

POSITION DESCRIPTION

Oranga Tamariki—Ministry for Children



Title:	Care Worker
Group:	Care Services / Youth Justice Services / Services for Children and Families
Reports to:	Residence Manager
Location:	As specified
Direct Reports:	No
Budget:	No

OUR ORGANISATION

About us

Oranga Tamariki—Ministry for Children is a Ministry dedicated to supporting any child in New Zealand whose wellbeing is at significant risk of harm now, or in the future. We also work with young people who may have offended, or are likely to offend. Our belief is that in the right environment, with the right people surrounding and nurturing them, any child can, and should flourish.

Our vision

Our vision is: New Zealand values the wellbeing of tamariki above all else.

Our purpose

Our purpose is: To ensure that all tamariki are in loving whānau and communities where oranga tamariki can be realised.

The Oranga Tamariki way

We're introducing a new way of doing things. A way of looking at the world that guides everything we do:



Our core outcomes

Our core outcomes are:

- All children and young people are in loving families and communities where they can be safe, strong, connected, and able to flourish
- Improved outcomes for all children, especially tamariki and rangatahi Māori.

POSITION PURPOSE

The purpose of this role is to deliver a care service to high needs young people in the care of Oranga Tamariki. The team consists of:

- The young person's social worker who determines the Individual Plan with the family at the Family Group Conference (FGC) and case manages the delivery of the interventions by different professionals around the Home that address priority criminogenic and child protection need factors for the young person, and
- Other professionals, such as counsellors, health and education workers also involved in the Plan

The key responsibility of the Care Worker is to support the Individual Plan through caring for the young people in the Home, mentoring, providing a positive life role model and administering a behaviour change structured activity programme (in other words a "positive parenting" approach) inside the Home.

KEY ACCOUNTABILITIES

Key Result area	Key Accountabilities
Provision of care	<ul style="list-style-type: none">- Works as part of a team in the Home to provide a safe, caring, structured, family-like environment which encourages the childrens' and young peoples' learning of life skills, positive social relationships and contributions to group and family life- Facilitates the transition of children and young people into and out of the Home- Supports the young person's Individual Plan as required, e.g. focussing on particular behaviours, transporting to appointments- Ensures the child's or young person's physical and psychological safety.
Positive role model	<ul style="list-style-type: none">- Is a positive, warm, reliable and consistent example to the young person through understanding of, and empathy with, the young peoples' previous troubles, a belief in the young person's ability to change and the demonstration of a constructive, caring professional relationship.
Behaviour change	<ul style="list-style-type: none">- Leads and participates in a structured behavioural change programme for a particular young person and all young people in the Home- Ensures routines and processes for strengthening positive behaviour are in place and maintained, through the maintenance of a rewards and consequences points approach.

Key Result area	Key Accountabilities
Structured, purposeful daily programme	<ul style="list-style-type: none"> - Works with the young people and other workers to plan and implement the daily 7 day a week, 16 hours a day, programme of purposeful activities, tailored to meet the specific needs of the young people and of the group.
Community connections	<ul style="list-style-type: none"> - Organises and supports community connections for children and young people - Promotes and maintains effective community relationships within the neighbourhood to support the Home's activities and the children and young people - Sources and coordinates the provision of activities to support the interests and aspirations of children and young people.
Documentation	<ul style="list-style-type: none"> - Monitors and records progress towards achieving the objectives of the in-Home part of the Plan - Completes all other requirements for other documentation and reporting.
Team work	<ul style="list-style-type: none"> - Constructively participates as part of an in-Home and wider team, committed to achieving the goals of the young peoples' Individual Plans - Supports and works as a group with other carers providing care for young people in the community around the Home - Participates in all skill development and training to improve the effectiveness of their own role - Participates in peer and other reviews of the Home programme and successful interventions (What Works) for young people with high needs.
Being part of the Oranga Tamariki team	<ul style="list-style-type: none"> - Actively and positively participate as a member of the team - Proactively look for opportunities to improve the operations of Oranga Tamariki - From time to time, you may be required to perform other reasonable duties as requested by your manager - Comply with and support all health and safety policies, guidelines and initiatives - Ensure all incidents, injuries and near misses are reported into our H&S reporting tool - Comply with all legislative and regulatory requirements, and report any breaches as soon as they become known - Adhere to all Oranga Tamariki procedures, policies, guidelines, and standards of integrity and conduct - Demonstrate a commitment to and respect for the Treaty of Waitangi and incorporate these into your work.

KEY RELATIONSHIPS

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| Internal | <ul style="list-style-type: none">- Other Care Workers- Senior Care Worker, where relevant- Social Worker- Manager Care Services- Family Engagement Worker- Casual resource workers- Site Managers, Youth Justice Managers and their teams- Oranga Tamariki staff |
| External | <ul style="list-style-type: none">- Community groups/neighbourhood interest groups- Specialist Services/Psychologists/Social Workers/ Supervisors/Coordinators- Schools/education service providers- Health providers- Iwi/Māori connections- Tangata Pasifika connections |

QUALIFICATIONS & EXPERIENCE

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| Qualifications | <ul style="list-style-type: none">- Relevant study or papers are useful- A clean, current driver's licence is essential and a willingness to drive the Ministry's vehicles |
| Knowledge and Experience | <ul style="list-style-type: none">- Knowledge and/or experience of contemporary issues in social services delivery- Knowledge of, and established links to, community networks and experience working in collaboration with community service providers, other government departments, including work in cross cultural situations- Knowledge of and interaction with children and adolescents with challenging behavioural issues- Participation in activities which involve children or young people- Understanding of the statutory role and objectives of Oranga Tamariki- Training will be provided, however an awareness of how to support positive behaviour change in children and young people; including any of the following, will be helpful:<ul style="list-style-type: none">o The way young people think and behaveo Child development stages and what encourages or hinders normal progression through stageso Knowledge of the effects of child abuse and neglecto The experiences of young people that influence youth offending |

- Issues for young people relating to, alcohol and substance abuse, problem sexual behaviours, school failure, etc.

Skills and Behaviours

- Life experiences and skills that prepare a person for successful parenting and mentoring a child and young person
 - Demonstrable empathy for working with children and young persons from abusive and neglectful environments
 - Demonstrable ability to work as part of a team
 - Ability to actively promote a pro-social environment
 - Ability to demonstrate a high degree of consistency in behaviour at all times, act as a clear role model, maintain professional boundaries, generating confidence of peers and young people through his/her own ethical conduct
 - Ability to maintain confidentiality and be able to earn the trust of children, young persons and other staff
 - Ability to talk to young people
 - Ability to describe and show a professional attitude towards young people as a staff member, not a friend
 - Resilience in working through difficult situations and ability to have difficult conversations with children and young persons and other professional staff
 - Physically fit and agile to participate in activities with children and young persons
 - Good sense of humour, ability to have fun and apply this appropriately in working with children and young persons
 - Excellent verbal, written and interpersonal communication skills
 - Understanding and appreciation of cross cultural issues and concerns, in particular, knowledge of tikanga Māori, and Pacific peoples' culture.
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POSITION COMPETENCIES

Competency	Description of success profile behaviour
<p>1. Client focus</p> <p>The desire and willingness to understand and meet or exceed client expectations. Clients are those groups or individuals, internal or external, who use the services of Oranga Tamariki.</p>	<ul style="list-style-type: none"> - Delivers quality service to clients - Understands, empathises with, and identifies the needs, concerns and priorities of clients and ensures that services are delivered to take account of these - Takes responsibility for correcting client service problems and/or "championing" client issues - Corrects problems promptly, without becoming defensive - Actively supports the interests of the client by making choices and setting priorities to meet their needs.

Competency	Description of success profile behaviour
<p>2. Communication</p> <p>The ability to clearly convey thoughts and ideas effectively. This may include listening, interpreting, formulating and delivering: verbal, non-verbal, written, and/or electronic messages.</p>	<ul style="list-style-type: none"> - Work shows recognition of the importance of communication in achieving results - Seeks to understand others' frame of reference and uses this understanding to identify the most effective method of conveying information - Uses different ways of conveying a message to add clarity and meaning to communications - Adapts communications to the views and level of knowledge of the audience - Prepares and structures communication well. Is able to make complex issues understandable - Sets out arguments clearly and logically; persuades and influences others.
<p>3. Teamwork</p> <p>The ability and willingness to work with others co-operatively and productively in order to achieve group objectives. This may include informal work groups, advisory groups or committees and project teams.</p>	<ul style="list-style-type: none"> - Contributes positively by actively sharing information and listening and accepting others' points of view - Shares the workload with others and contributes by being prepared and completing assigned tasks - Maintains a positive outlook and shows flexibility to new approaches and ideas - Is willing to learn from others at all levels - Promotes team co-operation.
<p>4. Relationship management</p> <p>The ability to interact with and develop effective working relationships with a wide range of people of different types and in different situations. This includes establishing formal and informal working relationships; developing win/win relationships; assessing and responding to individual behaviour.</p>	<ul style="list-style-type: none"> - Builds good rapport with people at all levels - Actively seeks opportunities to contribute to positive outcomes for clients, stakeholders, staff and colleagues - Approaches issues or disagreements with the objective of reaching win/win solutions - Develops relationships with the intent of achieving effective delivery of relevant services.
<p>5. Planning and organising</p> <p>The ability to identify objectives and develop effective action plans to achieve them. This may include using sound</p>	<ul style="list-style-type: none"> - Prioritises work and manages own time effectively; takes on a realistic amount of work - Thinks ahead, identifies potential problems, and gives early warning of any difficulties - Keeps track of work requested and consults appropriately on plans

Competency	Description of success profile behaviour
<p>personal organisation disciplines; using a methodical and systematic approach towards planning workloads; using project management skills; exhibiting appropriate initiative and persistence; focusing on work that is of high quality.</p>	<ul style="list-style-type: none"> - Takes required resources into account when planning - Displays drive and energy in achieving goals and perseveres when obstacles emerge.
<p>6. Cultural responsiveness</p> <p>Shows cultural sensitivity, awareness and understanding of diversity. Builds and maintains effective relationships with Māori and other cultural groups. Is responsive to the needs of Māori and other cultural groups, effectively relating to clients from diverse cultural backgrounds and ensuring opportunities for Māori input into decision-making.</p>	<ul style="list-style-type: none"> - Understands and is responsive to the needs of different cultural groups in the delivery of services - Maintains effective relationships with Oranga Tamariki clients and employees and understands their perspectives and priorities - Understands the debates and practices surrounding the Treaty of Waitangi - Interacts appropriately with Māori taking into consideration tikanga and kawa - Engages effectively with family/whānau to ensure participation in decision making.
<p>7. Problem solving & judgement</p> <p>The ability to apply an objective, logical reasoning process to a problem or work situation in order to develop a conclusion or recommendation.</p>	<ul style="list-style-type: none"> - Systematically collates information from a wide range of sources and assesses its relevance - Ensure the procedures for gathering information are effective and efficient - Breaks down complex situations into manageable parts in a systematic way - Recognises several likely causes of events - Does not stop at first answer; strives to find out why something happened - Considers all aspects of a situation, weighing up different options to arrive at the best solution - Makes clear decisions based on a logical analysis of the options - Acquires new information and applies knowledge to analyse issues and resolve problems.

Competency	Description of success profile behaviour
<p>8. Integrity</p> <p>The ability to maintain confidences and trust, and to act in an honest, ethical and professional manner.</p>	<ul style="list-style-type: none"> - Sets and adheres to professional and organisational ethical standards - Demonstrates desired behaviours and treats all people with respect and dignity - Is committed to the values of the organisation.

Desirable Competencies

Competency	Description of success profile behaviour
<p>9. Change orientation</p> <p>The ability to think about a situation, issue or process in new or varying ways and to generate new ideas. This includes the willingness to seek out and implement better ways of doing things and to embrace change.</p>	<ul style="list-style-type: none"> - Stretches to continuously improve activities and results beyond work unit - Helps to establish a climate that encourages innovation and receptivity to change - Demonstrates consistent ability to generate new ideas and initiatives - Shifts focus and activities quickly in response to changing organisational priorities.
<p>10. Self-development</p> <p>The ability and desire to take ownership of one's development and to proactively pursue opportunities to learn and develop. This may include recognising opportunities for self-development, taking responsibility for remaining competent and learning from mistakes and successes.</p>	<ul style="list-style-type: none"> - Learning is focused on current role, but also on career development - Designs a personal action plan to address own issues constructively and understand the most appropriate learning style for self - Uses a range of sources to develop own knowledge and skills - Seeks feedback from others with the intent of self-improvement.