



Presbyterian Support
South Canterbury

JOB DESCRIPTION SOCIAL WORKER IN SCHOOLS

JOB HOLDER

POSITION TITLE

Social Worker

SERVICE

Social Work in Schools

LOCATION

Based in Timaru

SCHOOL CLUSTER

Waimate Main, Waimate Centennial and St Patricks – Waimate Primary Schools

REPORTS TO

Family Works Practice Leader

HOURS OF WORK

32 hours per week

ROLE OF POSITION HOLDER

The primary role of the social worker is to work with referred children from the cluster schools and their family/whanau to ensure well-being for children and strengthen family/whanau to care and support their children successfully.

FUNCTIONAL RELATIONSHIPS

School Principals and Staff
Other Education Agencies
Strengthening Families Coordinator
Ministry of Social Development

Public Health Nurses
Child & Youth Mental Health Services
Other Community Agencies

PARTNERSHIP

The social worker works “in partnership” with families/whanau, principals, school staff and other pastoral care professionals.

APPROVED BY

Chief Executive Officer

Agreed to by:

Signed:

Date :

PERSON SPECIFICATION SOCIAL WORKER IN SCHOOLS POSITION

QUALIFICATIONS:

The appointee should:

- be a qualified, registered social worker
- be experienced in working with children and their families.

SKILLS & COMPETENCIES:

The appointee will be expected to demonstrate the following skills and competencies:

- well developed group facilitation skills
- effective assessment skills
- effective interpersonal relationships and exceptional communication skills
- social work processes, roles and models (especially the ecological model)
- child/human growth and development
- family/whanau dynamics; including issues of power and domestic violence
- work with children and families/whanau to promote change with a strengths-based approach
- development, facilitation and implementation of preventative and early intervention programmes for children and their families
- the application of professional social work values (acceptance, non-judgemental attitudes, client self-determination, culturally sensitive and responsive practice, worker accountability)
- the delivery of culturally sensitive and responsive services to Maori, with particular reference to the principles and provisions of the Treaty of Waitangi, and their implications for practice
- the delivery of culturally sensitive and responsive services to Pacific peoples and peoples of other cultures
- work co-operatively and effectively with the Family Works team, school staff and staff of other agencies
- ability to build and maintain effective working relationships with the Social Education environments
- developing and maintaining good community networks and experience in dealing with people from the range of cultural backgrounds in the community
- knowledge of the values and principles underpinning *Social Workers in Schools*
- basic knowledge of indicators of child abuse
- knowledge of domestic violence, mental health and alcohol and drug abuse
- safety issues including client safety and worker safety
- knowledge of and networks with other service provider agencies and to be able to promote the work of the *Social Workers in Schools* service.
- working knowledge of Windows, Outlook, Word and Excel
- ability to keep accurate and up to date case records, complete contractual/statistical reports via electronic or written mediums

PERSONAL ATTRIBUTES:

The position requires the following personal attributes:

- ability to work independently but to also work effectively as a team member
- good organisation and time management, particularly caseload planning and management
- self-motivation, resourcefulness and ability to make effective decisions under pressure.
- ability to engage easily and effectively with children and their families.
- ability to develop and maintain strong working relationships with the various parties involved.

SCHEDULE 1

CULTURAL SKILLS AND COMPETENCIES:

The appointee should have knowledge of the Treaty of Waitangi and Tikanga Maori (and Pacific Island cultures) and know where to seek advice and be willing to develop bi-cultural processes in the delivery of the *Social Worker in Schools* service.

OTHER REQUIREMENTS:

The appointee will hold a current full driver's licence and have flexibility to work outside normal working hours to meet client needs as required.

PRIMARY OBJECTIVES OF THE POSITION

To enable Presbyterian Support Services (South Canterbury) to deliver Family Works Services in terms of its mission and policies with particular focus on Social Work in Schools service.

KEY TASKS AND PERFORMANCE STANDARDS

Key Responsibilities and Functions

- Undertake a thorough assessment of the needs and strengths of the child and their family/whanau;
- Develop and manage a service delivery plan in partnership with the child, family/whanau and other appropriate agencies.
- Deliver and/or co-ordinate the delivery of services as agreed in the plan;
- Work directly with the child/family/whanau in a therapeutic relationship to achieve the goals outlined in the plan;
- Monitor and review the effectiveness of interventions in individual cases to ensure services are appropriately co-ordinated, focused and are achieving goals;
- Maintain records of the processes and outcomes of their work, including a computer-based reporting system;
- Where appropriate, work with Strengthening Families to ensure that there is a co-ordinated approach to managing individual cases;
- Work with others in the school, other education agencies, health and welfare providers and community agencies, to develop and provide school and local community preventive initiatives/programmes which promote the well-being of children, and families;
- Participate effectively in SWiS Governance Group meetings as determined by the Partnering Agreement;
- Contribute to the evaluation of the programme.

KEY TASKS

1. Develop, action, monitor and review the effectiveness of interventions to ensure the wellbeing and development of the child is achieved.

2. Provide support to parents and caregivers of identified at risk children.

PERFORMANCE STANDARDS

- a clear focus is maintained on child wellbeing, i.e. adequacy of care – physical, emotional, cultural and spiritual health of the child, age appropriate development;
- an environment of trust is developed with the child to ensure that they feel safe to discuss sensitive issues and personal problems;
- positive parent/caregiver-child relationships are fostered;
- positive parent/caregiver/child interaction and activities are modelled;

- difficulties which have been identified as jeopardising the wellbeing of their children are overcome, e.g. financial, access to services, isolation, family/whanau relationships, domestic violence, parenting skills, drug/alcohol or mental health issues;
- information on matters affecting the wellbeing of their children is obtained;
- positive relationships with their children are maintained;

SCHEDULE 1

KEY TASKS

3. Work collaboratively with school staff to identify and develop strategies to address issues arising for children within the agreed protocols and student care systems.

4. Participate effectively in “Strengthening Families” project in South Canterbury as appropriate.

PERFORMANCE STANDARDS

- positive links with the school and advocate on behalf of the family/whanau to resolve any difficulties or misunderstandings arising in their (or their children's) relationships with the school are maintained.
- support for their caregiving role from within their own family/whanau, social and community networks is accessed.
- individual and family/whanau strengths and capacities are further developed.
- children at risk are identified, strategies are identified and developed to address any issues arising for the child within the school environment, e.g. bullying, teacher/child conflict, attendance problems, behavioural/learning difficulties;
- relevant information is provided to school staff, with the consent of the family/whanau, to enhance their work with the child;
- establish positive working relationships with other professionals working within the school;
- be independent of the school's student disciplinary process so as to maintain professional autonomy and ensure a relationship of trust with students;
- advocate on behalf of students issues and concerns to the school with a view to reducing problems with the school or individual teachers that may create a barrier to good outcomes;
- school staff are educated and informed on the role of a social worker and on positive behaviours that will reduce problems for students within the school environment.

- links are developed within an integrated case management framework provided by the Strengthening Families Local Coordinating Committee, where this is appropriate in situations where children have complex needs which require a multi-agency approach;
- the social worker works within the national Ministry of Education and Child Youth and Family protocols for the reporting and management of child abuse and neglect (*Breaking the Cycle – Interagency Protocols for Child Abuse Management, CYPFS 1996*);
- an active relationship and understanding between Child Youth and Family local offices and the schools for the reporting of child abuse and neglect is developed to ensure notifications are made in a timely manner by the appropriate party.

KEY TASKS

5. Develop and implement a range of preventive and early intervention programmes and arrange delivery.

Administration

Maintain accurate records of processes and outcomes within Presbyterian Support policies and SWIS Service Specification within agreed timeframe.

Quality Assurance

Ensure all services achieve agreed quality standards and fulfil contractual and legislative requirements.

Health and Safety

Observe responsibilities under Health and Safety in Employment Act 1992 and any agency requirements.

PERFORMANCE STANDARDS

- the social worker works in partnership with other professionals, in particular school health services and public health nurses, to identify and appropriately refer where specific problems affect a child's wellbeing.
- the social worker ensures that where appropriate, there is input from other agencies to individual child/family plans and that these plans are delivered and monitored in a co-ordinated and effective manner.
- existing good quality intervention preventive initiatives/programmes that are available within the community are identified and are made available to those students who would benefit from them;
- the development of preventive initiatives/programmes within the community and/or school where there is an identified need are facilitated with community groups, other agencies and the school;
- preventive initiatives are developed and delivered within the school to meet the needs of individual children.
- regular evaluations of the efficacy of these programmes are carried out.

Administration

- Policy and procedures and SWIS Service Specification observed.
- Records are up to date, accurate and presented in required format, including computer-based system, meeting agreed timeframes.
- Contractual and Statistical forms are completed on time.
- Attendance at cluster and other meetings as required.

Quality Assurance

- Compliance with standards and legislative requirements.
- Client evaluations and other audits are completed.
- Quality Improvement goals achieved.
- Ethical standards of practice meet agency requirements.

Health and Safety

- Adhere to safe work practices.
- Accidents and incidents are reported in accordance with policy.

KEY TASKS

Relationships

Develop and maintain effective working relationships with relevant services in the community and other Family Works team members.

Personal and Professional Development

Review job performance annually with Family Works Manager and set objectives.
Maintain up to date knowledge and skills in Social Work.
Maintain or work towards the requirements for registration as a Social Worker.
Undertake regular supervision.

General

Undertake such other tasks and duties as may be required by Family Care Manager from time to time.

PERFORMANCE STANDARDS

Relationships

- Works co-operatively and constructively with the Family Works team, school staff and staff of other agencies for client benefit.
- Is an effective member of the Cluster Group meetings?
- Work is attended to promptly and courteously. Family Works services and objectives promoted positively and accurately.
- Most appropriate services provided for clients and their families.

Personal and Professional Development

- Performance reviewed and objectives set.
- Up to date knowledge and skills maintained through regular professional and personal development activities.
- Registration maintained once achieved.
- Ethical and clinical standards of practice maintained.

General

Other tasks and duties, which may be required from time to time, undertaken co-operatively and with commitment.