leader/manager/on call of all serious incidents as soon as they occur.</li> <li>• Support the development of skills and capabilities of Residential staff in consultation with the Team Leader / Manager.</li> </ul>
<b>Program Development</b>	<ul style="list-style-type: none"> <li>• Participate in supervision.</li> <li>• After-hours recall 'crisis' response may be required at times.</li> <li>• Participate in relevant organisation meetings.</li> <li>• Berry Street are committed to the safety, participation and empowerment of all children, including those with a disability and culturally and/or linguistically diverse backgrounds. Berry Street are also committed to cultural safety, inclusion and empowerment of Aboriginal children, their families and communities.</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• Other duties as required.</li> </ul>



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## 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
<b>Work Environment</b>	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	
<b>People Contact</b>	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
<b>Administrative Tasks</b>	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
<b>Transport</b>	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