

Hauraki Maori Trust Board Position Description



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| Job Title: | Kaitautoko Whanau – Family Start Worker |
| Location: | Paeroa and Waihi |
| Group: | Whanau Development |
| Your Name: | |
| Signature: | |
| Date Completed: | May 2018 |
| Chief Executive's Signature: | |

Job Purpose

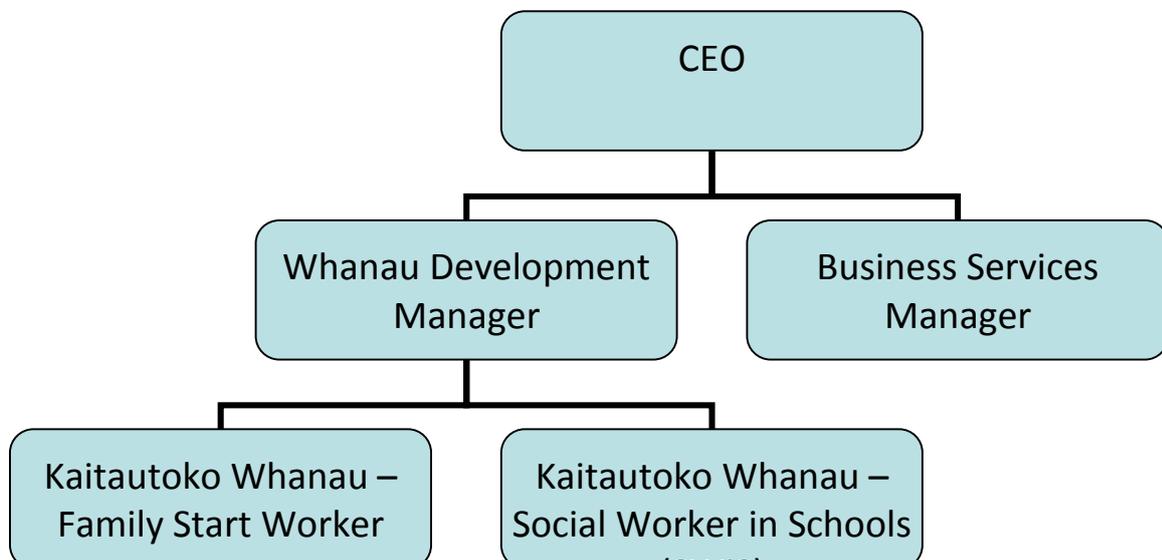
Umbrella statement of the major functions of the job.

To be responsible for the delivery of community focused service activities to individuals and families in the Hauraki community, to improve the health, education and social outcomes, improve parenting and improve circumstances for whanau.

Whanau Development is about supporting whanau and families to make informed lifestyle choices that will enable their mokopuna, tamariki and children to have the best possible start in life. Based at the Hauraki Maori Trust Board, Whanau Development will provide strength based intervention services to whanau and families living in the Hauraki rohe.

Reporting Structure

This shows where the job fits into the organisational structure.



Functional Relationship Skills

| Key internal and/or external contacts | Nature of contact most typical <i>(eg, courtesy, giving/ receiving information, explaining things, liaising, advising, gaining co-operation, facilitating, influencing and persuading, resolving minor conflicts, mediating, negotiating, formal negotiation, supervising, leading)</i> |
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| Internal – Family Start Team Leader, other Family Start Worker staff | Advising, gaining co-operation, explaining, influencing. |
| External - Members of the public, advisors, at risk families, other agencies, relevant community groups and a wide range of other stakeholders. | Formal negotiating, gaining co-operation, receiving information, providing information. |

Accountabilities

These describe the scope and extent of responsibilities for the job. Additional accountabilities may apply in terms of Trust Board's current Delegations Manual.

| Scope of Responsibilities | Extent of Responsibilities |
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| Financial Responsibilities; Budgets and Decision-Making Authority | Nil |
| Signing Correspondence | May do so: In relation to the duties of the position. In accordance with the financial authority of the position. In accordance with Trust Board's policy from time to time. |
| Occupational Safety and Health | Will be familiar with, and adhere to, the principles stated in Board's written policy on Health and Safety. |

Key Result Areas

These describe the essential outcomes and what you are expected to deliver in the job.

| Accountability: | Key Performance Indicator: |
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| <p>To operate in accordance with the Service Specification/Operating Guidelines for Whanau Development</p> <p>To undertake all required reporting and record keeping especially case notes</p> <p>To operate as part of the Whanau Development team</p> <p>To participate in supervision</p> <p>To routinely prioritise and manage caseload</p> <p>To undertake training as required</p> <p>To undertake liaison with other agencies, community groups networks and relevant individuals</p> <p>To assist with developing presentation material</p> <p>To actively participate in presentations relevant to Whanau Development</p> | <p>Deliver the services provided as set out in the Family Start Specification</p> <p>Relationship with family supports achievement of agreed goals</p> <p>Relationship operates as the foundation on which service is build</p> <p>Service provided is responsive and sensitive to the cultural and social beliefs, values and practices of Iwi, hapu and Maori.</p> <p>The family feels that they are / will be working in partnership with the Kaitautoko - Family Start Worker to give their child the best possible start in life.</p> <p>Information supports the effective and efficient operation and management of Whanau Development.</p> <p>Whanau Development services are delivered in a coordinated and consistent manner</p> <p>Clear focus is maintained on the well-being and development of the child.</p> <p>Services provided support the well-being and development of the child</p> <p>Kaitautoko - Family Start Worker receives the advice, support and guidance required to perform well in their roles.</p> <p>Kaitautoko Whānau - Family Start Worker is not overburdened</p> <p>All Kaitautoko - Family Start Worker are able to deliver services to a uniformly high standard</p> <p>Relationships with other agencies, community groups, Maori networks and relevant individuals help achieve positive outcomes for children and families.</p> |
| Needs Assessment | |
| <p>To review all relevant information</p> <p>To hold initial meeting with the Family</p> <p>To undertake comprehensive Needs Assessment using the twelve assessment factors</p> <p>To prepare Needs Assessment Report</p> <p>To decide, in consultation with the Whanau Development Supervisor, the level of service provision, if any, to be offered</p> | <p>Kaitautoko - Family Start Worker is well informed and aware of all relevant information</p> <p>Relationship / rapport building occurs with the family.</p> <p>Family understands how the Whanau Development programme operates</p> <p>The family has a sense of control over the situation</p> <p>The family feels that they are / will be working in</p> |
| HAURAKI MAORI TRUST BOARD | <p>pg: 3 of 8</p> <p>v2</p> <p>FRM182/ MAY18</p> |

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| | <p>partnership with the Kaitautoko - Family Start Worker to give their child the best possible start in life.</p> <p>Immediate needs necessitation urgent intervention or referral are addressed</p> <p>Assessment process respect the families' culture, values and priorities, and the families sense of boundaries</p> <p>Strengths and capacity of the family are identified</p> <p>Potential needs are identified</p> <p>Specific problems, risks and concerns are identified Needs Assessment Report forms to be the basis for determining required service intensity / level</p> <p>Needs Assessment Report forms be the basis for planning service delivery</p> <p>Level of service provision agreed upon will best meet the needs of the family</p> |
| Development of Individualised Family Plan | |
| <p>To help families to develop achievable goal-based action plans to address their needs</p> | <p>Children have improved life outcomes</p> <p>Parents improve their parenting capability and practice</p> <p>Parents improve their personal and family circumstances</p> <p>Achievable, realistic, goal based actions are developed to meet the needs of the family</p> <p>Plan recognises uniqueness of the family</p> <p>Plan meets the specific cultural and ethnic needs of the family</p> <p>Family perceives they have control within the planning process</p> |
| Working with Families/Case Management/Monitoring and Review | |
| <p>To work with families to implement their family plan</p> <p>To provide services in child health and development</p> <p>To provide services in child educational development</p> <p>To deliver the Ahuru Mowai (Born to Learn) Programme</p> <p>To provide adult focussed support, assistance and training</p> <p>To actively monitor the achievement of family plans</p> <p>To undertake crisis management should the need arise</p> | <p>Children have improved life outcomes</p> <p>Parent improve their parenting capability and practice</p> <p>Families develop a sense of increasing capability</p> <p>Family plan goals are achieved</p> <p>A clear focus on the child / children's well-being is maintained</p> <p>Consistency of medical advice</p> <p>Parents feel well supported and have a better understanding of child education development</p> <p>Parents of 0 to 3 year olds become more confident in their parenting role and participate more effectively in their child's / children's</p> |

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| | <p>development</p> <p>Children are experiencing appropriate learning opportunities / experiences</p> <p>Families feel well supported and develop necessary skills in a range of key areas</p> <p>Issues of overcrowding, sub-standard conditions and insecure tenure are addressed</p> <p>Families reach a position where they can make effective use of family / whanau and wider networks</p> <p>Clear focus is maintained on the well-being and development of the child</p> <p>Service delivery focuses not only on short-term goals, but also on long-term desired outcomes</p> <p>Level of support provided continues to meet the needs of the family – both in terms of child focussed and adult focussed services</p> <p>Families are satisfied with the service received</p> <p>Safety and welfare of the child / children is ensured</p> <p>Crisis are resolved – wherever possible with the involvement and consent of the family</p> |
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Evaluation and Graduation

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| <p>To undertake an outcome evaluation as the family nears the end of their time with Whanau Development</p> <p>To develop an Independence Plan</p> | <p>Families are assisted with their transition to managing independently with their Kaitautoko - Family Start Worker</p> <p>The family's confidence that they can manage independently is increased</p> <p>The need for outside intervention and assistance is significantly reduced for the family</p> |
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Work Complexity

What are the most challenging duties typically undertaken?

This position requires the willingness and aptitude for applying responsive and receptive solutions that address the demands and complexities of:

- Working in a small organisation
- Working hands on with whanau who have a complex range of social, educational, cultural, economic and spiritual needs
- Working in partnership with whanau, to assess their needs and identify solutions that are relevant to each whanau
- Building relationships with government and NGO organisations
- Being multi-focussed and results orientated

Person Specification

What attributes are required for success in this job?

| Description | Essential | Desirable |
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| <p>Specific Skills and Abilities <i>The essential and desirable skills required for this job and associated performance standards.</i></p> | <p>Having empathy</p> <p>Being non-judgemental</p> <p>Being task-orientated</p> <p>Being self-motivated</p> <p>Ability to work outside normal working hours and be on call as necessary.</p> | <p>Nil</p> |
| <p>Qualifications <i>The essential (including those required by legislation/ regulation) and desirable qualifications for this job.</i></p> | <p>Current full driver's licence</p> <p>Minimum of a Level 7 Degree in a discipline relevant to working with children and their families/whanau or be registered with a relevant professional body</p> <p>Or meet the requirements for registration with the New Zealand Social Workers Registration Board (SWRB) or be working towards it so they have provisional or registration</p> | <p>Formal qualification in relevant discipline.</p> |
| <p>Experience/Knowledge <i>The experience and knowledge necessary to perform this job.</i></p> | <p>Sound knowledge base of child health and development and parenting</p> <p>Sound knowledge of child/human development and parenting</p> <p>Knowledge of the values and principles underpinning Whanau Development</p> <p>Sound knowledge of child health and education</p> <p>Sound knowledge of indicators of child abuse</p> <p>Knowledge of indicators of domestic violence, mental health and alcohol and drug abuse</p> <p>Knowledge and understanding of Maori societal and familial structures, including whanau, hapu, Iwi and the dynamics of whanaungatanga.</p> <p>Knowledge of and understanding of the range of Pacific societal and familial structures</p> <p>Knowledge of safety issues including client safety and worker safety</p> <p>Well-developed networks in the community and experience in dealing with people from the range of cultural backgrounds in the community.</p> <p>Knowledge of, and networks with, other service provider agencies</p> | <p>Nil</p> |

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| | Ability to promote the work of the Whanau Development programme. Treaty of Waitangi | |
| Commitment to Corporate Values <i>As outlined in Blueprint document</i> | Must develop and maintain a clear knowledge of, and commitment to, Hauraki Maori Trust Board's Values. This must be demonstrated in all aspects of work behaviour. | |

Competency

What are the levels of competency for this job?

| Competency description | Level | Competency Assessment Level 1 - 3 |
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| <p>1) Cultural</p> <p>A strong awareness of one's own culture, namely the iwi and hapu of Hauraki. Developing cultural competence results in an ability to understand, communicate with, and effectively interact with people across all cultures about the Maori culture and in particular the Hauraki Maori vision.</p> | <ul style="list-style-type: none"> - Level 1: Has a basic understanding of the iwi and hapu of Hauraki. - Level 2 – Has a good understanding of the iwi and hapu of Hauraki and is comfortable in communicating culture practices and vision to others. - Level 3 – is a role model for others with a high level understanding of cultural practices in order to teach others about the iwi and hapu of Hauraki Maori. | 2 |
| <p>2) Working with Others</p> <p>The ability and desire to work with others in order to produce results that is greater than the sum of one's individual efforts. Implies awareness and sensitivity to others, a commitment to sharing resources, information and knowledge for the good of the wider group.</p> | <ul style="list-style-type: none"> - Level 1: Co-operation with other team members and external people is frequently required. Knowledge must be passed onto other team members immediately. - Level 2: is required to collectively and constructively work with others and disseminate information concerning the immediate group. - Level 3 – is a role model to others in terms of team work and cooperation inside the Board, and actively works to protect and promote the reputation externally. The role takes the lead in maintaining and developing teams. | 2 |
| <p>3) Outcomes Focused</p> <p>Implies a commitment to success of the Board and the desire to set personally challenging, yet achievable goals.</p> | <ul style="list-style-type: none"> - Level 1: Achieves goals set with guidance by the supervisor, manager or organisation. - Level 2: Achieves the outcomes expected without reminding and demonstrates a genuine commitment to persevere when obstacles emerge. Frequently shows initiative and willingness to take on extra responsibility and 'make a difference'. - Level 3: Exhibits total commitment to achieving business outcomes and key performance goals despite obstacles. Will be called on to push others to achieve outcomes. | 2 |
| <p>4) Continuous growth and improvement</p> <p>Implies the ability and willingness to try new and different methods to improve performance and grow the business. It suggests a willingness to question and challenge the way things are done and an awareness that there may be more than one correct answer.</p> | <ul style="list-style-type: none"> - Level 1: Can identify improvements needed based on 'gut feel', customer feedback, education or a low level of past experience. - Level 2: Is required to demonstrate the ability and willingness to make improvements that are sustainable and consistent with the Board's overall direction. Has a track record of making positive change and has a measurable impact on their immediate area of work. - Level 3: Is a role model in terms of driving through positive change and the delivery of improvements which will enhance the Board's reputation. Is widely acknowledged as a 'big picture' thinker. | 1 - 2 |
| <p>5) Professionalism/ Taking responsibility</p> <p>Refers to the willingness to present oneself, the team and the wider organisation in positive terms to the very</p> | <ul style="list-style-type: none"> - Level 1 – Demonstrated the key elements of quality practice. Works carefully and perseveres and conducts oneself openly and honestly. - Level 2 – Takes the initiative to reflect on practice and works towards goals. Will deliver on promises and represents the organisation | 2 |

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| <p>best of one's ability. Models a high standard of work, continually reflecting on own practice and seeking to improve.</p> <p>Motivated to achieve what is expected</p> | <p>positively when dealing with internal and external people. Will strive to conduct self openly, honestly and consistently with any professional standards.</p> <ul style="list-style-type: none"> – Level 3 – Provides professional leadership and resilience. Takes a lead role in ensuring professional standards are maintained within the organisation. Maintains two-way, open communication with everyone. | |
| <p>6) Sector Knowledge</p> <p>Understanding of sector, including how emerging trends might affect individuals, families and groups now and in the future.</p> | <ul style="list-style-type: none"> – Level 1: Requires minimal knowledge of sector, how it functions and how it impacts on immediate area of concern. – Level 2: Requires a good understanding of the sector, its make up, families, and role. A sound understanding of how market forces might affect the immediate future is desirable. – Level 3: Working at a wider sector level, this role requires a superior understanding of sector with the ability to recognise (and address) the reason for underlying trends, opportunities or political forces affecting the organisation. | 2 |
| <p>7) Analytical skills</p> <p>The ability to break a problem down into smaller pieces, to organise the parts of a problem in a sequential, systematic way and make meaningful comparisons between data.</p> | <ul style="list-style-type: none"> – Level 1: Requires the ability to recognise common relationships and identify the immediate problems or possibilities in a situation. – Level 2: Must demonstrate the ability to think logically through a problem and breakdown an issue into a step-by-step, sequential process. Should be able to explain the rationale behind any decision they have made and anticipate any obstacles in their way. Good questioning skills. – Level 3: Requires superior logical reasoning skills and the ability to deal with complex, inter-related issues which have wide ranging implications. A superior ability to draw out the information needed when evaluating a project or issue. | 3 |
| <p>8) Customer Services orientation</p> <p>An underlying commitment to accomplish a task (no matter how small) to a high standard and with a concern for all areas involved. Includes concern to monitor and check work output.</p> | <ul style="list-style-type: none"> – Level 1: Monitor own work quality as well as those of the organisation – Level 2: Commitment to checking quality work of others to ensure procedures are followed. – Level 3: Takes a lead role in establishing customer service and quality enhancements to improve the service provided to the organisation | 2 |
| <p>9) Organisation and Time Management</p> <p>Requires a commitment to organise work efficiently and effectively to meet deadlines. It implies the ability to work faster, smarter and prioritise, plan and delegate when required.</p> | <ul style="list-style-type: none"> – Level 1 – Recognises important tasks and will take steps to ensure work is done accordingly. – Level 2 – Aptitude for planning and effective time management and have established the systems to support multiple task completion. Deadlines are met according to time priority. – Level 3 – An expert with regards to organisational planning and time management. It demands proven ability to manage a complex range of activities of different priority and urgency. Supports/organises others - people and resources | 2 |
| <p>10) Leadership</p> <p>Implies a desire to lead others to take action in order to deliver business goals. It is about generating excitement, enthusiasm and commitment from the group and creating an environment in which everyone has a shared sense of where they are going. May not be a formal position held.</p> | <ul style="list-style-type: none"> – Level 1: Leadership is demonstrated by keeping others informed about relevant and useful information. Tends more to implement the goals and directives set by others. – Level 2: Must demonstrate effective leadership and be able to identify new business opportunities and set a credible example. Works for others to move forward. – Level 3: A genuine charisma as a leader and a track record of making things happen. Focus is on communicating the vision, and doing things in such a way that generates commitment from others. | 2 |