



## Position description, person specification and essential competencies

<b>POSITION</b>	Facilitator
Unit	Te Awa
Salary	Negotiated dependent on skills, experience and qualifications
Responsible to	Manager - Te Awa Unit
Background	<p>The Ministry of Education – Te Kahu Toi: Intensive Wraparound Service (IWS) contracts the Northern Health School to provide a separate wraparound and assessment service to children in the care of Oranga Tamariki.</p> <p>Staff are based at the assessment hub, which operates all year round. The administrator employed by Te Awa will be expected to work during school term time only.</p>
Responsible for	<p>The Intensive Wraparound Service (IWS) contracts the Northern Health School to provide a separate wraparound service.</p> <p>This service provides up to 50 placements annually for children and young people in the care of Oranga Tamariki. Staff are based at the assessment hub which operates all year round and facilitators employed by Te Awa will be expected to work on a full time basis i.e. 37.55 hours each week, unless different hours of work are agreed to.</p>
Key relationships	Social sector agencies including Oranga Tamariki, education, young people, families, whānau and caregivers, community groups and the rest of the NHS team.
<p><b>Vulnerable Children Act 2014.</b> This role is a Core Children’s Worker under the Vulnerable Children Act 2014</p>	

## PURPOSE OF ROLE

The purpose of the role is to work closely with a young person and their team to provide a wraparound service for high needs students. Specifically, this will involve working with the family/whānau, the local school and any other agencies that become part of the team that is wrapped around the child to develop a plan that will meet their needs.

The Intensive Wraparound Service (IWS) is run from the Learning Support regional offices of the Ministry of Education. The service is for the small number of students in school years 3 to 10 who have high and complex behavioural and learning needs. The behavioural needs could be social, emotional and/educational, and its cause may involve an intellectual disability. A similar service is run through the Te Awa assessment hub in Auckland. Te Awa is a wraparound service for young people aged 11-17, who are in the care of the Ministry for Children, Oranga Tamariki. This service is managed through the Ministry of Education's contracted provider, Northern Health School, and works in cooperation with the Ministry for Children, Oranga Tamariki.

## KEY PRIORITIES

Key priorities	Indicators
<p>To orient the students and family/whānau to the wraparound process, provide co-ordination of key team members, play an active part in the development of a plan with agreed outcomes for the family/whānau, and to monitor and record the progress towards these outcomes.</p>	<ul style="list-style-type: none"> <li>▪ An environment of trust and mutual understanding is developed and maintained between the facilitator, the Te Awa psychologist and the child and family/whānau</li> <li>▪ The family's strengths and vision are identified and incorporated in the plan</li> <li>▪ The wraparound process and the supports that may be available are explained to the family/whānau alongside the Te Awa psychologist. Family/whānau consent is obtained</li> <li>▪ Any immediate crises are stabilised in consultation with the Te Awa psychologist</li> <li>▪ Potential team members to support this work are identified</li> <li>▪ The family/whānau and wraparound psychologist are assisted in the development of an initial support plan with family/whānau</li> <li>▪ Assign action steps and timeframes for team members, meeting minutes outcomes are recorded and distributed to team members</li> <li>▪ The team is guided and assisted in reviewing needs presented through assessment, and prioritisation of need</li> <li>▪ Progress of team towards meeting the action steps is tracked.</li> <li>▪ Success is celebrated</li> <li>▪ There is regular check in with the student and family/whānau.</li> </ul>
<p>To provide high fidelity wraparound services</p>	
<p>Team work, partnership</p>	
<p>Develop and maintain strong and collaborative relationships with the family/whānau, the school community, other non-government agencies, local community networks and local iwi to ensure the families/whānau receive a coordinated wrap-around service.</p>	<ul style="list-style-type: none"> <li>▪ Clear and timely communication is provided to all team members throughout the wraparound service</li> <li>▪ Meetings with family/whānau and team members are organised</li> <li>▪ Maintain Local networks of community organisations are maintained in order to identify potential team members</li> <li>▪ Strong relationships are developed with local iwi</li> </ul>
<p>Produce timely and accurate documentation to support Te Awa's requirements.</p>	<ul style="list-style-type: none"> <li>▪ Data and information is collected, collated, interpreted and synthesised. Recommendations are made as appropriate</li> <li>▪ All stakeholders are provided with information for review at monthly meetings</li> <li>▪ Monthly real-time data is reviewed</li> <li>▪ Progress towards set outcomes for family/whānau is recorded.</li> <li>▪ Meeting minutes are taken and distributed</li> </ul>
<p>Ensure all relationships are built with consideration of Ngā Pou e Whā (Māori Strategy).</p>	<ul style="list-style-type: none"> <li>▪ The principles of Ngā Pou e Whā, the Treaty of Waitangi are understood and applied to everyday practice</li> <li>▪ The principles of the Treaty of Waitangi are demonstrated and evidenced in the engagement with the child and families and the facilitation and coordination of the plan</li> </ul>

<p>A safe and healthy working environment is maintained at all times with facilities that are on brand.</p>	<ul style="list-style-type: none"> <li>▪ Occupational health and safety legislation and regulations are complied with</li> <li>▪ All safe work policies, procedures and instructions are understood and followed</li> <li>▪ Health and safety is promoted, a safe workplace is maintained and all equipment is used correctly at all times</li> <li>▪ Responsibility for own health and safety is taken and no action or inaction on your part harms others in the workplace</li> </ul>
<p>Perform other duties which may reasonably be required which fit the role's purpose, and for which the position holder is qualified or has received adequate training or instruction.</p>	<ul style="list-style-type: none"> <li>▪ Working parties, committees or project teams are participated in as required</li> <li>▪ Colleagues are supported during periods of peak work activity and/or times of absence</li> <li>▪ Training and/or professional development opportunities are attended when required</li> </ul>

### KEY RESPONSIBILITIES AND RELATIONSHIPS

The key responsibilities of the role may change from time to time to ensure that the Northern Health School is able to adapt and respond to changes in the business environment. Any significant changes would be discussed between the jobholder and their manager.

The Facilitator will develop and maintain excellent relationships with the following colleagues, customers and clients for the purposes stated below:

<p><b>Internal relationships</b> Who does the job holder work or interact with inside the organisation</p>	<ul style="list-style-type: none"> <li>▪ Te Awa Service manager</li> <li>▪ Te Awa staff</li> </ul>
<p><b>External relationships</b> Who does the job holder work or interact with outside the organisation</p>	<ul style="list-style-type: none"> <li>▪ Child, family and their natural supports</li> <li>▪ School principals, resource teacher: learning and behaviour (RTL), social worker, support workers</li> <li>▪ Local iwi</li> <li>▪ Community agencies and all other agencies involved with the child</li> <li>▪ Local Oranga Tamariki offices</li> </ul>

## PERSON SPECIFICATION AND COMPETENCIES

<p>Qualifications (or equivalent level of learning)</p>	<ul style="list-style-type: none"> <li>▪ A recognised qualification in education, social work or similar or engaging in study towards gaining a qualification; or significant experience working with children and family/whanau in a social service environment</li> <li>▪ Child protection training</li> <li>▪ NZ clean unrestricted driving licence.</li> </ul>
<p>Experience</p>	<ul style="list-style-type: none"> <li>▪ Experience and demonstrated ability in coordinating services and tracking and driving a team towards an agreed upon goal</li> <li>▪ Working with children on the autistic spectrum, diagnosed with ADHD or ADD or with intellectual disabilities would be an advantage</li> <li>▪ Experience working with children and families with complex needs</li> <li>▪ Experience working in a multi-disciplinary environment</li> <li>▪ Experience or understanding of working with children in care</li> <li>▪ Experience and understanding in working with diverse cultures in particular Māori and Pacific</li> <li>▪ Proven ability to be culturally appropriate and responsive to the needs of the family/whānau</li> <li>▪ Proven experience and a commitment to following through to achieve the best outcomes for families/whānau</li> </ul>
<p>Knowledge</p>	<ul style="list-style-type: none"> <li>▪ Knowledge in children’s behavioural and developmental milestones and deviations</li> <li>▪ An understanding of adverse childhood experiences and how these affect child development</li> <li>▪ An understanding of behaviours of children on the Autistic spectrum, diagnosed with ADHD or ADD or with intellectual disabilities</li> <li>▪ A working knowledge of effective parenting strategies and/or programmes</li> <li>▪ Sound understanding of how key agencies work with families in the social/health/education and justice sectors, including an awareness of current resources and service</li> <li>▪ Trauma informed practice - an understanding of the impact of trauma on child development and how to effectively minimize its effects without causing additional trauma</li> </ul>
<p>Skills and Competencies</p>	<ul style="list-style-type: none"> <li>▪ Ability to work with children and families in a holistic way, with the child at the centre</li> <li>▪ Ability to speak Te Reo or a Pacific Island language an advantage</li> <li>▪ An ability to work within a changeable environment and to ensure the child’s needs are paramount</li> <li>▪ Strong client focus – adapts approach to meet needs, looks to create the best outcome, anticipates needs and responds appropriately</li> <li>▪ Excellent communication skills, both written and oral, with an ability to actively listen and be empathetic</li> <li>▪ Exercises sound judgement and political sensitivity</li> <li>▪ The ability to mix professionally with and build effective relationships at all levels within the Special Education unit and outside agencies</li> <li>▪ Flexible, adaptable, resilient and pragmatic with an ability to remain positive in the face of challenges</li> <li>▪ Excellent organisation, record keeping and time management skills</li> <li>▪ Excellent interpersonal skills–be adept to the needs of an audience, able to mediate, facilitate and negotiate key outcomes on behalf of the family/whanau</li> <li>▪ Proficient computer skills with the Microsoft suite of Outlook, Word, Excel, and PowerPoint</li> </ul>