



ARROS

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*Funded by Department of Communities, Child Safety and Disability Services and Council of Australian Governments – National Partnership Agreement (Homelessness)
Managed by Community Living Association, Inc.*

4 October 2019

Dear applicant,

Thank you for your interest in the position of Outreach Worker at ARROS. Please find attached an application kit containing the following documentation:

- Position Description (Outreach Worker)
- ARROS Goals and Objectives
- ARROS Practice Principles
- Selection Criteria.

ARROS works with young people with an intellectual or cognitive disability who are homeless or at risk of homelessness. This includes working with young people who are transitioning from care to adulthood. We provide long term, intensive, holistic support to people with the aim of providing spaces to live, places to belong and roles for meaning.

This is a full time 12-months contract position. If you are interested in applying, please provide responses to the selection criteria attached including examples to illustrate your practice. Applications are due by 5 pm Friday 1st November 2019.

Yours sincerely,

Jessica Burke
Team Leader



OUTREACH WORKER

ROLE DESCRIPTION

Purpose of the job:

ARROS works with marginalised young people who have an intellectual/cognitive disability, their families and significant others, and community members to address those issues limiting the young person's quality of life, in particular isolation and vulnerability to exploitation and abuse. The ARROS Outreach Worker is responsible for providing support to access information and resources, and sustaining ongoing supportive relationships to address those issues that negatively impact on the young person's ability to live safe and meaningful interdependent adult lives.

Tasks Involved:

- Proactive outreach to provide direct support to young people who have an intellectual/cognitive disability and are vulnerable in the community.
- Working alongside families, significant others, community members, and service providers who are in contact with or support marginalised young people who have an intellectual/cognitive disability.
- Networking and collaborating with young people, families, significant others, community members, and service providers in relation to joint responses to the needs of marginalised young people who have an intellectual/cognitive disability.
- To develop mechanisms for the dissemination of information to families, significant others, community members, and service providers regarding the needs and issues of young people with an intellectual/cognitive disability.
- Working as a member of the ARROS team.
- Working in a manner consistent with ARROS' policies and procedures.
- Supporting the Senior Outreach Worker in data collection, service documentation, evaluation, service development and systems advocacy.

Responsibilities:

- The Outreach Worker is accountable to the ARROS Team Leader.

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

Outreach Workers 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.

ARROS GOALS



To join with...



Young People with a cognitive disability,



their Families and Significant Others, and



Communities,

...to create spaces to live, places to belong and roles for meaning.

ARROS OBJECTIVES

1. To locate **accommodation** options for young people with a cognitive disability that are:
 - ★ Safe
 - ★ Affordable
 - ★ Accessible
 - ★ Integrated in their local communities
2. To support young people with a cognitive disability to re-build and strengthen existing **relationships**, and to develop new relationship opportunities that are additional to ARROS relationships.
3. To identify **roles and opportunities** for young people with a cognitive disability to participate in communities, in ways that enable people to:
 - ★ Contribute
 - ★ Be valued
 - ★ Be responsible
 - ★ Demonstrate and discover gifts
 - ★ Experience a sense of personal meaning
4. To support and challenge the **capacity of communities** to:
 - ★ Welcome
 - ★ Include
 - ★ Resource
 - ★ Support
 - ★ Respect...young people with a cognitive disability.
5. To develop, share, and review **ARROS practice**, including:
 - ★ Practice methodologies
 - ★ Knowledge base
 - ★ Research



ARROS PRACTICE PRINCIPLES

1. ARROS practice is based on RELATIONSHIP BUILDING

- a. With young people with a cognitive disability, in their space, acknowledging their reality, and supporting their goals.
- b. With their current relationships and communities, to assist them to support the young person.

2. ARROS practice is based on COMMITMENT

- a. To young people with a cognitive disability, and their supporters, over the long term.
- b. To purposeful and mutually negotiated work.

3. ARROS practice is based on RESPECTING

- a. The abilities, talents, and gifts that young people with a cognitive disability have to contribute to their significant relationships and communities.
- b. The ability of supporters and communities to include, engage with, and welcome young people with a cognitive disability.

4. ARROS practice is based on BUILDING RESOURCES AND CAPACITY

- a. With young people with a cognitive disability to achieve a space to live, a place to belong and a meaningful role.
- b. With families, significant others, and communities to enable them to support young people to achieve a space to live, a place to belong and a meaningful role.

5. ARROS practice is based on FLEXIBILITY

- a. Recognising that each young person's situation may require a unique response.
- b. Recognising that there are many types of relationship and community, and each can welcome young people in a variety of unique and flexible ways.



OUTREACH WORKER

(Full-time/Social, Community, Home Care and Disability Services Industry Award, Level 3)

Selection Criteria

- ***In your responses, please use examples of work that you have been involved in.***
- ***Please provide the name, position and telephone number of 3 referees who can comment on your work.***
- ***Appointment to the position of Outreach Worker will be subject to a Blue Card 'Working with Children Check' and 'Yellow Card Exemption' Disability Services police check.***

- SC1 A basic admiration/respect/fondness and commitment to people you are working with.
- SC2 A willingness to listen to others at many levels of communication and an ability to respond to the messages you receive.
- SC3 A willingness and ability to work with people and the significant relationships in their lives, including supporting the community to include vulnerable and marginalised people.
- SC4 Commitment to ethical practice, reflection on practice and ongoing professional growth.
- SC5 Commitment and ability to work as a member of a team, including contributing to service development, and an open and supportive workplace.
- SC6 Ability to be flexible with work hours, on occasion.
- SC7 Current driver's licence and use of motor vehicle.
- SC8 Social Work or similar degree preferred.

Please forward applications in writing to:

CLA Co-ordinator
5 Nundah Street
Nundah QLD 4012
(or to reception@communityliving.org.au)

Applications close:

5 pm Friday 1st November 2019

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>