

ON PAR CASE WORKER

Position Title:	On PAR Case Worker
Incumbent:	
Function & Team/Program:	Operations NSW/ ACT
Location(s):	Mt Druitt
Manager's Position Title:	On PAR - Program Manager
Manager's Name:	Wayne Crompton
Date Prepared:	March 2023
Reviewed By:	Amanda Joseph-Ansell
Approved By:	Wendy Field

Primary Purpose of this Position (*In one sentence - why does the role exist?*)

The On PAR (Participation, Attendance, Retention) program provides an early intervention, child-centred, family-focused, case management approach to improve educational outcomes of vulnerable children. The role of the case worker aims to reduce barriers and challenges that children and families may face in achieving their educational potential.

Scope

Direct Reports to this Position:

nil

Other Dimensions of this Position

The Case Worker will support the student, the family and the school to understand the barriers for the child's engagement in school and education outcomes. The approach taken to do the assessment will include both traditional strengths-based case management practice using an evidence based practice framework and innovative user-centric, co-design work.

Setting Priorities (*how is work prioritised*)

How often does employee prioritise their own work?
E.g. Daily, weekly, monthly, annually, other

Daily

How often does employee determine the priorities of others? E.g. Daily, weekly, monthly, annually, other

Not applicable

Key Relationships (*Who does the role interact with? List the titles of individuals, departments and organisations frequently interacts with*)

Internal

- On PAR Program Manager, Case Workers and Support workers
- NSW/ ACT Operations Team including Learning for Life teams, General Manager and Regional Community Development Manager (RCDM)
- Other The Smith Family programs and projects Teams in Shared Locations
- NSW/ ACT Operations Team

	National Office functions staff – Communications, Finance, People and Culture, BIS State and Territory Advisory Group – <i>optional</i> (related to Reconciliation Action Plan)
External	- Local Primary Schools - Families and community members with lived experience - Local Child and Family services including CALD and Aboriginal and Torres Strait Islander led organisations and other associated organisations - Brokered service providers - Commonwealth, State and Local Government departments - Businesses and peak bodies

Key Decision Making in this Role (*What are the key decisions and recommendations made in this role?*)

Decisions Expected

- Partnerships required for service user participation in appropriate services
- Determination of appropriate support required in partnership with service users
- Scheduling of workload and meetings

Recommendations Expected

- Suggest strategies to recruit and partner with service users
- Service user recruitment strategies
- Suggest local forums, collectives and activities for participation by on PAR program team members where there are opportunities to find leverage and provide local leadership
- Partnership maintenance
- Appropriate and effective use of brokerage funding
- Identify system areas that require improvement, streamlining or enhancement
- Suggested improvements to program operation
- Any variation from funded work

Key Responsibilities / Accountabilities (*List the major areas from largest % of job to smallest*)

Major Area: Case work

% of Job: 70%

- Maintain a case load: Provision of strengths-based assessment and planning; provision of support sessions; service coordination; warm/ supported referrals and advocacy, and; case conferences, planning and exit planning with other supports
- In partnership with the service user, design and implement appropriate action plans that are strengths based; are effective responses to identified barriers to educational participation and attainment; and, where appropriate include innovative, non-service based solutions
- Provide support to the service user as required to engage with specialist services and other non-service based activities
- Identify appropriate referrals or pathways (may include brokerage) including innovative solutions
- Maintain regular contact with client to ensure that the plan is meeting their needs
- Maintain a network of local service providers and other supports; act as a coordination point, anticipate and respond to challenges, and advocate for the interests of the service user as needed
- Monitor and evaluate progress and adjust service plan as needed and in consultation with the service user
- Contribute and participate in local community groups and engage in local community events with some afterhours work required
- Strong ability to complete administration tasks
- High level of confidence in working with an online databases and data collection

Major Area: Program Quality and Fidelity	% of Job: 15%
• Liaise with relevant service providers and supports to improve service provision for service users, taking a trauma informed, person centre approach to service delivery • Monitor and evaluate student progress regarding attendance, achievement and retention and review plans if required • Inform program quality and effectiveness reviews with a focus on practice knowledge and expertise • Contribute practice wisdom, experience of implementation, and data to program evaluation • Participate in internal and external training and coaching sessions • Successfully work within an evolving environment of a pilot program ie try, test and learn approach, changing policies based on participant and family feedback • Actively apply knowledge of the practice framework to day-to-day casework to promote capacity building of the children and families in the program.	
Major Area: Program Reporting and Accountability	% of Job: 15%
• Accurately capture, record and report data as required by Program, ensuring client consent and privacy standards are upheld • Actively participate in supervision, practice reflection, coaching and organisation meetings as required, contributing to a practice culture that is open and reflective • Ensure professional and organisational standards are upheld including a commitment to organisational values, Reconciliation Action Plan, child protection, Work Health and Safety • Work effectively remotely as required and with minimum supervision • Ability to travel locally and to TSF offices based in Sydney and surrounding area	

Key Challenges in Achieving Goal(s): *(What are the key challenges faced by this role in meeting goals/objectives)*

- Coordination of support with multiple services and agencies around families experiencing high levels of vulnerability
- Working with families experiencing long term low engagement with education
- Balancing needs of the presenting client with the complexities and needs of the child's family and influences within the child's ecosystem
- Balancing an empathic approach with motivational interventions that enable change

*(see over for **Qualifications, Experience and Competencies**)*

Qualifications, Experience and Competencies: *(What background, knowledge, experience or competencies are required to perform the role at the expected level?)*

	Essential	Desirable
Education / Qualifications	- Degree Qualification in Social Work, Welfare or similar or equivalent years of experience within Case Work field - Full current NSW Driver's Licence	Member AASW
Experience:	- Minimum 2-3 years' experience in a case management role - Demonstrated experience in developing outcomes focused case plans with children and families with multiple and complex support needs - Demonstrated knowledge of the issues faced by and pathways available for vulnerable families - Demonstrated ability to leverage effective partnerships, including through referrals, to children and family outcomes - Demonstrated ability to build rapport with children and families, maintain engagement and work towards agreed goals and outcomes - Understanding of child development, demonstrated commitment to the principals of child-centred practice and child right's	- Demonstrated ability to operate effectively within an education environment - Experience developing innovative, (including non-service based) solutions for community participation and inclusion
Competencies:	- Excellent written and verbal communication skills - Very good critical thinking, judgment and problem-solving skills - Very good time-management and organizational skills - Ability to collect, manage and analyse data for the purpose of service planning and review - Demonstrated competency in working with community members with lived experience, Aboriginal	

	and Torres Strait Islander and CALD communities and organisations • Ability to take a trauma informed, strengths based, whole of family approach to practice • Ability to work as part of a small team	
--	--	--