

POSITION DESCRIPTION

HURUNUI COMMUNITY AND FAMILY WORKER

Full Time Fixed Term to June 2021

Responsible To:	Manager, Community Wellbeing North Canterbury Trust (CWNCT)
Background:	<p>The Mana Ake – Stronger for Tomorrow initiative aims to work with and through school communities to support families and whānau when children from years one to eight are experiencing ongoing challenges that are impacting their wellbeing.</p> <p>This Hurunui based role requires an intermediate or experienced family and community worker to deliver community and home-based support to children and families facing complex challenges. This role is part of the newly established CDHB Mana Ake initiative in schools. Ideally, you already reside in the Hurunui community.</p> <p>This role will ideally suit a qualified Social Worker, Nurse, Counsellor, OT, or Teacher with a passion for working with children and families. Experience in child or family mental health settings is advantageous.</p>
Position Purpose:	The primary aim of this role is to work with referred children from the cluster schools and their family/whanau to support well-being for children. Also to strengthen family/whanau to care and support their children successfully.
Relationships:	<p>INTERNAL</p> <ul style="list-style-type: none"> • Community Wellbeing North Canterbury Trust <p>EXTERNAL</p> <ul style="list-style-type: none"> • School Principals and Staff Public Health Nurses • Other Education Health and other statutory agencies • Other community agencies
Report Directly To:	Clinical Team Leader
Hours of Work:	40 hours per week
Location:	Level 1, 29 High Street, and Hurunui based schools as required
Appendices	<p>A Schedule of key accountabilities and expected standards</p> <p>B Ideal Appointee Specification</p>

Appendix A

HURUNUI COMMUNITY AND FAMILY WORKER

KEY RESPONSIBILITIES AND FUNCTIONS

- Undertake a thorough assessment of the needs and strengths of the child and their family/whānau;
- Work with groups of children or individual children and their whānau to strengthen their wellbeing
- Support families /whānau to implement changes that promote wellbeing for their tamariki
- Offer a range of information, advice and guidance for parents and teachers
- Monitor review and record the effectiveness of the supports and interventions offered through case notes
- Work with others in the schools, other education agencies, health and welfare providers and community agencies, to promote the well-being of children families and whānau

Key Tasks:	Performance Standards
<p>Develop action, monitor and review the effectiveness of interventions to ensure the wellbeing and development of the child is achieved.</p>	<ul style="list-style-type: none"> • a clear focus is maintained on child wellbeing, i.e. adequacy of care – physical, emotional, cultural and spiritual health of the child, age appropriate development; • an environment of trust is developed with the child to ensure that they feel safe to discuss sensitive issues and personal problems; • positive parent/ whānau-child relationships are fostered; • positive parent/whānau/ child interaction and activities are modelled;
<p>Provide support to parents and whānau of identified at risk children</p>	<ul style="list-style-type: none"> • difficulties which have been identified as jeopardising the wellbeing of their children are overcome, e.g. financial, access to services, isolation, family/whānau relationships, domestic violence, parenting skills, drug/alcohol or mental health issues; • information on matters affecting the wellbeing of their children is obtained; • positive relationships with their tamariki are maintained;
<p>Work collaboratively with school staff to identify and develop strategies to address issues arising for children within the agreed protocols and student care systems.</p>	<ul style="list-style-type: none"> • support for their caregiving role from within their own family/whānau, social and community networks is accessed. • individual and family/whānau strengths and capacities are further developed. • children at risk are identified, strategies are identified and developed to address any issues arising for the child within the school environment, e.g. bullying, teacher/child conflict, attendance problems, behavioural/learning difficulties; • relevant information is provided to school staff, with the consent of the family/whānau, to enhance their work with the child;

Key Tasks:	Performance Standards
	<ul style="list-style-type: none"> • establish positive working relationships with other professionals working within the school; • school staff are educated and informed on the role of a Mana Ake worker and on positive behaviours that will reduce problems for tamariki within the school environment.
<p>Develop and implement a range of preventive and early intervention programmes and arrange delivery.</p>	<ul style="list-style-type: none"> • existing good quality intervention preventive initiatives/programmes that are available within the community are identified and are made available to those tamariki who would benefit from them; • the development of preventive initiatives/programmes within the community and/or school where there is an identified need are facilitated with community groups, other agencies and the school; • preventive initiatives are developed and delivered within the school to meet the needs of individual tamariki. • regular evaluations of the efficacy of these programmes are carried out.
<p>Administration Maintain accurate records of processes and outcomes</p>	<ul style="list-style-type: none"> • Records are up to date, accurate and presented in required format, including computer-based system, meeting agreed timeframes. • Contractual and Statistical forms are completed on time. • Attendance at cluster and other meetings as required.
<p>Quality Assurance Ensure all services achieve agreed quality standards and fulfil contractual and legislative requirements.</p>	<ul style="list-style-type: none"> • Compliance with standards and legislative requirements. • Client evaluations and other audits are completed. • Quality Improvement goals achieved. • Ethical standards of practice meet agency requirements.
<p>Relationships Develop and maintain effective working relationships with relevant services in the community and other Wellbeing team members.</p>	<ul style="list-style-type: none"> • Works co-operatively and constructively with the Family Works team, school staff and staff of other agencies for client benefit. • Is an effective member of the Cluster Group meetings. • Work is attended to promptly and courteously. Family Works services and objectives promoted positively and accurately. • Most appropriate services provided for clients and their families.
<p>Personal and Professional Development Review job performance annually with Community Wellbeing Manager and set objectives. Maintain up to date knowledge and skills relating to the role. Maintain or work towards the requirements for professional registration as appropriate. Undertake regular supervision.</p>	<ul style="list-style-type: none"> • Performance reviewed and objectives set. • Up to date knowledge and skills maintained through regular professional and personal development activities. • Registration maintained once achieved. • Ethical and clinical standards of practice maintained.

Key Tasks:	Performance Standards
General Undertake such other tasks and duties as may be required by the Manager from time to time.	<ul style="list-style-type: none"> Other tasks and duties, which may be required from time to time, undertaken co-operatively and with commitment.

Health & Safety Commitment

The Trust is committed to achieving the highest level of health and safety for its employees. All employees are expected to identify and report on, take responsibility for and resolve issues that may cause harm to themselves or others in the organisation. You are expected to work safely at all times, and to actively participate in health and safety programmes in your area. It is expected that you will report all accidents, incidents or potential hazards to your Manager or Team Leader.

JD LAST UPDATED:

Employee: _____ Date: _____

Signature: _____

Manager: Deirdre Ryan Date: _____

Signature: _____

Mana Ake Support Worker

QUALIFICATIONS

The appointee should:

- be a registered social worker or working towards registration
- be experienced in working with children and their families.

IDEAL APPOINTEE SKILLS & COMPETENCIES

The appointee will be expected to demonstrate the following skills and competencies:

Ideal specifications

- Well connected to relevant Hurunui community networks and resources with an understanding of the innovative and flexible nature of rural service delivery
- Tertiary qualification and experience in social work or counselling
- Membership to an appropriate professional body
- Working knowledge of behaviour and development relating to families and children.
- Knowledge and understanding of the principles of the Treaty of Waitangi.
- Sound working knowledge of the key agencies that work with families in the health, education and community sectors.
- Highly developed written and verbal communication skills.
- Demonstrated ability to utilise information technology including case management systems
- Confident to work both independently and alongside others who are working in the Hurunui District
- ability to keep accurate and up to date case records, complete contractual/statistical reports via electronic or written mediums

PERSONAL ATTRIBUTES:

The position requires the following personal attributes:

- ability to work independently but to also work effectively as a team member
- good organisation and time management, particularly caseload planning and management
- self-motivation, resourcefulness and ability to make effective decisions under pressure.
- ability to engage easily and effectively with children and their families.
- ability to develop and maintain strong working relationships with the various parties involved.

CULTURAL SKILLS AND COMPETENCIES:

The appointee should have knowledge of the Treaty of Waitangi and Tikanga Maori (and Pacific Island cultures) and know where to seek advice and be willing to develop bi-cultural processes in the delivery of the Social Worker in Schools service.

OTHER REQUIREMENTS:

The appointee will hold a current full driver's licence and have flexibility to work outside normal working hours to meet client needs as required.

The role is provided with a supervision and training budget.