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|  | <b>Position Title:</b> Residential Care House Supervisor | <b>Team:</b> Residential Services |  |
|                                                                                  | <b>Band:</b> B                                           | <b>Salary:</b> Stream 1, Level 4  | <b>Date:</b> August 2026                                                           |

| OUR VISION AND PURPOSE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | ROLE CONTEXT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p><b>We believe children, young people and families should be safe, thriving and hopeful.</b></p> <p><b>Our Vision for 2026: 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 our staff, carers, partners, supporters and government, to ensure children, young people and their families can create the future they imagine for themselves.</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. Courage:</b> to never give up, maintain hope and advocate for a ‘fair go’ <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 House 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> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | REPORTING RELATIONSHIPS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| EXPECTATIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                            |
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| <ul style="list-style-type: none"> <li>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.</li> <li>Raise all health, safety, and wellbeing issues or concerns with managers, observe all safe work procedures and instructions, and take reasonable care for their own safety and for the safety of work colleagues by always operating in a safe and appropriate manner.</li> <li>Participate in regular supervision, performance planning and review processes and probationary reviews.</li> <li>Complete mandatory training within designated timeframes.</li> <li>Berry Street is committed to service delivery that prioritises and celebrates diversity and inclusion in our staff and the children, young people and families we support. Every individual is treated with dignity and respect regardless of their cultural background, ability, ethnicity, gender identity, sexual orientation, spirituality, or religion.</li> <li>Berry Street is 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 as LGBTIQ+.</li> </ul>                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                            |
| KEY SELECTION CRITERIA: KNOWLEDGE, SKILLS AND ABILITIES REQUIRED TO FULFIL THE ROLE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                            |
| <ul style="list-style-type: none"> <li>Excellent written and oral communication skills (including public speaking, presentations and facilitation skills).</li> <li>Demonstrated ability to flexibly manage competing priorities and stressful situations, monitoring own stress levels and practising and promoting self-care strategies.</li> <li>Demonstrated management and leadership skills, including supervision, monitoring workloads and performance of individuals and ensuring team members perform well.</li> <li>Demonstrate culturally informed and respectful practice.</li> <li>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.</li> <li>The ability to adapt engagement and communication strategies according to the situation.</li> <li>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.</li> <li>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.</li> <li>Demonstrated understanding of and commitment to the principles of equity, diversity, continual improvement, risk management and occupational health and safety.</li> </ul> |                                                                                                                                                                                                                                                                                                                                            |
| QUALIFICATIONS AND OTHER REQUIREMENTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | DESIRABLE                                                                                                                                                                                                                                                                                                                                  |
| <ul style="list-style-type: none"> <li>A recognised and relevant qualification in residential care (Certificate IV in Child, Youth and Family Intervention), Social Work, Youth Work, Alcohol/Other Drugs (or other relevant qualification) and substantial experience in working with children and young people. All new residential care staff are required to complete a Top Up Skills accredited course within 6 months of their engagement in order to continue employment.</li> <li>Demonstrated experience in the provision of care and support to young people in "out of home care" and/or with disability.</li> <li>Staff must hold a valid WWCC, current drivers licence at all times and undergo a</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>The foundational and TRC specific stages of the mandatory staff training in trauma informed care (With Care Training).</li> <li>Substantial experience in working with children and young people.</li> <li>Previous experience in leadership and managing a team is highly advantageous.</li> </ul> |

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| <p>Criminal Records Check prior to employment. Subsequently, staff must report any criminal charges or court appearances.</p> <ul style="list-style-type: none"><li>• Positions working in unsupervised contact with young people in Out of Home care settings will be subject to Worker Carer Exclusion Scheme (WCES). Employees have a legal obligation to advise Berry Stret if they are under investigation or have been excluded prior to and during the course of their employment.</li></ul> |  |
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## KEY ACCOUNTABILITIES AND RESPONSIBILITIES

| ACCOUNTABILITY          | SPECIFIC RESPONSIBILITIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| Direct Service Delivery | <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 DFFHS, 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 House Staff meetings and ensure effective handover opportunities that increase communication, cooperation and coordination between team members</li> <li>• Ensure House compliance with DFFH's 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 House 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, House expenditure such as petty cash, monthly House allowance and other client related expenses</li> <li>• Advise the appropriate people of any repairs that may be required at the house or with any equipment used by staff and young people</li> </ul> |

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| <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 House</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>Leading People</b>      | <ul style="list-style-type: none"> <li>• Lead by example in actively promoting and implementing the requirements of Berry Street's positive duty to provide a safe workplace, health and safety management system – policies, procedures, and processes. Including, holding staff accountable for observing all safe work procedures, rules, and instructions.</li> <li>• Provide feedback and wellbeing support through probationary reviews, regular supervision meetings, annual performance planning and review.</li> <li>• Ensuring direct reports have completed all mandatory training and development required for their role.</li> </ul>                                                                                                                                                                                                                                                                                                                                    |
| <b>Other</b>               | <ul style="list-style-type: none"> <li>• As part of Berry Street's commitment to the safety of our workforce and of clients, Residential Care staff are required to wear a GPS tracked personal safety device while on duty.</li> <li>• Other duties as required.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |



Believing In Children,  
Young People, Families  
& Their Future.

## 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      |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Client Facing and Service Delivery | Work with clients who may have a physical, psychiatric, or sensory disability.                                                                                                                                                    | Daily          |
|                                    | Interact with clients and members of the public who may display the full range of emotional expressions, including parents, partners, significant others, family members, advocates, doctors, police.                             | Daily          |
|                                    | Work with complex clients which may expose you either directly or vicariously to emotionally challenging concepts such as self-harm, trauma, illegal activity and/or violence.                                                    | Daily          |
|                                    | Drive vehicles with possible distractions from client behaviour, verbal or physical.                                                                                                                                              | Daily          |
|                                    | Work in a client's home or their family home alone and/or with others.                                                                                                                                                            | Daily          |
|                                    | Represent, advocate, and cooperate with legal processes which may include attendance to court.                                                                                                                                    | Regular        |
| Work Environment                   | Manage demanding and changing workloads and competing priorities.                                                                                                                                                                 | Daily          |
|                                    | Work in different geographic locations.                                                                                                                                                                                           | Daily          |
|                                    | Be exposed to all outdoor weather conditions.                                                                                                                                                                                     | Occasional     |
|                                    | Work via computer from home as required.                                                                                                                                                                                          | Not Applicable |
|                                    | Work office hours with the possibility of extended hours. Flexible arrangements by agreement.                                                                                                                                     | Regular        |
|                                    | Work rostered hours with the possibility of overtime.                                                                                                                                                                             | Daily          |
|                                    | Work on-call after hours.                                                                                                                                                                                                         | Daily          |
|                                    | Work in an open plan office with no assigned desk.                                                                                                                                                                                | Occasional     |
|                                    | Work in buildings which may require the use of stairs or elevators.                                                                                                                                                               | Regular        |
|                                    | Sit at a computer or in meetings/meeting rooms via video conference facilities or in person for extended periods.                                                                                                                 | Daily          |
|                                    | Work in educational or community facilities.                                                                                                                                                                                      | Regular        |
|                                    | Drive vehicles possibly over long distances and in all traffic and weather conditions.                                                                                                                                            | Daily          |
|                                    | Undertake training and professional development activities both internal and external to the organisation.                                                                                                                        | Regular        |
| Administrative Tasks               | Undertake administrative tasks which may include the following: computer work, filing, data entry, writing reports, case notes/plans and client records. Manage resources and budgets. Research and analyse information and data. | Daily          |
|                                    | Use technology including computers, photocopiers, telephones including mobiles, projectors, televisions, video conference facilities and electronic whiteboards.                                                                  | Daily          |