



## The Clubhouse – Youth Group Facilitator – Outreach

<b>Work unit</b>	Community Families & Youth
<b>Award</b>	SCHCADS Level 4.1
<b>Reports to</b>	Team Leader - The Clubhouse
<b>Supervisory responsibilities</b>	N/A
<b>Duration</b>	Fixed Term until 20 December 2019
<b>Probationary period</b>	6 Months
<b>Hours per fortnight</b>	60 hours per fortnight during school terms. The position holder will be required to work one week per school holiday period for programming and planning. The standard pro rata annual leave entitlement applies – remaining school holiday periods to be taken as unpaid leave
<b>Based at</b>	Lismore / Richmond Valley
<b>Position description created</b>	January 2017
<b>Approved by</b>	CEO
<b>Review date</b>	January 2018

Social Futures works to achieve social justice for regional Australians by supporting individuals, families and communities to take control and live well.

We work to create positive change in people's lives and connected, resilient communities. We envisage inclusive communities that support social and economic participation, in which everyone reaches their potential and has access to affordable housing. Our programs and services provide support on housing and homelessness, youth and family services, inclusion and participation for people living with disability and the development of the community sector. Including our work with partners, Social Futures currently serves more than 80% of regional New South Wales.

We welcome applicants from all walks of life to our diverse and inclusive workplace.

Social Futures is proud to be a White Ribbon accredited workplace and is committed to ensuring we have a safe and respectful workplace for all. We acknowledge that all people can be victims of violence and that all violence is unacceptable. The White Ribbon Committee is focused on addressing men's violence towards women because of the underlying power inequality and sexism that sustains gender-based violence and the disproportionately high prevalence of this type of violence in the community.

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### **Purpose of the Position**

This position provides group work for The Clubhouse Outreach - Links to Learning Program, and The Clubhouse programs as required.

With a focus on Creative Arts and STEM fields - Science, Technology, Engineering and Math - youth are mentored to develop their passions through projects that inspire self-expression and technological know-how. The Clubhouse learning approach is designed to empower youth from all backgrounds to become more capable, creative, and confident learners. It leverages new technologies to support new types of learning experiences and engage young people.

The Links to Learning program supports high school students who are at risk of disengaging from their education. This program assists young people to reengage with their education through learning and developing education and employment skills. The position requires experience with delivering group programs, with a focus on assisting young people to further develop living skills such as; self-esteem and efficacy, health and nutrition, anger management, personal safety, hygiene, coping mechanisms and resilience building, relationships and budgeting, literacy and numeracy skills.

The Clubhouse provides a safe and creative place after school hours for young people aged 12-18, to explore technology from robotics, to music programming, film and video to developing a game. This position will be required to deliver engaging youth-focused programs, support and guide mentors and volunteers, and ensure the safe and inclusive culture of The Clubhouse is upheld.

This position delivers The Clubhouse, Links to Learning Program in Lismore and the Richmond Valley schools, including Woodenbong and Bonalbo Central School. The program is run on separate days in these locations. The position is ideally contracted to commence a week prior to the start of the school terms, and workers will be required to work one week during the school holiday periods for planning purposes.

The position forms part of the Child and Family Team, Community Family and Youth Branch. This team has an emphasis on programs and services to support young people and families. The position works closely with all staff within Social Futures and will contribute to a collaborative and cohesive culture within the organisation.

## Mandatory Requirements

Current National Police Check	Current Working with Children Check	Current Valid Drivers' Licence
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## Essential Selection Criteria

Essential Selection Criteria	
1.	Possess relevant qualifications in education, social work, social sciences or similar field and extensive experience.
2.	Demonstrated experience in working with young people in social work/education settings and planning, coordinating, facilitating and evaluating group programs for young people
3.	Knowledge and understanding of child and youth development principles, and how that is applied to practice.
4.	Experience working with young people who are at risk of disengaging from their education, or who are vulnerable due to complex family, social and community issues.
5.	Demonstrated excellence in communication and interpersonal skills including demonstrated experience in building and maintaining relationships with a wide range of internal and external stakeholders including mentors, volunteers, parents/guardians and community members.

6.	Experience working with young people from a culturally diverse background, and / or Aboriginal or Torres Strait Islander communities.
7.	Ability to create and maintain a culture of inclusion and respect, in all aspects of service delivery.
8.	Ability and technical skills working with office software, including computers and connective devices (eg smart phones, digital cameras)
9.	C Class Drivers Licence with the ability to drive a commuter vehicle with up to 11 passengers.
<b>Desirable Selection Criteria</b>	
1.	Possess first aid qualifications or willingness to obtain.
2.	Interest, or experience, in working with creative arts and technologies.

## Key Responsibilities and Duties

Key Responsibilities	Focus Areas
<b>The Clubhouse Programs</b>	<ul style="list-style-type: none"> <li>Assist in the programming elements to meet the outcomes of the funding and the identified needs of the young people</li> <li>Delivery of the Links to Learning program for selected students from each of the target schools, and after school Clubhouse members, if required.</li> <li>Liaise with schools and parents/carers on client progress, issues, needs and achievements where required</li> <li>Develop and maintain Individual Student Plans in accordance with Links to Learning program guidelines and the Practice Framework.</li> <li>Provide basic computer maintenance and technical support, distributing marketing and promotional material to attract new members.</li> <li>Proactively engage with Clubhouse Village and Clubhouse Network opportunities</li> </ul>
<b>Program development, planning and reporting</b>	<ul style="list-style-type: none"> <li>Assist the Team Leader to develop an annual and term program for the Links to Learning program</li> <li>Facilitate Links to Learning sessions with members and participants in an informal learning environment, and if required, any specialised school holiday program or workshop.</li> <li>Assist in the design of intentional, sequenced, structured project-based activities that contribute to achievement of desired outcomes</li> <li>Makes children and youth feel physically and emotionally safe and part of the group, fostering an inclusive environment, addressing bullying and teasing, and effectively managing groups, including disruptive behaviour and conflict, and maintaining a sense of order.</li> <li>Fosters an effective learning environment for all participants.</li> <li>Maintain up-to-date records of participants and activities as required by Social Futures and funding bodies</li> <li>Maintain up-to-date work plans and summary of activities for inclusion in project reports and data collection processes</li> <li>Contributes to the measuring, reporting and continuous improvement of organisational performance.</li> </ul>

Key Responsibilities	Focus Areas
	<ul style="list-style-type: none"> <li>• Provides daily feedback to the relevant school and school staff on the activities and students wellbeing.</li> <li>• Accurately document, all client service complaints, grievances and critical incidents in accordance with relevant policies and procedures working within the framework provided.</li> <li>• Reports concerns about issues such as child abuse, and domestic violence; demonstrates ability to fulfil responsibilities as a mandated reporter of child abuse and neglect.</li> </ul>
<b>Collaborative Practices to engage service users, agencies and other stakeholders</b>	<ul style="list-style-type: none"> <li>• Assist to engage and coordinate other service and industry providers to deliver components of the Links to Learning program.</li> <li>• Maintain up-to-date knowledge of relevant services, support agencies and initiatives available to young people and families.</li> <li>• Promote this knowledge and the availability of services and resources to young people and their families</li> <li>• Build relationships with parents / carers and teaching /school staff ensuring that there is a holistic service delivery to support the individual participants in the program.</li> <li>• Assist to establish and maintain collaborative relationships with any identified stakeholders and other service providers and employers in the area.</li> <li>• Communicate with relevant individuals, services, organisations and departments to advocate on behalf of and meet the needs of the young people.</li> </ul>
<b>Youth Development</b>	<ul style="list-style-type: none"> <li>• Where appropriate provide support for youth in planning for the future, including pursuing academic and job opportunities that leverage their Clubhouse skills and experience</li> <li>• Offers maximum choice and voice and responds to priorities articulated by participants.</li> <li>• Actively engages youth and foster positive relationships with participants, and between participants and their peers.</li> <li>• Assists youth to develop learning skills by exploring their ideas and challenging their thinking by encouraging them to be questioning, helping them develop good study skills, and promoting problem solving approaches.</li> <li>• Engages participants in project-based activities and group discussions and introduce them to cultural, educational, and technological resources to help them explore opportunities that will enrich their lives.</li> <li>• Demonstrates sound knowledge and understanding of developmental milestones concerning the physical, emotional, cognitive, and social development of children and youth</li> </ul>
<b>Leadership and Staff / Stakeholder Relationships</b>	<ul style="list-style-type: none"> <li>• Model best practices, employing the practice framework to ensure consistency in demonstrating a professional approach to engagement of staff and stakeholders.</li> <li>• Assist student placements and volunteers to support delivery of programs</li> <li>• Mentor, support and/or supervise trainees, student placement or new staff members as required.</li> </ul>

Key Responsibilities	Focus Areas
	<ul style="list-style-type: none"> <li>• Contribute to professional development of student placements working in The Clubhouse programs</li> <li>• Supports staff and mentors, modeling professional standards to work effectively, implementing positive child and youth development approaches</li> <li>• Demonstrates knowledge of and effectively communicates the principles and practices of positive child and youth development to volunteers.</li> <li>• Able to Intervene where staff / mentors are not complying with child and youth development standards.</li> <li>• Effectively communicates, verbally and in writing providing assistance with program evaluation and reporting.</li> <li>• Models appropriate behaviour with staff and participants</li> <li>• Articulates programs goals and organisational mission.</li> </ul>
<b>Community Engagement, Event &amp; Partner Coordination</b>	<ul style="list-style-type: none"> <li>• Assists to organise functions to showcase members work to the school and community, including external exhibition opportunities and work with other service providers on youth based community development projects.</li> <li>• Provide community outreach to involve a diverse group of youth, parents and community members as required</li> <li>• Identifies internal (e.g. other units within the organisation) and external (e.g. schools, social service agencies, private businesses) stakeholder institutions to enhance program effectiveness.</li> <li>• Maintains partnerships with key stakeholders.</li> <li>• Uses group processes to advance community involvement.</li> <li>• Gathers input from the community to inform the development of Youth Connections Clubhouse policy and programs.</li> </ul>
<b>Maintain excellent internal and external relationships and contribute positively to Social Future's culture</b>	<ul style="list-style-type: none"> <li>• Promote and model Social Futures values, code of conduct and professional standards to all internal and external stakeholders</li> <li>• Be an active, contributing Branch member and work collaboratively across the organisation to assist all staff to achieve their work objectives</li> <li>• Assist with the supervision of any students, trainees or volunteers who are involved in activities that support the work of Social Futures</li> <li>• Any other duties as required to support the objectives of Social Futures</li> </ul>

## Competencies, Skills and Attributes

Technical	
1.	Tertiary qualification and / or extensive experience relevant to social services
2.	Current Drivers Licence
3.	Working With Children Check
4.	National Criminal History Check
Experience and Knowledge	

1.	Demonstrated skills in group program planning, implementation, management and outcomes assessment
2.	Experience working with young people who are at risk of disengaging from their education, or who are vulnerable due to complex family, social and community issues.
3.	Demonstrates awareness and sensitivity to diversity issues and recognises triggers, biases, beliefs and does not allow them to interfere with service delivery or job performance.
4.	Demonstrates understanding of the Practice Framework, the issues which may impact upon clients such as disability, trauma, sexual identity, domestic violence, mental illness, A&OD use
5.	Demonstrates a clear understanding of and commitment to person centred, strength based practices. Uses the relevant approaches in all interactions with participants and their families.
6.	Demonstrates an emotionally intelligent approach to their engagement, remaining calm, considered and responsive in challenging situations and interactions
7.	Problem solving and the capacity to generate innovative solutions
8.	Understanding of appropriate child and youth development approaches
9.	Demonstrates knowledge and skill in assessing young people at risk. This includes timely support for addressing immediate risk, support to access appropriate interventions and making referrals in a way that ensures support for the person and their family.
10.	Able to establish and maintain collaborative relationships with stakeholders and other service providers and employers in the area.
<b>Attributes and Values</b>	
1.	Acts honestly, openly, consistently and in accordance with the aims of Social Futures
2.	Demonstrates openness to supervision and training and a flexibility to incorporate other points of view to improve performance
3.	Demonstrates ability to work autonomously and within a team, taking responsibility for self and the program outcomes.
4.	Demonstrates behaviours that treat others with respect, care and compassion, promoting a collaborative work environment
5.	Demonstrates inclusive work practices that acknowledge and encompass diversity
6.	Demonstrated cultural competency informing culturally appropriate communication and engagement skills
7.	Communicates information, including identifying and communicating problems or issues with appropriate team and management staff in a timely manner, and positively engages with effective problem solving.
8.	Maintains appropriate boundaries in all interactions with children, young people, families and staff according to best practice, policies and procedures
9.	Maintains confidentiality in accordance with professional standards and organisational policies and complies with state privacy guidelines
<b>Compliance</b>	
1.	Understands and complies with organisational policies and procedures
2.	Willingness and desire to comply with health and safety policy and procedure to ensure safety of self and others

3.	Follows guidelines, policies and procedures when committing financial resources or processing financial transactions
4.	Demonstrates knowledge of applicable regulatory requirements governing mandated child abuse/neglect reporting requirements
5.	Demonstrates knowledge and skills in presenting timely written documentation such as assessment, support plans, incident debriefings.

### Attachment 1 – Internal Use Only

#### Measurement Criteria

Key Responsibilities	Measurement Criteria	Weighting
Deliver high quality client-centred service delivery	<ul style="list-style-type: none"> <li>• % of participant driven goals achieved</li> <li>• % compliance evident in internal audits of linking notes</li> <li>• Evidence of application of the Practice Framework</li> </ul>	70%
Collaborate to engage service users, agencies and other stakeholders	<ul style="list-style-type: none"> <li>• #Local Advisory Group meetings</li> <li>• #Parent / student Introductory workshops</li> <li>• # links created in community</li> <li>• # community projects with participant engagement</li> </ul>	10%
Foster innovation and culture of continuous improvement	<ul style="list-style-type: none"> <li>• # feedback records logged in ionmy</li> <li>• # complaints logged in ionmy</li> <li>• Evidence of participation in review of policy, procedure and support documentation</li> </ul>	5%
Program reporting	<ul style="list-style-type: none"> <li>• % of up to date data reports provided on time to support program reporting and results based accountability framework requirements</li> </ul>	5%
Maintain excellent internal and external relationships and contribute positively to Social Futures' culture	<ul style="list-style-type: none"> <li>• # Supervision session attended</li> <li>• # Team meetings attended</li> <li>• Participation in cross organisational projects or committees</li> <li>• Evidence of active participation in Child Safe and inclusiveness initiatives</li> </ul>	10%

#### Inherent Requirements of the Work Activities/Environment

Following is a table that outlines the main physical and psychological work environment characteristics that are representative of those an employee encounters while performing the essential functions of the job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Element	Key Activity	Frequency
Work Environment	Manage demanding and changing workloads and competing priorities	Daily
	Work in a team environment	Daily
	Work in different geographic locations	Daily
	Be exposed to all outdoor weather conditions	Daily
	Work office hours with the possibility of extended hours	Daily
	Work in an open plan office	Daily

	Work in buildings which may have multiple stories	Daily
	Sit at a computer or in meetings for extended periods	Occasional
<b>People Contact</b>	Liaise with our staff	Daily
	Liaise with government, non-government, businesses, and other community organisations	Daily
	Liaise with clients/customers	Daily
<b>Administrative Tasks</b>	Undertake intensive administrative tasks, which include computer work, report writing (eg financial reports), participating in meetings and concentrating for long periods of time	Occasional
	Use technology including photocopier, telephones including mobiles, fax, overhead projectors, televisions, videos, electronic whiteboards	Daily
<b>Transport</b>	Drive vehicles possibly over long distances and in all traffic and weather conditions	Daily
	Use public transport including trains, buses, trams and taxis	Occasional