

	Position Title: Assessment Practitioner	Team: Home Based Care		Region: South Eastern Office: Noble Park
	Supervisor: Senior Manager, Home Based Care	Delegations and Authorities: In Line with Delegations Policy	Band: A Salary: SCHCADS Level 5	Date: February 2020

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 aims to provide a high quality out of home care service that is responsive to the specific needs of children and young people who are at risk or who have experienced the trauma of family violence, child abuse and neglect. Berry Street aims to provide high quality foster carers who will provide a safe and nurturing environment for children and young people in care.</p> <p>Berry Street (Southern) provides Foster Care services in the Southern Region of Metro Victoria. The Home-Based Care team ensures placements are well resourced, ensuring carer recruitment, support, development and supervision is at a high standard.</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 Assessment Practitioner will primarily be responsible for:</p> <ul style="list-style-type: none"> • Assessment and pre-accreditation training of prospective foster carers. • On-going training requirements of accredited carers. • Jointly responsible for managing carer inquires and the delivery of information sessions to prospective foster carers from the community. <p>The Assessment Practitioner will also be involved in the delivery of a comprehensive recruitment strategy with the aim of having a sufficient pool of trained and accredited carers to meet the needs of children requiring foster care.</p>
REPORTING RELATIONSHIPS	REPORTING RELATIONSHIPS
	<p>This role is based at our Noble Park Office.</p> <p>This role reports to the Senior Manager, Home Based Care who will provide supervision and review.</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.
- Strong organisational skills including ability to prioritise and work to deadlines as well as solid negotiation skills.
- Ability to work comfortably in an unstructured environment whilst maintaining high professional standards.
- Experience in the effective use and management of databases.
- Well-developed knowledge of the welfare system – preferably the home-based care area, community development principles, adult education principles and methods.
- An understanding of assessment skills congruent with the theories of attachment and trauma.
- Proven knowledge of the stages of child development as well as a sophisticated understanding of life stages.
- Demonstrated understanding and respect of the needs of children with a disability and/ or Aboriginal culture including cultural safety, awareness, and cultural and linguistic diversity (CALD). This will also include an understanding of cultural safety for children from CALD backgrounds.

QUALIFICATIONS AND OTHER REQUIREMENTS

- A Bachelor's qualification in Education, Social Work, Youth Work or other relevant 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

- Experience delivering training to adult learners would be highly desirable.

KEY ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITY	SPECIFIC RESPONSIBILITIES
Planning & Development	<ul style="list-style-type: none"> • To assist in the coordination and implementation of a recruitment strategy for foster carers within the South East Region. • Participate in appropriate regional, area, state-wide and other forums to promote Berry Street (specifically Foster Care) and contribute to policy development.
Administration	<ul style="list-style-type: none"> • Ensure that service delivery information is collected and recorded in a professional and timely manner and is consistent with the requirements of an agreed management information system. • Participate in Berry Street meetings as appropriate. • Ensure that statistical data is collected, forwarded to relevant parties in accordance with timelines. • Other duties as directed, including the management of specific portfolio responsibilities as appropriate.
Program Development	<ul style="list-style-type: none"> • To represent the program on committees, groups and peak body organisations in consultation with the program manager. • To meet with all key people/agencies and assist in programs strategy planning activities.
Assessment and Training of Prospective Carers	<ul style="list-style-type: none"> • To conduct initial screening of the suitability of applicants for the role of caregiver. • To facilitate information sessions for prospective foster carers for the program. • To provide relevant information and referral to all prospective carer enquiries. • To assess prospective carers utilising the state-wide, approved assessment framework “Step by Step” process. • Assist with the development and delivery of pre-accreditation training to prospective carers using the state-wide approved “Shared Stories, Shared Lives” training package. • Assist in the development and delivery of on-going training requirements for accredited and approved carers. • Conduct annual reviews on accredited carers in accordance with program requirements.
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.	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