



Regional Youth Support Services Inc.

*Practical Support for Children, Young People & Families*

## **Regional Youth Support Services Position Description**

### **Individual Support Worker (Abilities Team) - CASUAL**

#### **SCHADS Award Level 2**

RYSS takes great pride in delivering support with compassion, initiative, the highest respect for human rights and social justice. All support and client engagement at RYSS embraces a Strengths-based approach when addressing and meeting the needs and goals of young people. Our Vision is to provide opportunities for young people on the Central Coast to be better equipped to meet life's challenges.

### **Regional Youth Support Services, Inc ('RYSS') Summary**

For 30 years, RYSS has been a point of access on the Central Coast for high quality services and facilities specifically tailored for young people. In that time, RYSS has grown as a community based, non-government organisation to be the largest locally based provider of youth specific services in the region - today delivering a range of youth work support, information, advice, and referrals, case work, advocacy, youth specific disability services, as well as programs, events, and activities that support and encourage young people as they develop their skills and abilities in living independently on the Central Coast.

RYSS maintains a close-knit, focused, professional, and supportive team of Case Managers, Support Workers, Arts Practitioners, and Specialist Intervention staff, to foster and further develop social, financial, and education networks with young people, in order to build capacity, engage the support of referral services and specialised skills programs and facilities in order to best meet the individual needs and personal goals of young people across The Coast.

RYSS provides a shopfront service centrally located in the heart of the Gosford CBD, among over half a dozen other Youth Services including ET College, the Aftercare Resource Centre, Post-School Options, and OCTEC Employment. From this Shopfront service, RYSS delivers Early Intervention support, a range of Arts Programming, the Indigenous Justice Case Management Program, Skills-Based Group programs, Transitional Supported Accommodation, and Disability Support, as a registered Disability Support Provider under the NDIS. RYSS provides these supports across the entire Central Coast, supporting young people in their homes, schools, and in their communities.

### **Core Values**

#### **Potential – Recognise, nurture and develop creative potential**

**Inclusion** – Accept and embrace diversity and inclusion, through service delivery and community action

**Community** – Promote participation of young people in their communities, through partnerships and advocacy

**Excellence** – Aim to provide centres of excellence in all aspects of services through professional, ethical and respectful practice

**Empowerment** – Encourage self-determination by exploring options, challenging obstacles, promoting independence, and supporting informed choices. We foster self-confidence and innovation

## **Outcomes:**

RYSS delivers support to young people in line with the principles of the Disability Support Standards, and within the expectations outlined within the Operational guidelines of the National Disability Insurance Scheme (NDIS). These principles form the basis for RYSS KPI measures.

All provision of support:

- Promotes the Rights of the Individual
- Encourages Community Participation and inclusion, and strives to develop the individuals community networks and support mechanisms that foster independence
- Encourages young people to be directly involved in setting goals that align with their own personal needs, to ensure a person-centred approach to support
- Articulates the RYSS feedback mechanism, to ensure young people have consistent and simple access to engage in the design and delivery of their own supports. This access extends also to the inclusion of information about services external to RYSS, that may be accessed by the individual.

At all times, RYSS support ensures that:

- Children and Young People are safe from harm and injury
- Children, Young People and their families have access to appropriate and responsive services if needed

## **Responsible to:**

Individual Support Workers report to the 'Team Leader Abilities' who in turn is accountable to the Operations Manager (OM). Rostering is arranged directly with the team leader (authorised by OM).

## **Position Summary**

Individual Support Workers engage with carer's and young people to deliver assistance to clients under the NDIS. Young people with varying abilities are supported at RYSS, and includes people with mental illness, and intellectual disabilities. Support is delivered in the context of both Core and Capacity Building Supports under NDIS. These supports include daily activity support, social and community engagement, support coordination, assistance with personal activities, behaviour support, assistance with household tasks, and other supports as identified by the Abilities Team Leader.

This position provides in-home support as well as support for young people living independently. This role includes the assessment of strengths, needs and risks of young people and/or their family and to provide appropriate and accurate information, advice, support, resources and referrals and the development, implementation and monitoring of their individualised plans.

## **Requirements of the position – Summary**

As directed by the 'Team Leader Abilities', plan and undertake activities in accordance with the clients Service Plan. This may include:

- Supporting young people (& carers) in the caring role through assistance, support and information as directed
- Providing support services with an emphasis on care recipient opportunities for community participation and living skills, as appropriate to the service request
- Completing domestic assistance tasks as directed including teaching cleaning and cooking skills.
- Providing personal care assistance in activities such as teaching basic hygiene (ie teaching shaving, clothes washing)
- Providing attendant care services to assist in activities of daily living
- Providing first aid according to RYSS Policy and Procedure
- Promoting self-determination and independence at all times in the delivery of care and support
- Providing regular feedback to the Team Leader and recording case notes daily.
- Providing input into the review process of Service Plans
- Attending training as directed
- Delivering care and support within the RYSS policies and procedures providing transport support as directed

## **Requirements of the position - Skills**

Computer – typing, use of Microsoft Office, publisher and the internet.

Communication – ability to communicate in an effective and efficient manner both written and verbally, to ensure the message being conveyed is understood by the intended audience.

Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate and ensuring interpretation is correct.

Organising, Planning, and Prioritising Work — Developing specific goals and plans to prioritise, organise, and accomplish work.

Conflict resolution, mediation and Negotiation — Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.

Decision Making and Problem Solving — To be able to research and analyse information and evaluate options to choose the best, most appropriate solution to solve problems.

Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

Documentation and Recording of Information — Entering, transcribing, recording, storing, or maintaining information in written or electronic form.

Monitoring — To be able to monitor, evaluate and assess the performance of self, programs, and clients, to be able to suggest improvements.

Current drivers' licence – and an ability to drive a mini bus

## **Requirements of the position - Knowledge**

Issues relating to young people and their families

Local services and agencies

## **Requirements of the position - Experience and Qualifications**

Previous paid experience in working with young people.

Related Diploma desirable (Community Services or Case Management)

Minimum Certificate III (Individual Support), or related training essential

## Position Responsibilities

Key Result Areas	Key Tasks	Key Performance Indicators
<p><b>Client focused, strengths based support Work</b></p> <p>(A strengths-based approach involves recognising, fostering and building on people’s skills, capacities and competencies)</p>	<ul style="list-style-type: none"> <li>• Develop, Coordinate, Implement and Monitor activities and programs that assist with the development of life skills to address needs relevant to young people and teach them how to reach their goals. For example developing social and relationships skills, financial management/budgeting and career advice and support.</li> <li>• Undertake strengths-based, child centred and family-focused support work.</li> <li>• Identification and recording of strengths, goals, objectives and tasks</li> <li>• Regularly monitor and review client plans for progress/achievements and update records as appropriate</li> <li>• Deliver services in a culturally competent and respectful manner</li> <li>• Support self-determination for Aboriginal children, young people and families and appropriately involve Aboriginal staff, communities and service providers</li> </ul>	<ul style="list-style-type: none"> <li>• Young people who say their most important goals were achieved</li> <li>• Young people state they learnt new things, feel more confident, attend school, training or paid work, live with extended family, have some contact with family</li> <li>• Young people, parents/carers report having more support that results in an increase in strengths</li> </ul>
<p><b>Home visiting</b></p>	<ul style="list-style-type: none"> <li>• The ability to build trusting relationships with child, young person and parent/carer</li> <li>• Ensure home visits are goal orientated and teach specific skills</li> <li>• To assist with the development of parenting, social and living skills</li> <li>• Assist clients to transition from supported accommodation to independent accommodation by providing services and support to the child, young person and/or family within their home environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Young person reports their most important goal was achieved</li> <li>• Young person reports they learnt new things, feel more confident, attend school, training or paid work, live with extended family, have some contact with family</li> <li>• Measurable improvements in living skills are achieved by the young person.</li> </ul>

<p><b>Engagement</b></p>	<ul style="list-style-type: none"> <li>• The ability to easily build rapport with young people and/or their family, developing an understanding of the family's past experiences, current situation, concerns and strengths</li> <li>• Demonstrating empathy and respect</li> <li>• Validating the participatory role of the family</li> <li>• Being consistent reliable and honest</li> <li>• Provide a safe and secure environment for young people.</li> <li>• The role modeling of appropriate behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Participants indicate that workers treat them with respect, that their ideas and opinions were welcomed and included and they are valued as they help improve services</li> </ul>
<p><b>Strengthening Community partnerships</b></p>	<ul style="list-style-type: none"> <li>• Work collaboratively with other relevant agencies and organisations in the provision of services to young people and/or their families.</li> <li>• Identification and co-ordination of the appropriate services and activities to implement the individual plans of the young person. This multi-component program approach, may include psychosocial support, self-help strategies, and building connection to family and education</li> </ul>	<ul style="list-style-type: none"> <li>• Number of referrals made to RYSS</li> <li>• Number of referral made to other agencies</li> <li>• Attendance at community meetings</li> </ul>
<p><b>Mentoring Programs</b></p>	<ul style="list-style-type: none"> <li>• The development of mentoring activities that are relevant to the young person and that have clear processes and structures in place</li> <li>• Regularly monitor and evaluate activities to ensure quality outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Participants who indicate workers treat them with respect, their ideas and opinions were welcomed and included and the service being helpful</li> <li>• Young people report that their goals were achieved</li> <li>• Young people report having learnt new things, more confidence, attend school, training or paid work, live with extended family, have contact with family, feel more supported into independence.</li> </ul>

<p><b>Organisational Responsibilities</b></p>	<ul style="list-style-type: none"> <li>• To assist RYSS with achieving the organisational outcomes required by clients and funders by providing quality services to meet the Key Performance Indicators (KPIs') requirements.</li> <li>• To record and collate relevant information of service provision of the support activity components to assist in RYSS meeting organisational KPI's</li> <li>• Support the promotion of RYSS services, who utilize various media options, such as the internet, local newspapers and radio.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor outcomes and record in reports.</li> <li>• Participate in RYSS promotional and community activities as required.</li> </ul>
<p><b>Individual and Team Responsibilities</b></p>	<ul style="list-style-type: none"> <li>• Participate in annual performance appraisals.</li> <li>• Meet with the Team Leader on a monthly basis for work supervision.</li> <li>• Maintenance and improvement of professional knowledge and skills and identify areas of further training or professional development to assist with the role.</li> <li>• Prepare information for and participate in staff meetings and regularly maintain communication with co-workers.</li> <li>• Participate in organisational planning activities.</li> <li>• Attend service meetings as required and feed back information from these at meeting at staff meetings.</li> <li>• Ensure policies and procedures of RYSS are maintained, as well as complying with relevant legislation, statutory requirements and other industry standards as appropriate.</li> <li>• Ensure that the EEO policy is adhered to.</li> <li>• OH&amp;S practices should be followed to ensure a safe workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in an annual performance appraisal</li> <li>• Participation in supervision sessions and ensure continual performance improvement.</li> <li>• Record training undertaken, and learning/skill outcomes when achieved.</li> <li>• Attendance and participation at staff meetings and at organisational planning activities</li> <li>• Ongoing Client satisfaction</li> </ul>

<p><b>Administration</b></p>	<ul style="list-style-type: none"> <li>• Maintain up-to-date client notes and files on clients in the format as required by RYSS.</li> <li>• Accurate recording of information for the qualitative and quantitative statistics required to meet KPIs' of client service provision.</li> <li>• To keep and maintain accurate daily records of work including a daybook, time sheets, equipment loans, data on participants/referrals, survey responses and community involvement in programs as required.</li> <li>• Provide monthly reports to the Team Leader regarding the progress of the young person.</li> <li>• Attending staff meetings when required.</li> <li>• Maintaining client confidentiality, in line with organisational policy and procedures and funding body requirements.</li> <li>• Providing input into data base notes, appointments &amp; into the review of client Service Plans</li> <li>• Completing documentation as required by the Team Leader.</li> <li>• Submitting relevant paperwork on a fortnightly basis (petty cash etc)</li> <li>• Ensuring the rights and responsibilities of clients according to the Disability Service Standards 1992; Mental Health Act 2007; Work, Health and Safety legislation and; other requirements as specified in the RYSS Policy and Procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Accuracy and efficiency of recorded information</li> <li>•</li> </ul>
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## Salary

### **SCHADS Award Level 2**

Continuance of this position is subject to funding. This position is based on fee work through the NDIS, and is subject to regular review.

Private and other income sources may supplement this position.

## Probationary Period

All RYSS employment is offered on condition of a probationary period of three (3) months, at which point suitability and performance within the role will be reviewed.

**Essential Criteria** – All items must be addressed in writing, to be considered for this role

1. Relevant qualifications - minimum Certificate III (Individual Support), or equivalent
2. Ability to articulate how best to deliver support with compassion, initiative, and in consideration of the rights of the individual
3. Demonstrated experience in community support services for young people with disabilities and/or mental illness with:
  - a. A commitment to quality care
  - b. Excellent communication skills (verbal and written)
4. Own reliable transport, current drivers licence and comprehensively insured vehicle and an ability to drive a 12-seater mini bus (C-Class licence)
5. Current First Aid Certificate (or proof of enrolment to course)
6. Own mobile phone, email and computer

NOTE: Must have current Working with Children Check Clearance for suitability for working with children, youth and vulnerable people and comply with relevant legislative requirements.

## Desirable Criteria

1. A good knowledge of community services and professional support networks available on the Central Coast
2. Further qualifications in mental health/youth work/social work, and experience in working with people with mental illness, complex needs, and/or backgrounds of trauma.
3. Commitment to undertake training in mental health first aid and other training as identified.