

	<h2 style="color: #0070C0;">Transitions Support Worker</h2>
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A. POSITION SUMMARY

Position Title:	Transitions Support Worker
Team:	Community Initiatives Team (CIT)
Reporting to:	Transitions Coordinator
Reports:	None
Status:	Part Time – 24 hours per fortnight
Location:	Carramar Site
Salary	SCHCADS Grade 4 Level 4

B PROGRAM OVERVIEW

The Building a Bridge Project services selected schools in the Bankstown LGA and targets Year 5 and 6 children as they transition to high school. The project supports the Stage 3 cohort in (Universal) events and activities designed to inform and motivate. Several targeted activities and events are delivered to school identified students that may need extra support to successfully transition. These activities include evidence based programs. Parenting and family support is also provided to parents/carers of students at both the universal and targeted level. This support enables families to have a deeper understanding of this key transition point and the Australian education system, and if required access further support and education to assist their journey to high school.

C JOB PURPOSE

The primary purpose is to strengthen the resilience of vulnerable children and young people transitioning from primary school to high school by:

- Increasing motivation to stay engaged in education
- Facilitating Evidence Based programs to build skills, positivity and resilience
- Improving parenting capacity and confidence in parenting adolescents.
- Developing trusting relationships with children, young people, their families and the schools involved to enhance engagement with education.

D RELATIONSHIPS

This position must develop and maintain internal and external network is and relationships in order to ensure best practice and quality service delivery to clients, external stakeholders and referrers and within Woodville Alliance (WA). This may include:

- Working closely with the Transitions Coordinator to ensure the program is effectively delivered within funding requirements and WA quality processes.
- Working with Transitions Coordinator and others within WA and CIT to promote collaboration and ensure the delivery of quality services to clients.
- Supporting families and children from a strengths-based approach and work with school staff to ensure, client centred goals and outcomes.
- Maintaining collaborative relationships in the selected schools and encourage involvement of teachers, students and parents in the program.
- Maintaining strong relationships with Communities for Children, The Smith Family and other community partners and participate where possible in relevant review and partner meetings.

E JOB REQUIREMENTS

Key Result Area 1	Facilitation or support of programs and information sessions for parents and carers
<p>KEY TASKS</p> <ol style="list-style-type: none"> 1. Support to the Transitions Coordinator as directed 2. Support evidence-based parenting programs and other information sessions that assist parents and care givers to enhance their knowledge and understanding of adolescence and encourage effective and age appropriate parenting strategies to support their children in their transition to high school 3. Support the facilitation of appropriate talks and guest speakers for parents/caregivers on topics such as cyber safety, resilience, emotional intelligence, getting ready for high school or topics that is required for the health and wellbeing of students to support them in their transition to high school 4. Identify emerging issues of concern and refer them to Transitions Coordinator 5. Collaborate with schools and Community Liaison Officers to support schools, parents and families with information and how to make referrals to appropriate services, 6. Collect data and consent for all children in programs and ensure data is recorded in DEX <p>Key Performance Indicators- for the tasks</p> <ol style="list-style-type: none"> 1. Groups, activities and sessions meet funding guidelines and outcomes according to the project plan. 2. Programs provide families with information on where to seek help and how to access appropriate services. 3. Referrals are made to other services and reports of concern are made to schools. 4. Outcome measures, client satisfaction/pre/post surveys and consent forms are collected as required by the Manager and relevant funding bodies and recorded in DEX/database. 	

Key Result Area 2	Universal programs for the Stage 3 cohort at selected primary schools in the Bankstown LGA
<p>KEY TASKS</p> <ol style="list-style-type: none"> 1. Support Next Steps tours as directed by Transitions Coordinator 2. Support appropriate talks and guest speakers for the students on topics such as cyber safety, resilience, positivity, Grit or topics required for the health and wellbeing of students to support them in their transition to high school and strengthen their engagement with education 3. Support students in their transition to high school and attend sessions such as taster days, transition activities and Orientation days in the local feeder high schools as required 4. Data, consent and pre/post surveys are collected <p>Key Performance Indicators (KPIs) for the tasks</p> <ol style="list-style-type: none"> 1. Excursions, activities and sessions are delivered from a strengths-based perspective and meet funding guidelines and outcomes 2. Activities provide children on where to seek help and how to access appropriate services. Referrals are made to other services and reports of concern are made to schools. 3. Activities, excursions and sessions are planned in line funding guidelines and client satisfaction/pre/post surveys are completed as required by the Manager and relevant funding bodies. 4. All relevant data is collected, recorded in DEX/database as required 	

Key Result Area 3	Facilitation and support of Evidence Based Programs to children identified by teachers in schools
<p>KEY TASKS</p> <ol style="list-style-type: none"> 1. Apply a strengths-based approach to facilitate Evidence based programs and groups that build the capacity of children through building resilience, positivity and addressing identified need and vulnerability 2. Identify emerging needs and/or areas of concern to relevant staff in schools where programs are taking place 3. Ensure that all groups, programs, activities culturally appropriate and sensitive to diversity. 4. Ensure mandatory reports are made if required in consultation with the school 5. Collect data and consent for all children in programs and ensure all relevant data is recorded in DEX/database <p>Key Performance Indicators - for the tasks</p> <ol style="list-style-type: none"> 1. Groups, activities and programs requirements are delivered from a strengths-based perspective and meet all funding outcomes 2. Children are identified and referred to appropriate services or reports of concern are made to schools in discussion with Transitions Coordinator 3. Groups, activities and programs are facilitated in line with evidence-based and funding guidelines and outcome measures, client satisfaction/pre/post surveys are collected as required by the Manager and relevant funding bodies. 4. All relevant data is collected and recorded in DEX/database 	

Key Result Area 4	Data Collection and Reporting Support
<p>KEY TASKS</p> <ol style="list-style-type: none"> 1. Ensure data is collected for all programs, sessions and activities 2. Support Transitions Coordinator to ensure all data is inputted into DEX/database 3. Support the running of DEX reports for the relevant funding body as required 4. Support the Coordinator in completing six monthly reports required by the funding body 5. Attend quarterly review meetings with the relevant funding body as required 6. Support Coordinator in info required for WA reports <p>Key Performance Indicators - for the tasks</p> <ol style="list-style-type: none"> 1. All data is recorded on an individual level 2. Support to ensure reports are delivered on time and accurately 3. Participate in meetings with the funding body as requested 	

Key Result Area 5	Contribute to continuous quality improvement
<p>KEY TASKS</p> <ol style="list-style-type: none"> 1. Participate in ongoing learning and development related to latest research and best practice approaches to support, children and their families in their health, wellbeing and transition to high school. 2. Participate in regular supervision with the Transitions Coordinator to ensure operational procedures and policies are adhered to along with other challenges that may be faced in the work environment. 3. Participate in the CIT Strategic Planning and evaluation processes <p>Key Performance Indicators (KPIs) for the tasks</p> <ol style="list-style-type: none"> 1. Knowledge of program and industry best practice is continuously developed 2. Staff development days and other training opportunities to improve the quality of the work are attended 3. Internal supervision is embraced as a way of reflecting on practice and improvements required for better client outcomes 	

Key Result Area 6	Be an active member of the Community Initiatives Team and WA team
<p>KEY TASKS</p> <ol style="list-style-type: none"> 1. Participate in Strong Families Strong Communities and wider Community Initiatives Team meetings. 2. Work cooperatively and respectfully with all Community Initiative Team members. 3. Participate in relevant (WA) events. 4. Accept other appropriate assignments not included in the job description as required by the Transitions Coordinator 	

Key Performance Indicators (KPIs) for the tasks

1. Contributes in a meaningful way to meetings and observes good team work principles to build trusting and harmonious work environments.
2. Evidence of working collaboratively and efficiently with other team members.
3. Attendance at required meetings and events.
4. Flexibility and willingness to take on other tasks within reasonable boundaries.

Key Result Area 7	Adherence to Company Policies and Procedures
KEY TASKS	
<ul style="list-style-type: none"> • Adhere and demonstrate commitment to Woodville Alliance code of conduct and other policies and procedures. • Adhere and demonstrate commitment to WHS policies, risk management framework and safe working practices. • Adhere to working conditions as stipulated in employment contract. • Demonstrate adherence and commitment to meeting all key result areas of position description. • Adhere to all relevant employment legislation as dictated by state and federal legislation inclusive of WHS Act 2011 and its regulations. • Ensure all activities comply with (WA) & funding bodies' policies and relevant legislative and regulatory requirements, ensuring no non-conformance reports. 	

F. RECRUITMENT INFORMATION

(The essential knowledge, experience, skills and personal attributes required for the position)

COMPETENCY AND SELECTION CRITERIA REQUIREMENTS	
1	Tertiary qualifications or working towards qualifications in Social Work, Psychology, Youth/Children's Work or another relevant discipline
2	Appropriate knowledge, skills and experience in the delivery of outcome focused group work, case work or support services to children and or young people as well as their families
3	Experience working with vulnerable groups from CALD and/or refugee backgrounds
4	Excellent interpersonal skills and relationship management skills
5	Sound computer skills and experience with computer applications and databases
6	Ability to work independently and collaboratively in a multi-disciplinary team
7	Australian drivers licence, own vehicle and the willingness to utilise own vehicle to transport small amounts of equipment for the program (vehicle allowance provided)
8	Current and verified Working With Children Check and clear National Police Check

G. OTHER EXPERIENCE AND REQUIREMENTS

- May need to perform other reasonable duties which are not listed in this position description from time to time to meet our business and operational needs.
- May be required to travel, with notice, to fulfill your duties.
- Will be expected to demonstrate a commitment to the principles of quality assurance and continuous improvement.

Approval

Manager Name	Manager Signature and Date
Employee Name	Employee Signature and Date
GM Human Resources Name Veronique Besnard	GM Human Resources Signature and Date