

	Position Title: Teaching Family Consultant	Team: Teaching Family Program	Region: South East Office: Noble Park
	Supervisor: Teaching Family Senior Manager	Delegations and Authorities: In Line with Delegations Policy	Band: C Rem: SCHCADS Lv 7 \$10,500 Motor Vehicle Allowance

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>Berry Street's offers accommodation and support to children and young people who are referred through the Child Protection system.</p> <p>The Teaching-Family Model (TFM) is an evidence-based model of care that targets children and young people (6-17) and is conducted in family-style, group care settings. TFM is based in a cognitive-behavioural approach, which is derived from behavioural principles and learning theory. Teaching interactions are targeted to reduce difficult behaviours and increase prosocial behaviours. The Consultant is responsible for the implementation and fidelity of the evidence-based Teaching Family Model of care in a therapeutic setting. This includes directing, developing and supporting staff/ carers through training using coaching and mentoring.</p>
OUR VALUES	PRIMARY OBJECTIVES OF THE ROLE
<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>	<p>The Primary objectives of this role are to:</p> <ul style="list-style-type: none"> • Provide a Service Delivery to all practitioners as outlined by the TFM standards. This includes conducting observations, providing written and verbal feedback to assure the implementation of the skills taught during pre-service training and to aid in solving difficult problems and crisis situations. • Ensure that the program has appropriately skilled caregivers and placement staff who maintain a high-quality client centred, family focused, strengths-based work. • To ensure the operation of the home is in accordance with Berry Street Values, Policies, Guidelines and Practice Standards and Practice Manuals/directions. • Support Practitioners to master 11 key TFM concepts.
REPORTING RELATIONSHIPS	
<p>This role is based at our Noble Park Office but will spend up to 0.5 of the week at a home in Mooroolbark.</p> <p>This role reports to the Teaching Family Program Manager who will provide supervision and review. This role at times has up to 10 direct reports.</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

- Excellent written and oral communication skills (including public speaking, presentations and facilitation skills).
- Demonstrated ability to flexibly manage competing priorities and stressful situations, monitoring own stress levels and practising and promoting self-care strategies.
- Demonstrated understanding of the Child Protection system and of the needs and demands of children and young people entering the Out of Home Care (OoHC) system to ensure best practice principles of care and support are afforded to the children and young people in our care.
- Demonstrated management and leadership skills, including the ability to build a team and assist team members to perform well. Provide supervision, monitor workloads and individual performance.
- Sound knowledge of Therapeutic Care principles and legislation regarding the Child, Youth & Family Act, especially as they relate to the Victorian OoHC system.
- An understanding of key government policy directions and their impact on the OoHC system.
- Demonstrated experience establishing service objectives and performance indicators and evaluating outcomes.
- Familiarity with relevant legislation, guidelines and regulation.

QUALIFICATIONS AND OTHER REQUIREMENTS

- A minimum Bachelor level qualification in Social Work, Welfare or relevant field, with demonstrated experience in working with marginalised children, young people and families.
- Experience supervising and supporting staff working with complexity in a demanding environment.
- 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

- Some further training in management would be highly desirable.
- Experience facilitating and delivering training.

KEY ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITY	SPECIFIC RESPONSIBILITIES
Staffing	<ul style="list-style-type: none"> • Provide Service Delivery to all practitioners as outlined by TFM standards. This includes conducting observations, providing written and verbal feedback to assure the implementation of the skills taught during pre-service training and to aid in solving difficult problems and crisis situations. Supervise and support carers / staff in their day-to-day activities to ensure the clients receive the services they require in a safe and effective manner. • Participate in staff performance evaluations, including feedback from a variety of consumers with respect to the behavioural change outcomes and the methods used to produce outcomes. • Initiate recruitment for required staff as per organisation policy and procedure. • Manage staff performance issues under the guidance and support of the Regional P&C Consultant. • Monitor and manage staff leave entitlements, making appropriate recommendations for special leave provisions with considerations for staff welfare and well-being. • Identify the learning and development needs of direct reports and ensure participation and completion (including refresher courses) of all Berry Street compulsory and relevant training modules.
Program Development and Review	<ul style="list-style-type: none"> • In conjunction with the Program Manager, establish service objectives annually, develop performance indicators and evaluate outcomes according to the Berry Street planning cycle. • In conjunction with the Program Manager, participate in liaison with key DHHS and other personnel regarding the development, performance and review of the TFM Program. • To take financial responsibility for the budget allocations including (in conjunction with the Program Manager) the development of acquittals, monitoring and reviews of expenditure. • To contribute to the TFM consumer feedback cycles. • Contribute to the development of appropriate policy guidelines and procedures.
Community Linkages/Stakeholder Management	<ul style="list-style-type: none"> • To participate in relevant regional and state-wide forums and contribute to policy development and advocacy. • To further develop working relationships with key stakeholders in the interests of enhancing the service. • To develop and maintain links with relevant professional bodies for support and further development of the program. • Manage all external relationships to the highest standard of professionalism including the immediate neighbourhood of the service.
Service Delivery	<ul style="list-style-type: none"> • To ensure that all services meet a high standard of service delivery for all clients. • To liaise with other program managers in relation to client service delivery as required. • Represent and promote the service to optimise referrals and ensure adherence to contractual numbers. • Support contractual compliance by reporting on time as required in the format prescribed. • Ensure that clients have current well-defined, measurable and achievable individualised goals that align to the TFM model of practice and to the long term needs of the client and family and significant others. • Ensure that appropriate assessment, behaviour planning and progress evaluation is undertaken throughout the course of their time in the TFM Program. • Implement approved behavioural plans that provide safe and effective for children, young adults and families and that are in compliance with the Teaching Family Association (TFA) standards.

	<ul style="list-style-type: none"> • Participate in providing intensive coaching and mentoring training to carers / staff during and post pre-service workshop, to help develop their skills and required abilities to provide quality care in the TFM Program. • Provide on-going consultation and support accompanied by both verbal and written feedback to assure the implementation of the skills taught during pre-service training and to provide assistance in solving difficult problems and crisis situations. This is done through completion of the approved monthly Consultation Service Delivery system. • Develop current and relevant behavioural plans based on referral information that specifically identify the young person and care team's goals, and provide a strength-based, skill focused plan to achieve goals and improve referral issues. • Ensure that carers / staff incorporates all program elements within the TFM home with reliable frequency and skill, i.e. teaching procedures, motivation systems, self-determination processes and peer culture enhanced learning. • Document all TFM related processes and events including but not limited to: Individual Care Plans, Behaviour Support Plans, Cool down Plans, Outcome assessments (CANS, Outcomes Star) motivation system reviews, written EDUCATES feedback, critical incident reporting, medical logs, daily routine reports, petty cash and any other programme-related documentation. In particular the Consultant must also maintain an up-to-date Consultation Service Delivery binder for the home, including individual practitioner development documentation. • Conduct a carer / staff Practices Interview with each youth in care on a monthly basis and report findings to TFM Program Manager. • Conduct Youth Consumer Questionnaire at exit and as needed. • Provide Evaluation Education training with the approved Trainer to ensure practitioner readiness for the Initial Evaluation at 6 months and Annual Evaluations thereafter.
Administration	<ul style="list-style-type: none"> • To ensure that statistical data is collected, forwarded as appropriate in accordance with stipulated timelines. • Ensure appropriate and accurate record keeping and documentation of service. • To provide the Program Manager with a written monthly report in accordance with the policy of Berry Street. • After-hours recall 'crisis' response may be required at time. • 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.	Daily
	Work in a team environment.	Daily
	Work in different geographic locations.	Regular
	Be exposed to all outdoor weather conditions.	Regular
	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.	Regular
	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