

Role Description



Government of
South Australia



human
services

Role title:	Classification:
Practitioner, Inclusion Support Program	AHP2
Division/Business unit:	Reports to:
Community and Aboriginal Partnerships / Inclusion Support Programs	Clinical Supervisor, Inclusion Support Program

Role purpose:

The Practitioner, Inclusion Support Program is a role within Community and Aboriginal Partnerships and is accountable to the Clinical Supervisor, Inclusion Support Program for:

- Contributing to the ongoing development and provision of assessment tools and services for the Inclusion Support Program.
- Delivering holistic assessment of people with high and complex needs linked to radicalisation, violent extremism, and other extreme behaviours.
- Providing high level consultancy, advice, and reporting on individuals with exceptional needs and other populations with complex and unmet needs requiring support.
- Facilitating and supporting the development and implementation of appropriate community-based support responses to clients of the Inclusion Support Program.
- Providing high-level research to contribute toward the development of frameworks and policy related to Countering Violent Extremism Intervention.

Key outcomes and accountabilities:

1. Manage referrals of exceptional complexity, undertake assessments, coordinate cases and provide a systemic service for young people referred to the Inclusion Support Program.
2. Build, maintain and collaborate with stakeholders within government, non-government and private sectors; and negotiate and liaise with government and non-government agencies to deliver comprehensive assessments of need and risk.
3. Help people and their families on the Inclusion Support Program navigate services and advocate where needed to meet their needs.
4. Provide professional support and leadership to other discipline employees within the team and professional supervision and support of student placements as required.
5. Manage client information systems, high quality case notes and reports as needed.
6. Maintain awareness of relevant trends and issues and best practice locally, nationally, and internationally.

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:

- Prior to being employed, the successful applicant will be required to obtain a National Police Check if new to the Department and a satisfactory Employment-related Screening Check where this is required for the role.

- Must 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.
- Successful applicant will be required to provide evidence of completion of Child Safe Environments for Children and Young People full day training course or evidence of enrolment.
- Some out of hours work may be required.
- Some intra/interstate travel may be required.

Key Relationships/Interactions:

- Clinical Supervisor (line manager)
- Inclusion Support Program Team
- Director, Youth Justice and Inclusion Support
- Australia and New Zealand Counter-Terror Committee and related sub-committees and working groups
- Commonwealth Government agencies including Department of Home Affairs and Australian Federal Police
- State Government agencies including Departments of Education, Department of Child Protection, Department of Correctional Services, and Child Adolescent Mental Health Services
- Non-government sector
- Community leaders/stakeholders reference groups

Budget/Delegations:

No budget or HR delegations 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.
- Treat all individuals with fairness and respect, regardless of their race, culture, language, gender (including gender diversity), religion, sexuality, ability, or age.
- Promote and maintain inclusive workplaces that embrace diversity and actively support difference.
- Demonstrate zero tolerance for discrimination, harassment, or disrespectful behaviour towards or by clients, colleagues, contractors, or stakeholders.

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

1. **Complex Needs Knowledge** – Demonstrate extensive knowledge of the factors and conditions that cause and maintain high and complex need, especially within the context of young people.
2. **Service Model Knowledge** – Demonstrate extensive knowledge of therapeutic interventions for young people demonstrating extreme behaviours.

3. **Service Delivery and Assessment** – Demonstrate extensive experience in the assessment of and delivery of services to young people with complex, diverse and multiple needs.
4. **Multi-Sector Service Response** – Utilise extensive experience in the development of multi-sector collaborative service responses to young people with high and complex needs.
5. **Casework and Collaboration** – Demonstrate expert knowledge of assertive casework practice and multi-sector collaboration principles.

Qualifications:

Essential:

- A degree level qualification in Social Work leading to eligibility for (full) membership of the Australian Association of Social Workers; or
- Appropriate degree or equivalent qualification which entitles registration with the Psychology Board of Australia; or
- Appropriate degree or equivalent qualification which entitles registration as an Occupational Therapist.

Qualifications:**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:		
Assessed by: Tania Heames-Robson, HR Business Partner		Date: 02/06/2025
Approved by: Mellanie Fernandez, Director, Youth Justice and Inclusion Support		Date: 03/06/2025