

Role Description



Role title:	Classification:
Child Wellbeing Practitioner	PO2
Division/Business unit:	Reports to:
Community and Family Services/Safer Family Services	Supervisor, Child Wellbeing Program

Role purpose:

The Child Wellbeing Program (CWP) is a targeted program aimed at assisting Department for Education (EDU) staff to quickly identify vulnerable children and their families, to engage them in, and with, timely and appropriate support services, resulting in fewer children and families reaching the level of concern that requires a statutory child protection response. Child Wellbeing staff work closely with EDU sites, to enhance their ability to engage with families in a setting that is generally perceived by children and families to be accepting and positive. The Child Wellbeing Program has been designed to provide an integral link between EDU sites, Department for Child Protection (DCP) operational services and Department of Human Services (DHS), Safer Family Services. Child Wellbeing staff will build and support collaborative systemic responses across pre-statutory child protection systems, across government and non-government service sectors.

The Child Wellbeing Practitioner (CWP) works to support and engage directly with vulnerable children, young people and families at risk, and is accountable to the Supervisor, Child Wellbeing Program (CWP) for:

- Strengthening communication and understanding between DCP, EDU, and Health SA systems for timely and effective service responses to meeting the needs of children and their families.
- Demonstrating effective case practice and case management, providing high quality and effective service delivery to respond to the needs of children and their families in a timely manner and in a supportive diversionary role.
- Promoting and developing partnerships with government and non-government support services, to identify and implement responses to mitigate child protection risk (including domestic and family violence) for vulnerable children and their families.
- Creating opportunities to work in collaboration with other services to effectively link vulnerable children and families to relevant services.
- Identifying risk and assessing the needs of vulnerable children and families, planning and delivering focussed intervention to safeguard children and young people within their families and communities to promote positive outcomes.

Key outcomes and accountabilities:

1. Develop local, regional and state-wide networks with a broad range of government and non-government agencies, including building and maintaining effective partnerships within EDU sites to promote outcomes for vulnerable children, young people and families at risk of a statutory response.
2. Contribute to the professional knowledge base; reinforce professional ethics and standards in decision making. Integrate contemporary information and research evidence with practice experience to support decision making, innovative thinking and objective analysis and case work.

Key outcomes and accountabilities:

3. Consult with Cultural Elders, Cultural consultants and other relevant community members, to enhance culturally appropriate and accessible services to all client groups (with particular focus on Aboriginal children, young people and their families).
4. Lead or co-work the delivery of supportive diversionary responses to children and their families, identified as at risk, including undertaking home visits, providing case management services, and recording all client related activity in identified data systems.
5. Engaging with the Team Leader, Senior Practitioner, and other specialist practitioners (as required), through supervision, regular case discussion and reflective practice sessions, including contributing to complex case reviews, and implementation of evidence-based practice which provide high quality services for vulnerable children, young people and their families.
6. Manage complex cases, including implementing case conference (when required) with children, young people, their families and agencies, including delivery of support services for children at risk and their families, including families experiencing family violence, and using professional judgement to provide the most appropriate service.
7. Work in, and with, the Safer Family Services, to contribute to the objectives, and strategic direction.

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:

- 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.
- Successful applicant will be required to satisfactorily complete and hold a Working with Children Check (WWCC) 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.
- Some out of hours work may be required.
- Inter and intra state travel may be required.

Key Relationships/Interactions:

- Supervisor, Child Wellbeing Program (line manager)
- Members of the Child Wellbeing Program and Safer Family Services
- Program areas of Community and Family Services and wider DHS
- Children, young people, carers, guardians and families
- Aboriginal Elders and Aboriginal community members
- Community groups, with particular reference to cultural and linguistic communities
- Government and non-government agencies, particularly DPC and EDU

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. Proven experience in undertaking complex psychosocial assessments and case formulation to develop appropriate case management care plans and interventions.
2. Demonstrated practice experience in delivering service responses that are relationship based, culturally appropriate (across diverse cultures), trauma specialist, to address identified safety concerns and needs for children and families at risk.
3. Demonstrated knowledge and understanding of the effects of child abuse, neglect, trauma, and family violence on the health and wellbeing of children, and integrating this into contemporary practice approaches.
4. Proven ability to critically reflect on individual practice, to participate in case reviews, supervision and professional development activities, to support practice quality.
5. Highly developed written and interpersonal communication skills that foster effective collaboration, the ability to manage competing priorities, contribute to a positive team culture, and work as an effective team member.
6. Demonstrated experience working effectively with Aboriginal and Torres Strait Islander people, communities and agencies.
7. Contemporary knowledge of the child protection legislation; and the legislative requirements of Equal Opportunity and Work Health and Safety legislation.

Qualifications:**Essential**

- An Appropriate tertiary qualification in community services, sociology, criminology, social sciences, human services, health or related field.

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: Nicola Zilm, Business Coordinator - Recruitment		Date: 18/10/2023
Approved by: Tania Heames-Robson, HR Business Partner		Date: 18/10/2023