

Hauraki Maori Trust Board Position Description



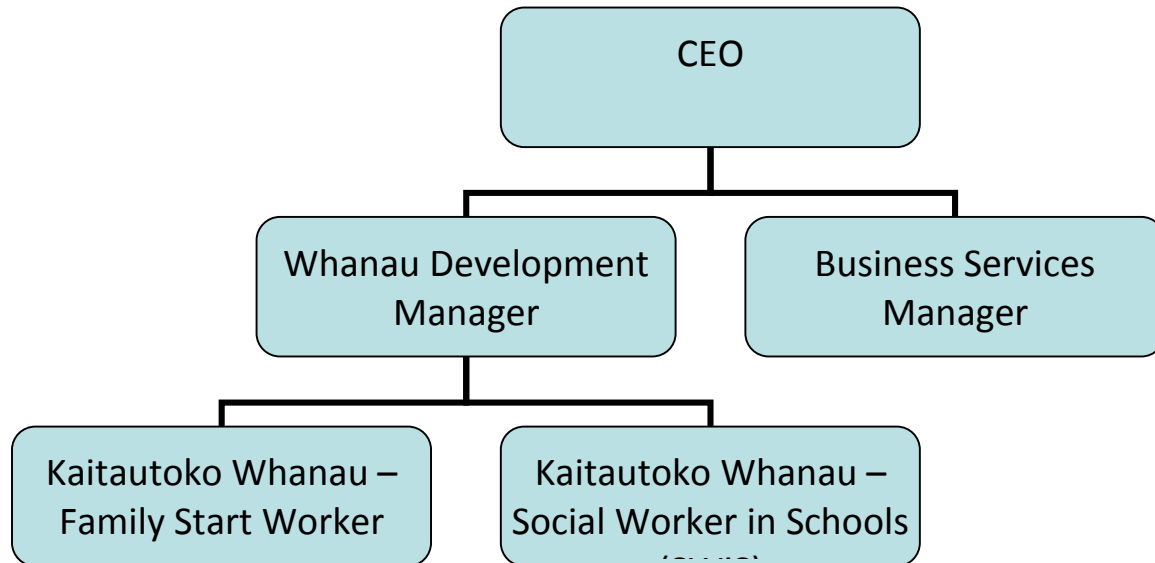
Job Title:	Kaitautoko Whanau - Social Worker in Schools (SWiS)
Location:	Paeroa
Group:	Whanau Development
Your Name:	
Signature:	
Date Completed:	May 2018
Chief Executive's Signature:	

Job Purpose

- *Ensure the safety and wellbeing of children is paramount*
- *Provide 'best practice' in social and casework service to children and their family/whanau/caregiver*
- *Provide preventative and early intervention programmes with a child/ren and whanau for whom a referral has been received*
- *Work collaboratively with school staff, other government agencies, community and service providers*
- *Undertake comprehensive assessments of each child and their whanau to develop and manage SMART, strength based plans that have achievable outcomes*
- *Identify and develop individual and group prevention and intervention programmes that meet the needs of the child/ren and their whanau*
- *Advocate, mediate and facilitate on behalf of child/ren and their family/whanau/caregiver*
- *Access all services, including Strengthening Families for the achievement of child outcomes*
- *Educate and inform school staff, and the community on the role of SWiS worker*
- *Develop and maintain community, cultural and professional networks*
- *Maintain essential relationships with other SWiS workers, Whanau Development and HMTB staff, hauraki Iwi/Hapu/Marae/Community/Government departments and stakeholders.*

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
Internal Whanau Development Staff Hauraki Maori Trust Board	Face to face meetings Report writing
External Community Organisations Government Organisations Schools Families of children MVCOT SWIS Governance Group	Face to face meetings Report writing Facilitation of meetings

Accountabilities

Scope of Responsibilities	Extent of Responsibilities
Financial Responsibilities; Budgets and Decision-Making Authority	Nil
Signing Correspondence	May do so: In relation to the duties 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 Indicators
<p><u>Employer Organisation Focus</u></p> <ul style="list-style-type: none"> Maintain and promote the standards, which are consistent with achieving HMTB beliefs, values and objectives 	<ul style="list-style-type: none"> Operates in a professional manner that enables the Social worker In Schools to meet the objectives of the HMTB Demonstrates a high quality, appropriate, accurate information and advice is available to the HMTB, Schools, Stakeholders
<p><u>Service Delivery</u></p> <ul style="list-style-type: none"> To operate in accordance with the SWiS services specification and operating guidelines for Whanau Development To undertake all required reporting and record keeping To operate as part of the SWiS and Whanau Development Team To participate in supervision To routinely prioritise and manage case load To undertake liaison with schools, community group networks, professionals and relevant individuals To actively participate in the developing of programmes To assist with developing presentation material 	<ul style="list-style-type: none"> Deliver the services provided as set out in the Social Workers in Schools service specifications in the areas of: <ul style="list-style-type: none"> Case Management Activities to be provided in schools Reports and due dates required for those reports Any other areas as required Annual review of the services
<p><u>Administration</u></p> <ul style="list-style-type: none"> Compile documentation and reports that inform the Provider, Funder and stakeholders about the effectiveness and efficiency of the SWiS programme I achieving appositive outcomes for children and their whanau 	<ul style="list-style-type: none"> Complete the administration requirements indicated. All case-notes and interactions with children and their whanau are accurately documented in electronic and hardcopy files Reports that show RBA processes including: <ul style="list-style-type: none"> ➤ How much we did ➤ How well we did ➤ Whether anyone was better off Any other administration Requirements as requested

<p><u>Personal Development</u></p> <ul style="list-style-type: none"> • Participate in regular fortnightly supervision • Participate in regular peer/group supervision • Participate in monthly external supervision • Participate in an annual performance appraisal based on the position description including ongoing professional development programmes • Attend required meetings and complete and submit all relevant reports to HMTB, the Schools and other Stakeholders as required 	<ul style="list-style-type: none"> • Agreed Supervision plans signed off • Identify personal development goals • Develop and implement an action plan of professional development • Undertake regular review of action plan to monitor performance and progress towards achieving personal development goals
<p><u>Risk Minimisation</u></p> <ul style="list-style-type: none"> • To actively contribute to the minimisation of risk including Health & Safety, personnel and finance objectives of SWIS 	<p>Contributes to the risk management activities by:</p> <ul style="list-style-type: none"> • Identifying Risks • Notifying the Manager of the risks • Participating in the services of risk minimisation activities • Complying with HMTB Key Operating Policies and Procedures documents • Participating in audits
<p><u>Continuous Quality Improvement</u></p> <ul style="list-style-type: none"> • To actively contribute to Continuous Quality improvement activities with the service 	<p>Contributes to the service's Continuous Quality improvement by:</p> <ul style="list-style-type: none"> • Identifying service improvement opportunities for child/ren, whanau and other Stakeholders • Notifying the manager of improvement opportunities • Participating in the service's quality improvement activities • Providing quality customer service and being responsive to customer/client requests or complaints • Working to improve quality of service and customer satisfaction
<p><u>Team Member</u></p> <ul style="list-style-type: none"> • Equal Employment Opportunities (EEO) • Actively engage in the support of team activities and moral within the team and Whanui 	<ul style="list-style-type: none"> • Maintains a current knowledge of relevant trends and practices • Participates positively in team activities • Demonstrates and encourages behaviour that recognises and is consistent with EEO principles

Cultural Activeness

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| <ul style="list-style-type: none">• Understands the relationship Whanui has with Hauraki Iwi as a positive influence for outcomes and aspirations of all peoples• Actively engages in SWiS service delivery which reduces barriers to Maori health, education and social service to improve outcomes for children and whanau | <ul style="list-style-type: none">• Demonstrates appropriate cultural behaviour within the context of working with child/ren, whanau and Stakeholders• Demonstrates an understanding in health and barriers that adversely affect Maori and seeking solutions to produce positive outcomes |
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Work Complexity

The 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
<p>Specific Skills and Abilities <i>The essential and desirable skills required for this job and associated performance standards.</i></p>	<p>Ability to work effectively as a member of a team</p> <p>Ability to work with Maori and have a good understanding of Tikanga and Te Reo</p> <p>Ability to work with other ethnic groups</p> <p>Ability to advocate on behalf of clients</p> <p>Ability to maintain confidentiality</p> <p>Prioritise and achieve goals</p> <p>Ability to develop good working relationships with school personnel and other organisations</p> <p>Demonstrated ability to communicate and write effectively</p> <p>Innovative and creative</p> <p>Adaptable and able to cope with change</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>
<p>Qualifications <i>The essential (including those required by legislation/ regulation) and desirable qualifications for this job.</i></p>	<p>A minimum of Degree in Social Work and/or SWRB Registration</p> <p>Experience in working with children within the social service sector</p> <p>Working knowledge of Computers</p> <p>Current full New Zealand drivers licence</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>
<p>Experience/Knowledge <i>The experience and knowledge necessary to perform this job.</i></p>	<p>Children, Young Persons and their Families (Oranga Tamariki) Act 1989</p> <p>Privacy Act 1993, the Health Information Privacy Code 1994</p> <p>Care of Children Act 2004</p> <p>Vulnerable Children Act 2014</p> <p>The Domestic Violence Act 1995</p> <p>The Education Act 1989</p> <p>New Zealand Code of Ethics for social work practice</p> <p>Indicators of abuse</p> <p>Child/human growth, development and family/whanau dynamics</p> <p>Government and professional organisations and agencies</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>

Competency

What are the levels of competency for this job?

Competency description	Level	Competency Assessment Level 1 - 3
<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. 	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 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>	<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 positively when dealing with internal and external people. Will strive to conduct self openly, honestly and consistently with any professional standards. - 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. 	2
<p>6) Sector Knowledge</p> <p>Understanding of sector, including how emerging trends might affect individuals, families and groups now and in</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 	2

the future.	<p>affect the immediate future is desirable.</p> <ul style="list-style-type: none"> – 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. 	
<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. 	2
<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