

# Community Living Association

## ROLE DESCRIPTION

### **ARROS TRANSITIONS - PROJECT WORKER**

#### **Purpose of the Role**

To support young people transitioning from Child Safety or Youth Justice. Support will be primarily in the area of meaningful use of time, however, will also encompass physical and mental health, securing resources, safety and security, developing and maintaining relationships.

#### **Tasks**

- Connect with young people transitioning or recently transitioned from Child Safety or Youth Justice.
- As part of a team develop a project that responds to interests of young people
- Establish working linkage with NCEC and other community entities
- Participate in steering group for project
- Develop project as part of ARROS team
- Report to CLA Co-ordinator or designated person
- Reflect and evaluate the project

## **Project Worker – ARROS Transitions**

(Full time, Social, Community Home Care and Disability Services Award, Level 4)

### **Selection Criteria**

- SC1 - A basic admiration and respect for others.
- SC2 - An ability to see the world from other's perspectives.
- SC3 - Ability to support others to name the situation, to develop plans of action, to carry through.
- SC4 - Willingness to advocate and support others advocacy.
- SC5 - Ability to create community connections that can support people in their goals.
- SC6 - Experience working with young people.
- SC7 - Willingness to reflect and be part of team and project development.
- SC8 - Hold or willing to apply for a Blue Card and Yellow Card.
- SC9 - Hold Open driver's licence and access to a vehicle.
- SC10 – Social Work or similar degree preferred.

Please forward applications in writing to:

CLA Co-ordinator

5 Nundah Street

Nundah QLD 4012

Email: [reception@communityliving.org.au](mailto:reception@communityliving.org.au)

**Applications close 5 pm, Friday 1<sup>st</sup> November 2019**

The application is to include the following:

- A brief letter stating the position title of the vacancy you wish to apply for, your name, address and phone number.
- A resume/curriculum vitae
- Your response to each of the selection criteria. In your responses, please use examples of work that you have been involved in. Applicants who do not address all selection criteria will not be considered. We suggest a half page to one-page response to each criteria (apart from SC8, SC9 and SC10).
- Please provide the name, position and telephone number of 3 referees who can comment on your work.
- Appointment to the position of Project Worker will be subject to a Blue Card 'Working with Children Check' and 'Yellow Card Exemption' Disability Services police check.

## **Employee Level - Social, Community, Home Care and Disability Services Industry Award 2010**

ARROS Transitions Project Worker will be classified at Level 4 under the Award.

### **Characteristics of this level**

a) A person employed as a Social and community services employee level 4 will work under general direction in functions that require the application of skills and knowledge appropriate to the work. Generally guidelines and work procedures are established.

(b) General features at this level require the application of knowledge and skills which are gained through qualifications and/or previous experience in a discipline. Employees will be expected to contribute knowledge in establishing procedures in the appropriate work-related field. In addition, employees at this level may be required to supervise various functions within a work area or activities of a complex nature.

(c) Positions may involve a range of work functions which could contain a substantial component of supervision. Employees may also be required to provide specialist expertise or advice in their relevant discipline.

(d) Work at this level requires a sound knowledge of program, activity, operational policy or service aspects of the work performed with a function or a number of work areas.

(e) Employees require skills in managing time, setting priorities, planning and organising their own work and that of lower classified staff and/or volunteers where supervision is a component of the position, to achieve specific objectives.

(f) Employees will be expected to set outcomes and further develop work methods where general work procedures are not defined.

### **Responsibilities**

To contribute to the operational objectives of the workplace, a position at this level may include some of the following:

(a) undertake activities which may require the employee to exercise judgment and/or contribute critical knowledge and skills where procedures are not clearly defined;

(b) perform duties of a specialised nature requiring the development of expertise over time or previous knowledge;

(c) identification of specific or desired performance outcomes;

(d) contribute to interpretation and administration of areas of work for which there are no clearly established procedures;

(e) expected to set outcomes and further develop work methods where general work procedures are not defined and could exercise judgment and contribute critical knowledge and skills where procedures are not clearly defined;

(f) although still under general direction, there is greater scope to contribute to the development of work methods and the setting of outcomes. However, these must be within the clear objectives of the organisation and within budgetary constraints;

(g) provide administrative support of a complex nature to senior employees;

(h) exercise responsibility for various functions within a work area;

(i) provide assistance on grant applications including basic research or collection of data;

(j) undertake a wide range of activities associated with program activity or service delivery;

(k) develop, control and administer a records management service for the receipt, custody, control, preservation and retrieval of records and related material;

(l) undertake computer operations requiring technical expertise and experience and may exercise initiative and judgment in the application of established procedures and practices;

(m) apply computer programming knowledge and skills in systems development, maintenance and implementation;

(n) provide a reference and research information service and technical service including the facility to understand and develop technologically based systems;

(o) where the prime responsibility lies in a specialised field, employees at this level would undertake at least some of the following:

(i) liaise with other professionals at a technical/professional level;

(ii) discuss techniques, procedures and/or results with clients on straight forward matters;

(iii) lead a team within a specialised project;

(iv) provide a reference, research and/or technical information service;

(v) carry out a variety of activities in the organisation requiring initiative and judgment in the selection and application of established principles, techniques and methods;

(vi) perform a range of planning functions which may require exercising knowledge of statutory and legal requirements;

(vii) assist senior employees with the planning and co-ordination of a community program of a complex nature.

### **Requirements of the job**

Some or all of the following are needed to perform work at this level:

#### **(a) Skills, knowledge, experience, qualifications and/or training**

- (i) knowledge of statutory requirements relevant to work;
- (ii) knowledge of organisational programs, policies and activities;
- (iii) sound discipline knowledge gained through experience, training or education;
- (iv) knowledge of the role of the organisation and its structure and service;
- (v) specialists require an understanding of the underlying principles in the discipline.

**(b) Prerequisites**

- (i) relevant four-year degree with one year of relevant experience;
- (ii) three-year degree with two years of relevant experience;
- (iii) associate diploma with relevant experience;
- (iv) lesser formal qualifications with substantial years of relevant experience; or
- (v) attained through previous appointments, service and/or study, an equivalent level of expertise and experience to undertake a range of activities,

**(c)** Employees undertaking specialised services will be promoted to this level once they have had the appropriate experience and undertake work related to the responsibilities under this level.

**(d)** Employees working as sole employees will commence at this level.

**(e) Organisational relationships**

- (i) works under general direction;
- (ii) supervises other staff and/or volunteers or works in a specialised field.

**(f) Extent of authority**

- (i) required to set outcomes within defined constraints;
- (ii) provides specialist technical advice;
- (iii) freedom to act governed by clear objectives and/or budget constraints which may involve the contribution of knowledge in establishing procedures within the clear objectives and/or budget constraints where there are no defined established practices;
- (iv) solutions to problems generally found in precedents, guidelines or instructions;
- (v) assistance usually available.

# Community Living Association

## POLICY AND PROCEDURES

### Trauma, Vicarious Trauma, Burnout and Self-Care

#### **PREAMBLE**

Work in community services and at CLA can be stressful and tiring as well as fulfilling and rewarding. The work at CLA can also involve working with people who have experienced trauma and may be experiencing trauma on a continuing basis. Work at CLA can also at times include involvement in situations where workers (paid staff) and volunteers may feel personally threatened. This happens rarely but can happen.

CLA identifies these potential not as a way of deterring people from working in the organisation but as a reality which people should be prepared for.

We encourage prospective workers, including students at CLA to reflect on their personal history of trauma and whether a) this might prevent them applying for a job at CLA or b) whether it is something they consider in their self-care plans. Prospective workers are encouraged to reflect on how they will plan for an appropriate work/life balance, monitor their sleep and self-care plans; if you are successful in being offered a position at CLA we will support you to reflect on these matters.

#### **POLICY**

CLA recognises the potential for burnout, vicarious trauma and trauma impacts of this work and will work with its workers to maintain appropriate self-care.

#### **PROCEDURE**

- Applicants for work at CLA will receive a copy of this policy and procedure as part of the Application Pack – included in Recruitment Checklist.
- Interview processes will include questions related to potential for exposure to vicarious trauma and trauma.
- This policy will be included in Induction Checklist.
- Supervision will include checking with workers on self-care plans and strategies. This will be written into every supervision agreement. (See Supervision Agreement)
- Workers are encouraged to consult resource material on burnout/vicarious trauma and trauma/self-care and sleep hygiene. (See Related Documents)
- Team Leaders and workers are reminded that if there are concerns about worker safety then safety plans need to be established. (See Section 4.3 Outreach Worker Safety Policy)
- It is not an expression of personal failure for workers to experience fatigue, apprehension or distress. It can be a natural reaction to stresses on the job. We encourage workers to be open about these feelings with their supervisor.

- Where workers are experiencing negative impact due to the work, team leaders will engage with them around remedial actions. These may include: self-care plans, safety plans, counselling, critical incident responses, disengagement from certain situations.

## **RELATED DOCUMENTS**

- 10 Phrases you hear in resilient families - [S:\Publications, Community Education and Research\Research Articles, resources\Self Care\10 phrases you hear in resilient families.docx](#)
- 10 Reasons You Should Stop Working Long Hours Today - [S:\Publications, Community Education and Research\Research Articles, resources\Self Care\10 Reasons You Should Stop Working Long Hours Today.docx](#)
- Self Care Plans and Well Being Scales - [S:\Publications, Community Education and Research\Research Articles, resources\Self Care\self care plans and well being scales.pdf](#)
- SMART Selfcare Template - [S:\Publications, Community Education and Research\Research Articles, resources\Self Care\SMART self care template.pdf](#)
- Top Up Sheet - [S:\Publications, Community Education and Research\Research Articles, resources\Self Care\Top Up Sheet - Healthy Mind Platter.pdf](#)
- Vicarious Trauma - [S:\Publications, Community Education and Research\Research Articles, resources\Self Care\vicarious trauma.pdf](#)
- What About You A Workbook For Those Who Work With Others - [S:\Publications, Community Education and Research\Research Articles, resources\Self Care\What About You A Workbook For Those Who Work WithOthers.pdf](#)
- 10 Resilience and Bounce Back - [S:\Publications, Community Education and Research\Research Articles, resources\Self Care\10 resilience and bounce back.pdf](#)