

Community Living Program

ROLE DESCRIPTIONS

KEY WORKER CLP TEAM

Purpose of this position:

To develop a supportive and respectful relationship with the constituent

- that is valuing of them, their needs, aspirations and abilities; and
- in which they are able to explore what is important to them.
- To work in ways which offer constituents a variety of opportunities
- to develop/maintain physical and emotional well-being;
- to develop/maintain personal meaning and personally valued roles in their lives;
- to develop/maintain meaningful and rewarding connections with friends, with intimate relationships, with family and in the community;
- to improve the social and economic conditions of their lives; and
- to feel safe and be free of exploitation.

Tasks Include:

- To inform potential constituents, their families and service providers of our service.
- To provide short and long-term ongoing individual casework, facilitate groups and engage in projects/community work.
- To provide core and/or capacity building services per NDIS plan.
- To work in a proactive outreach way in order to build and maintain working relationships with constituents and in which constituents and workers work together to extend CLP's response to the constituent's need.
- To share information with constituents about life options, e.g. relationships, sexuality, interests, work, independent living, and to encourage the development of "hopes and dreams" of how they would like their life to be.
- To support constituents in areas which inform self-awareness of abilities and a sense of control in their life:
 - 'self-development skills', e.g. physical and emotional health, feeling good about self, decision making, planning;
 - 'relationship skills', e.g. forming friendships, living with others, intimacy, conflict resolution; and

'doing skills' e.g. understanding contracts, budgeting, cooking, shopping, finding out information, using transport and other community resources.

- To assist constituents to develop an awareness of their right to engage in and join others in political processes and proactively support avenues to do this.
- To challenge and confront ideas and actions which place constituents at risk of exploitation or involvement in illegal activities.
- To actively link constituents with people, services and activities in the community e.g. community activities, recreation services, employment services and accommodation options.
- To work with community groups and services by providing information and training, to enable them to be more responsive to the needs/requirements of people with a learning disability.
- To work collaboratively with other organisations to respond to common issues affecting the lives of constituents.
- To work collaboratively with other members of the team in planning and implementing ways of working.
- To share, as required, administrative responsibilities e.g. taking referrals, reception duties, on-call roster, answering phones, locking up and recording at team meetings.
- To be aware of all organisational policies and procedures and to act in accordance with these.
- To evaluate, share and document practice.
- To contribute to ongoing program development.
- To avoid conflict of interest in relation to implementation of constituent's plan.

Accountability:

- Community Living Workers are accountable to the Co-ordinator or their nominated representative.
- In accordance with the Staff Supervision and Staff Development Policy, regular monthly supervision will occur with the Co-ordinator.
- Workers will be supported with opportunities for ongoing external supervision, training and education (as per S.A.C.S. Award conditions).

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

Key Workers (Service Delivery Team) will be classified at Level 3 under the Award.

Characteristics of this level

- a. A person employed as a Social and Community Services employee level 3 will work under general direction in the application of procedures, methods and guidelines which are well established.
- b. General features of this level involve solving problems of limited difficulty using knowledge, judgement and work organizational skills acquired through qualifications and/or previous work experience. Assistance is available from senior employees. Employees may receive instruction on the broader aspects of the work. In addition, employees may provide assistance to lower classified employees.
- c. Positions at this level allow employees the scope for exercising initiative in the application of established work procedures and may require the employee to establish goals/objectives and outcomes for their own particular work program or project.
- d. At this level, employees may be required to supervise lower classified staff or volunteers in their day-to-day work. Employees with supervisory responsibilities may undertake some complex operational work and may undertake planning and co-ordination of activities within a clearly defined area of the organization.
- e. Employees will be responsible for managing and planning their own work and that of subordinate staff or volunteers and may be required to deal with formal disciplinary issues within the work area.
- f. Those with supervisory responsibilities should have a basic knowledge of the principles of human resource management and be able to assist subordinate staff or volunteers with on-the-job training. They may be required to supervise more than one component of the work program of the organization.
- g. Graduates with a three-year degree that undertake work related to the responsibilities under this level will commence at no lower than pay point 2. Graduates with a four-year degree that undertake work related to the responsibilities under this level will commence at no lower than pay point 3.

Responsibilities

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

- a. undertake responsibility for various activities in a specialized area;
- b. exercise responsibility for a function within the organization;
- c. allow the scope for exercising initiative in the application of established work procedures;
- d. assist in a range of functions and/or contribute to interpretation of matters for which there are no clearly established practices and procedures although such activity would not be the sole responsibility of such an employee within the workplace;
- e. provide secretarial and/or administrative support requiring a high degree of judgement, initiative, confidentiality and sensitivity in the performance of work;

- f. assist with or provide a range of records management services, however the responsibility for the records management service would not rest with the employee;
- g. proficient in the operation of the computer to enable modification and/or correction of computer software systems or packages and/or identification problems. This level could include systems administrators in small to medium sized organisations whose responsibility includes the security/integrity of the system;
- h. apply computing programming knowledge and skills in systems development, maintenance and implementation under direction of a senior employee;
- i. supervise a limited number of lower classified employees or volunteers;
- j. allow the scope for exercising initiative in the application of established work procedures;
- k. deliver single stream training programs;
- l. co-ordinate elementary service programs;
- m. provide assistance to senior employees;
- n. where prime responsibility lies in a specialized field, employees at this level would undertake at least some of the following:
 - (i) undertake some minor phase of a broad or more complex assignment;
 - (ii) perform duties of a specialized nature;
 - (iii) provide a range of information services;
 - (iv) plan and co-ordinate elementary community-based projects or programs;
 - (v) perform moderately complex functions including social planning, demographic analysis, survey design and analysis.

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) thorough knowledge of work activities performed within the workplace;
- (ii) sound knowledge of procedural/operational methods of the workplace;
- (iii) may utilise limited professional or specialized knowledge;
- (iv) working knowledge of statutory requirements relevant to the workplace;
- (v) ability to apply computing concepts.

b. Prerequisites

- (i) entry level for a relevant three-year degree – pay point 2;
- (ii) entry level for a relevant four-year degree – pay point 3;
- (iii) associate diploma with relevant experience; or
- (iv) relevant certificate with relevant experience, or experience attained through previous appointments, services and/or study of an equivalent level of expertise and/or experience to undertake the range of activities required.

c. Organisational relationships

- (i) graduates work under direct supervision;
- (ii) works under general supervision;
- (iii) operate as member of a team;
- (iv) supervision of other employees.

d. Extent of authority

- (i) graduates receive instructions on the broader aspects of the work;
- (ii) freedom to act within defined established practices;
- (iii) problems can usually be solved by reference to procedures, documented methods and instructions. Assistance is available when problems occur.

Key Worker – Service Delivery Team

SELECTION CRITERIA

The successful candidate will have a demonstrated ability and/or capacity to perform the tasks outlined in the selection criteria listed. Please note – it is essential to write half a page – one-page responses for each selection criteria (with the exception of SC6 and SC7).

SC1 - A basic respect, fondness, liking and empathy for others.

SC2- A basic understanding of the National Disability Insurance Scheme (NDIS). A determination to support others to achieve their goals and a willingness to be open to trying new ways. To always support the development of people's capacity in relationship, resources, knowledge and decision making.

SC3 – A commitment to ethical practice, to reflection, to ongoing learning.

SC4 – A willingness to challenge oneself and one's own limitations as a worker.

SC5 – A commitment to initiate and maintain effective working relationship with other staff and stakeholders.

SC6 – A current driver's license, own car, eligibility for blue card and yellow card with concurrent exemption.

SC7 – Social Work or Human Service degree preferred.

In responding to Selection Criteria, please **use examples of work** that you have been involved in.

Applications in writing to:

Co-ordinator
C.L.A. Inc
5 Nundah Street
NUNDAH QLD 4012

Or emailed to: reception@communityliving.org.au

Applications close 5 pm Friday, 1st 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. 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 SC6 and SC7).*
- *The name, positions and phone number of at least two (2) referees who can comment on your abilities regarding the selection criteria.*

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>