

	Position Title: Team Leader - Navigator	Team: Education and Early Intervention Services		Region: Western Office: Mt Helen
	Supervisor: Senior Manager Education and Early Intervention Services	Delegations and Authorities: In Line with Delegations Policy	Band: C Salary: SCHCADS Lv 7 \$10,500pa Motor Vehicle Allowance	Date Completed: September 2019

OUR VISION AND PURPOSE	ROLE CONTEXT
<p>We believe children, young people and families should be safe, thriving and hopeful.</p> <p>Our Vision for 2022: Together we will courageously change lives and reimagine service systems.</p> <p>For over 140 years, Berry Street has adapted to a changing world, and we will continue to adapt to achieve our purpose.</p> <p>Berry Street will continue to be a strong and independent voice for the children, young people and families with whom we work. In collaboration with others, we will advocate for investment in early intervention and prevention services that enable families to be safe and stay together. We will use approaches that are culturally safe and informed by the best evidence available. We will measure and learn from the impact of our work, and we will continually contemporise our models of practice.</p> <p>We look forward to working with children, young people, families, carers, staff and partners to achieve this vision. Together.</p>	<p>Navigator is a case management program funded by the Department of Education & Training (DET) which receives referrals from DET and seeks out disengaged learners aged 12 to 17 years old with the aim of returning them to an enrolled school.</p>
	PRIMARY OBJECTIVES OF THE ROLE
	<p>The Team Leader - Navigator supervises and supports the case management team and provides specialised support for children and young people not allocated a case manager, within the programs active support strategy.</p> <p>The active support strategy is a category of support alongside standard case management support. This type of support is currently being refined and implemented in collaboration between Berry Street, its partners Ballarat and District Aboriginal Cooperative (BADAC), Uniting VICTAS and DET.</p> <p>The Team Leader - Navigator works in conjunction with the Senior Manager Education and Early Intervention Services to plan and implement responses in relation to sector and service developments.</p> <p>The Team Leader - Navigator ensures the program is operated in accordance with service and quality standards, program targets, DET service agreements, organisational policies and accepted standards of practice.</p>
	REPORTING RELATIONSHIPS
	<p>This role is based at our Mt Helen Office.</p> <p>This role reports to the Senior Manager Education and Early Intervention Services who will provide supervision and review.</p> <p>This position currently supervises two Berry Street staff and one employee from each of BADAC and Uniting.</p>
OUR VALUES	
<p>We expect all staff to apply these Values in all aspects of their work.</p> <p>Courage: to never give up, maintain hope and advocate for a 'fair go'</p> <p>Integrity: to be true to our word</p> <p>Respect: to acknowledge each person's culture, traditions, identity, rights, needs and aspirations</p> <p>Accountability: to constantly look at how we can improve, using knowledge and experience of what works, and ensure that all our resources and assets are used in the best possible way</p> <p>Working Together: to work with our clients, each other and our colleagues to share knowledge, ideas, resources and skills</p>	

EXPECTATIONS

- Conduct oneself in accordance with the Berry Street Code of Conduct which is underpinned by the values of accountability, courage, integrity, respect and working together within the principles of continuous improvement and occupational health and safety.
- Berry Street is committed to diversity and inclusion. We aim to ensure every individual is treated with dignity and respect regardless of their cultural background, ability, ethnicity, gender identity, sexual orientation, spirituality or religion.
- Berry Street is committed to being a child safe, child friendly and child empowering organisation. In everything we do we seek to protect children. We are committed to the cultural safety of Aboriginal and Torres Strait Islander children; children from culturally and/or linguistically diverse backgrounds; children with a disability; children who identify with a sexual and or gender minority identity.

KEY SELECTION CRITERIA: KNOWLEDGE, SKILLS AND ABILITIES REQUIRED TO FULFIL THE ROLE

- Demonstrated ability to lead a team and provide support, management and supervision to staff.
- Extensive knowledge and demonstrated skills and experience in the provision of support and service delivery to young people who have experienced significant neglect or abuse issues, challenging behaviours, loss of family and personal connection, lack of schooling and drug and alcohol issues.
- Have an understanding and capacity to work in a strengths-based solution focused manner.
- Highly effective communication skills both written and verbal with the capacity to assist the resolution of conflict in a constructive manner.
- Demonstrated ability to flexibly manage competing priorities and stressful situations including crisis, monitoring own stress levels and practicing and promoting self-care strategies.
- Demonstrated ability to contribute to project-based program development and an understanding of the challenges of working in a continuous improvement environment, focussing on ongoing quality improvement, and the promotion of best practice approaches.
- Ability to establish and maintain positive and productive working arrangements with internal and external individuals, organisations and groups.
- A broad understanding of child and adolescent protective issues.
- Knowledge and/or experience in multi-agency service co-ordination.
- A demonstrated understanding of the issues related to youth homelessness, youth mental health challenges, the impact of trauma and attachment disruption on learning, and family violence faced by children young people and their families.
- An understanding of the challenges faced when working with the complex educational and therapeutic needs of young people struggling with school disengagement.

QUALIFICATIONS AND OTHER REQUIREMENTS

- A relevant tertiary qualification and experience in Psychology, Social Work, Education or associated human service field.
- Staff must hold a valid WWCC, current drivers licence at all times and undergo a Criminal Records Check prior to employment. Subsequently, staff must report any criminal charges or court appearances.

DESIRABLE

- N/A

KEY ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITY	SPECIFIC RESPONSIBILITIES
Direct Service Delivery	<ul style="list-style-type: none"> • To work collaboratively within the respective teams, provide a high level of engagement to clients on a regular basis to facilitate the provision of general ongoing support. • To take responsibility for the programs active support strategy. • Negotiate with DET and other service providers to ensure a high level of coordinated and co-operative service delivery.
Staffing	<ul style="list-style-type: none"> • Provide direct supervision to staff in accordance with Berry Street Supervision Policy and Procedures and implement Staff Appraisal and Performance Management processes as required. • Lead and facilitate regular staff meetings that ensure inclusive and collaborative work practices. • Initiate and respond to appropriate team building activities and opportunities.
Case Management	<ul style="list-style-type: none"> • To ensure that education pathway plans that specify objectives, goals and anticipated timelines, tasks and responsibilities are developed for children being held in the programs active support strategy and as required for students supported by case managers. • To advocate and negotiate on behalf of clients needs with the Department of Employment and Education and other agencies as appropriate. • Prepare re-engagement plans, participate in regular meetings with schools and provide schools and DET with current information about the therapeutic support progress and case management goals of children and young people in the program • To engage appropriate secondary consultation with professionals around the needs of clients as required. Eg: Drug and alcohol services, legal, income and counselling services, and services as necessary to develop wrap around supports for children and young people in the program • To meet all duty of care requirements of clients placed within our programs.
Administration	<ul style="list-style-type: none"> • To provide data reports as required and in a timely manner. • To ensure all expenditure is correctly processed according to the administration procedures of Berry Street. • To ensure the confidentiality and safety of all client files. • To undertake program administration duties as directed.
Other	<ul style="list-style-type: none"> • Other duties as required.

INHERENT REQUIREMENTS OF WORK ACTIVITIES / ENVIRONMENT

Following is a table that outlines the main physical and psychological requirements of the position.

Element	Key Activity	Frequency
Work Environment	Manage demanding and changing workloads and competing priorities.	Regular
	Work in a team environment.	Daily
	Work in different geographic locations.	Regular
	Be exposed to all outdoor weather conditions.	Occasional
	Work in unstructured environments (e.g. outreach).	Regular
	Work office hours with the possibility of extended hours.	Regular
	Work on-call after hours.	Regular
	Work in an open plan office.	Daily
	Work in buildings which may be two-storey.	Daily
	Sit at a computer or in meetings for extended periods.	Daily
	Work in an environment with competing demands.	Daily
	Present at court and other jurisdictions.	Occasional
People Contact	Liaise with government, non-government and community organisations.	Daily
	Work with clients who may have a physical or sensory disability.	Regular
	Interact with members of the public who may display the full range of emotional expressions, including parents, partners, significant others, family members, advocates, doctors, police.	Regular
	Interact with clients and members of the public who could display verbal or physically challenging behaviour.	Regular
	Facilitate access to specialist, generic and community services.	Daily
	Undertake training and professional development activities.	Regular
Administrative Tasks	Undertake administrative tasks which may include the following: computer work, filing, writing reports, case notes/plans and client records, participating in meetings, concentrating for long periods of time, managing resources and budget and researching and analysing information and data.	Daily
	Use technology including photocopier, telephones including mobiles, fax, overhead projectors, televisions, videos, and electronic whiteboards.	Daily
Transport	Drive vehicles possibly over long distances and in all traffic and weather conditions.	Regular
	Drive vehicles with possible distractions from client behaviour, verbal or physical.	Occasional