



Role Description

Role title:	Classification:
Senior Practitioner, Safe Start	AHP2
Division/Business unit:	Reports to:
Community and Family Services / Safer Family Services	Supervisor, Safe Start

Role purpose:

The SA Government has committed to reforming the child protection system in South Australia. The Department of Human Services (DHS) has lead responsibility for implementing the Child and Family Support System reform, in which Safer Family Services (SFS) plays a key part. SFS provides help and support to children and their families at risk of harm, neglect and family violence, by deliberately and strongly intervening to disrupt the patterns of intergenerational trauma, and increase the number of children able to be cared for safely in their homes, connected to culture and community. This is particularly relevant for children and families with multiple and complex needs.

The Senior Practitioner is a role within Community and Family Services and is accountable to the Supervisor, Safe Start for:

- Providing a range of interventions for vulnerable infants and parents.
- Working collaboratively with DHS and SA Health managers, key partners, Government and non-Government organisations, team members and contributing to the achievement of Safe Start's aims and objectives.
- Contributing towards staff knowledge, skills and abilities to work effectively with families experiencing complex issues.
- Providing support and case work reflection for staff identified by the Supervisor.
- Contributing to the development and implementation of a service of best practice that delivers a client focused service, and effective and efficient operation of the Local Partners Group.

Key outcomes and accountabilities:

1. Provide senior support for comprehensive assessment of referrals of families with complex issues.
2. Provide support and case work reflection for staff through regular case discussion and reflective practice sessions, including contributing to team training strategies and development and implementation of standards and models of service delivery.
3. Plan and deliver ongoing training that meets the needs of all staff involved in case work and facilitate regular opportunities for staff to meet and reflect on their practice, share ideas and develop future skills and knowledge.
4. Contribute to joint casework and group work where a high level of expertise is required for complex cases through work with key workers and support in case conferencing with agencies.
5. Provide culturally relevant family focussed restorative practice interventions that are infant centred, strength based and informed by both evidence and practice wisdom and are developed in partnership with families, ensuring families are actively engaged in the development of goals and strategies that are relevant to their desired outcomes.
6. Lead safety assessments and negotiate the mediation of risk to infants by communicating effectively and efficiently with the Supervisor or manager in relation to issues of escalation of care.

Key outcomes and accountabilities:

7. Manage client files and documentation in accordance with DHS guidelines, policies and practices, maintain high quality case notes, and undertake regular case reviews and file audits.

Note: Any other responsibilities in line with the classification level of the role as assigned by Line Manager and/or the Department. The responsibilities as specified above may be altered in accordance with the changing requirements of the role.

Special conditions:

- Some out of hours work may be required.
- Inter and intra-state travel may be required.
- The successful applicant will be required to hold a National Police Check (NPC) and satisfactorily complete an Employment-related Screening Check where this is required for the role, prior to being employed.
- The Successful applicant is required to gain a Department for Human Services (DHS) Working with Children employment screening prior to being employed.
- The incumbent may be required to undertake RRHAN-EC – Responding to Risks of Harm, Abuse and Neglect – Education and Care full day/online course and the updated online course posted as required.
- The incumbent may be required to hold a current Australian issued Driver's Licence (equivalent to minimum class 'C' – South Australian), which must be maintained. Incumbent must be willing and able to drive all government vehicles within their licence classification during the course of their duties.

Key Relationships/Interactions:

- Supervisor, Safe Start
- Participants in the Safe Start program
- Wider program areas of Department for Education (EDU), Early Childhood Services
- Government and non-government agencies
- Professional associations and other relevant bodies
- Nursing services
- Authorities
- Parents and groups in the community

Budget/Delegations:

No budget or delegation accountabilities for this role.

DHS expectations and values: (Organisational contribution)

- Understand and follow workplace safety initiatives, identify hazards and contribute to a safe working environment, as well as follow procedures to manage and minimise risks within DHS.
- Follow the principles of a sustainable working environment by following departmental greening initiatives.
- Model ethical behaviour and practices consistent with the SA Government Code of Ethics for Public Sector Employees, Values and DHS Working with Children and Young People Code of Conduct.
- Understand and follow the principles and practices of the Information Sharing Guidelines for Promoting Safety and Wellbeing (ISG) and the DHS Appendix to the ISG to facilitate appropriate information sharing practice within the context of this department.
- Take action and provide services that are inclusive of Aboriginal people and people from culturally and linguistically diverse backgrounds, as well as engaging in learning about other cultures to better establish relationships and improve services.

Role specific capabilities: (Skills, experience, knowledge, attributes)

1. Experience in networking, liaising and working with other agencies to optimise the use of community resources, including representing programs at forums, meetings and partnership meetings, including presenting to large groups.
2. Demonstrated advanced level of skill in clinical reasoning, case formulation, including proven ability to support staff to analyse and evaluate complex information for report writing and assessments of families.
3. Highly developed interpersonal skills that foster interagency networking and negotiation with other professionals, consultation and interaction with families across the socio-economic spectrum including from diverse cultures, in a range of complex and sensitive situations.
4. Extensive experience and knowledge in therapeutic interventions, understanding the impact of mental health problems and mental illness on parenting as well as understanding of the impact of early childhood trauma and domestic violence on parenting and the developing infant.
5. Proven experience in assessment of complex families and supporting/supervising staff (including students) working with complex families to provide case planning, appropriate referrals and sustained intervention.
6. Demonstrated knowledge and understanding of the effects of child abuse, neglect and developmental trauma upon the health and wellbeing of infants and children, as well as the major social and health issues facing mothers, fathers and infants from low socio-economic regions.
7. Proven experience utilising restorative practice approaches, current research and knowledge about attachment, infant mental health and brain development when working with complex families.

Qualifications:**Essential:**

- An appropriate Social Work qualification from a recognised tertiary institution giving eligibility for full membership with the Australian Association of Social Workers; or
- An appropriate degree or equivalent qualification and general registration with the Psychology Board of Australia. Registration must be obtained prior to commencement in position.

Note: Persons of Aboriginal or Torres Strait Islander descent, who have the appropriate background and skills but do not hold the essential qualification, may apply for and be engaged/assigned to the role of Social Worker and will be entitled to apply for any Allied Health Professional roles requiring a qualification in Social Work within the Department of Human Services.

Key leadership competencies and expected behaviours at this classification:**Supports and implements strategic direction**

- ☐ Understands the big picture and contributes to the development of strategic direction for the BU.
- ☒ Assumes ownership of team goals and business objectives.
- ☐ Works with a whole-of-government mindset and aligns objectives with organisational priorities.
- ☒ Look for opportunities to initiate continuous improvement. Communicates effectively in times of uncertainty.
- ☒ Identifies and analyses complex problems relating to the team's work objectives.

Achieves and monitors own results

- ☐ Delivers results and improvements to meet team objectives.
- ☐ Evaluates existing systems and resources, and identifies opportunities for development and improvement.
- ☒ Makes decisions and manages risks affecting the team and individual role, even in ambiguous situations.
- ☒ Abides by the laws, regulations and policies determining team and individual role activities.
- ☐ Holds self and others accountable for reaching team outcomes, and escalates issues where necessary.
- ☐ Monitors team/project performance and seeks feedback to guide improvements.
- ☒ Develops job-specific expertise and builds on the knowledge and skills of self and others to achieve objectives.

Enhances service delivery excellence

- ☒ Adds value to the BU by setting, reaching and encouraging high performance standards.
- ☐ Identifies and raises awareness of trends, potential problems and opportunities to meet the current and future needs of the business.
- ☒ Provides others with ongoing feedback and coaching for development.
- ☒ Identifies learning opportunities and encourages innovation and resourcefulness to meeting team performance standards.
- ☒ Embeds a strong customer service ethos by understanding needs.
- ☐ Effectively manages resources to meet competing and complex demands.

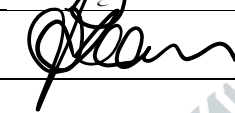
Cultivates productive working relationships

- ☒ Seeks to understand the perspectives of others and the implication in the wider public sector.
- ☒ Tailors approach to the audience or situation to ensure information is understood and key actions are agreed upon
- ☒ Constructively manages and resolves conflict by identifying boundaries and appropriate workarounds.
- ☒ Genuinely values the input, expertise and experience of others; promotes information sharing to gain new insights and deliver outcomes.
- ☒ Engages in strategic relationships with internal and external stakeholders.
- ☒ Is sensitive towards diverse agendas, concerns, interests and views and can adapt approach accordingly

Exhibits personal drive and professionalism

- ☒ Acts with integrity and promotes consistency among principles, organisational values and ethical behaviour.
- ☒ Displays belief in own strengths and abilities; challenges issues constructively and acknowledges mistakes.
- ☒ Adapts effectively to changing priorities and work demands, responding in a controlled manner.
- ☒ Self-evaluates performance, seeking feedback from others; recognises how behaviour impacts others.
- ☒ Promotes a culture that values respect and diversity within the team, and models this in all interactions.
- ☒ Ensures a focus on wellbeing and safety for self and others, and raises concerns where necessary.

Approval:

Checked by: Jessica Gogler, Business Coordinator		2/12/2022
Approved by: Jane Bean, HR Business Partner		5/12/2022