ROLE DESCRIPTION

Position: Social Inclusion Program Facilitator

Reports to: Team Leader/Manager

Role Family: Community services  Level: G

Organisational Context:

Cerebral Palsy Alliance (CPA) is the largest non-government provider of disability services in NSW, providing a range of services to people with cerebral palsy and other disabilities. These include accommodation, therapy, technology, employment, community access and support. Services currently operate in a highly decentralised model through 55 separate outlets.

Cerebral Palsy Alliance’s corporate offices are based at Allambie Heights. Their primary function is to provide the organisation with the necessary resources and support that will assist all operational areas to achieve Cerebral Palsy Alliance’s overall mission and strategic direction. Cerebral Palsy Alliance has five Divisional Managers responsible for LifePoints, Accommodation, Community Access Services/Respite, Employment and Client Relationships.

The Volunteer and Corporate Engagement team is part of CP Alliance’s People and Culture Team and provides support to effectively engage, deploy and support volunteers across the organisation to help support a wide range of programs for people living with cerebral palsy.

Purpose, Nature and Scope of the Role:

The role exists to work with the team in supporting the development and delivery of a schools social inclusion program.

- To enhance the social status and wellbeing of young people with a disability.
- To support the development and implementation of a social inclusion program that empowers and enhances the social connectedness of young people with disabilities.

Core Competencies of the Role:

- Organisational knowledge
- Leadership/Teamwork
- Interpersonal Skills/Communication
- Problem Solving/Decision Making
- Legislation/Standards/Practice
- Service Delivery
Organisational Relationships & Staff Establishment:

This position reports to the Team Leader/Manager who reports to the Volunteer and Corporate Engagement Manager.

The organisation has the highest preference for seeing employees move to more senior roles of responsibility and remuneration, where such vacancies exist.

Professional Learning & Development:

Cerebral Palsy Alliance has a strong commitment to providing our employees with evidence-based, responsive professional development which includes the delivery of nationally accredited courses through its Registered Training Organisation.

It is compulsory for all new employees to complete Cerebral Palsy Alliance’s, Orientation and Induction Program in accordance with the current requirements of the role as reflected by the action PACT Learning Calendar. For further information please visit pages 10-16: https://intranet.tscnsw.org.au/how-to/departments/professional-development/actionpact-learning-calendar/APL5060_Calendar-2013_Web.pdf

It is each employee’s responsibility to also ensure that learning and development, as outlined in the Annual Performance Appraisal, including knowledge of current Cerebral Palsy Alliance policies and procedures, is maintained.

Interpersonal Relationships:

Internal:

- Team Members
- Manager
- Fundraising/Marketing Team
- General Managers
- Fellow Youth Workers/Lifepoints team members
- Rural Services Team
- Staff from all other regional and cross regional programs
- Other staff within the organisation

External:

- Families, carers and individual clients
- Schools
- Disability service providers
- Government departments – e.g. ADHC, Department of Education
- Peak agencies
- Medical and health care providers
- Local businesses
- Other relevant agencies and individuals
- Youth and related agencies

**Role Dimensions**

Direct Reports: Nil

Indirect Reports: Nil

Budget: Reporting against budget in accordance with allocation.
<table>
<thead>
<tr>
<th>Core Competencies</th>
<th>Competency Descriptors</th>
<th>Performance Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organisational Knowledge</td>
<td>Has a sound understanding of the mission and values of Cerebral Palsy Alliance</td>
<td>• Able to locate and describe the mission and values of Cerebral Palsy Alliance&lt;br&gt;• Demonstrates core values in workplace and this is modelled consistently to staff, clients and service partners</td>
</tr>
<tr>
<td></td>
<td>Has a sound understanding of Cerebral Palsy Alliance’s key result areas and strategies</td>
<td>• Able to locate and describe the Strategic Plan&lt;br&gt;• Understands how own role contributes to achievement of the strategic plan&lt;br&gt;• Demonstrates an understanding of how local business plan relates to the strategic plan&lt;br&gt;• Contributes to the monthly report if required&lt;br&gt;• Provides support to staff within own discipline or team in relation to the development / implementation of key initiatives within the local business plan</td>
</tr>
<tr>
<td></td>
<td>Has a good understanding of other state and national issues and services</td>
<td>• Demonstrates understanding of state and national issues, services, and resources and is able to effectively collaborate with other key disability service partners&lt;br&gt;• Participates in local interagency networks as required&lt;br&gt;• May represent the organisation at local/state level</td>
</tr>
<tr>
<td></td>
<td>Has working knowledge and application of CPA policies and procedures</td>
<td>• Documented evidence of participation in relevant orientation/induction programs&lt;br&gt;• Able to use and comply with relevant policies and procedures as required&lt;br&gt;• Operates from code of conduct in line with policies and procedures, and reports discrepancies to Supervisor / Manager</td>
</tr>
</tbody>
</table>
| Leadership/ Teamwork | Has formal supervision of a team of volunteers. Delegates work to others, monitoring performance. | • Demonstrates respect, integrity and accountability  
• Works with other staff and/or volunteers in the delivery of youth programs.  
• Provides feedback to staff and/or volunteers about their performance at youth programs, seeks feedback on own performance.  
• Delegates work to staff and/or volunteers in the setup and implementation of youth programs as appropriate and as directed by supervisor / manager  

| Determines learning and development requirements. | • Continues to identify own professional development needs in consultation with supervisor / manager and to be proactive about searching for opportunities for self and team  
• Has a professional development plan documented and incorporating activities undertaken and shared with supervisor/Manager  
• Learning goals are met within an agreed time frame.  
• Presents or disseminates professional development attendance findings at discipline, local and regional team meetings  
• Supports the delivery of internal presentations eg parent workshop, regional team days.  
• May present or co-present at external seminars, workshops or professional development forums.  

| Leads and supports change | • Feeds forward and disseminates information, resources, issues to supervisor / manager  
• Demonstrates an ability to initiate and coordinate local projects in youth programs under the guidance of supervisor / manager.  
• Participates in cross regional youth specific development projects.  
• With support leads the implementation and evaluation of activities  

| May have budgetary and HR related responsibilities. | • Completes necessary HR documentation in relation to volunteers/other staff utilised in program.  
• Guides other staff/volunteers to HR consultant/volunteer team where necessary  
• Contributes to the end of year’s analysis of budgetary performance  
• Responsibilities and deadlines are met as negotiated with management / supervisor.  

---

Cerebral Palsy Alliance Role Description for Social Inclusion Program Facilitator December 2012
| Supports other team members, actively driving and contributing to team goals. | • Actively participates in team meetings, planning meetings, team days and cross regional staff professional development days.  
• Is a cooperative and supportive team member  
• Values the contributions made by others and demonstrates this appreciation  
• Actively seeks team work by establishing effective working relationships internally and externally.  
• Appropriately recognises and utilises other team members’ skills  
• Actively contributes and supports manager to promote a culture of team work, respecting individual differences  
• Recognises the impact of cultural diversity on teamwork and adjusts work practices accordingly  
• Takes a pro-active role in the promotion of activities with youth with disabilities, building staff strengths in supporting participation |
| Interpersonal Skills/Communication | Effectively liaise both verbally and in writing with other services/programs/teams.  
May draft reports  
Works on establishing effective relationships. | ▪ All communication is delivered according to CPA Code of Conduct, policies and procedures  
▪ Seeks information and support from other colleagues, the family/carer and relevant community resources  
▪ Actively strengthens internal and external networks  
▪ Demonstrates ability to share networks with others as appropriate  
▪ Verbal and nonverbal communication is made in a clear and approachable manner which is appropriate to clients and others  
▪ When appropriate drafts reports pertaining to the development and ongoing evaluation of the program. |
|-----------------------------------|---------------------------------------------------------------|
| Deals with sensitive and/or complex issues maintaining confidentiality. | ▪ Steps are taken to develop rapport, empathy and non-judgemental acceptance which contributes to the maintenance of positive relationships with youth, their families, volunteers, co-workers and managers  
▪ Supports staff in relation to program development by providing strategies to achieve positive outcomes |
| Can assist others to resolve conflict. | ▪ Uses core values to resolve conflict and enhance teamwork  
▪ Assumes responsibility for monitoring personal impact on team dynamics and is able to modulate behaviours as needed  
▪ Where communication barriers exist, special effort is made to modify communication to resolve or restore teamwork  
▪ Anticipates potential communication barriers and seeks support where necessary |
| Problem Solving / Decision Making/ Research | Provides assistance to others with solving complex problems using knowledge/technical expertise. Acts as a reference point based on years of experience. | • Adopts and models a solution-focused or strength based approach to practice and professional behaviour  
• Empowers other staff and clients to generate their own solutions to obstacles to participation.  
• Demonstrates willingness to look at a variety of options and programs that may support the needs of our clients and the organisation.  
• Ability to be a resource to other staff be that within the program or within other areas of the organisation.  
• Is sought out by others as a resource in relation to skills in youth work and youth program development.  
• Will seek input into decision making from appropriate staff, managers and program participants where needed. |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Escalates problem to next level when appropriate.</td>
<td>• Is able to identify the need for support with issues and utilises the skills of senior staff accordingly in a timely manner.</td>
<td></td>
</tr>
</tbody>
</table>
| Identifies areas of potential concern and provides formal recommendations for solutions and assists in their delivery. | • Assists in anticipating challenges and identifies innovative or creative solutions formally to senior staff.  
• Implements suggested solutions to service delivery and evaluates throughout.  
• Researches the needs of people with disabilities, seeking innovative sustainable solutions that maybe appropriate |
| Legislation / Standards/ Practice | | |
|----------------------------------|---------------------------------------------------------------|
| Maintains a detailed working knowledge of all standards and relevant government legislation eg: WH&S Disability Service Standards, Disability Services Act and Child Protection Act | • Demonstrates working knowledge of DSS & DSA and provides services that reflects these standards  
• Understands mandatory responsibilities and actively seeks advice from the Contact Team and makes notifications for at risk clients  
• Adheres to and promotes safe work practices in accordance with CPA WH&S and Workcover requirements.  
• Ability to summarise relevant legislation and explain the requirements around mandatory reporting needs to other staff within the program or organisation  
• Ability to demonstrate the understanding of legislation using plain language that can be understood by families, schools and individuals where necessary.  
• Consider the implications of legislation and standards in the implementation of youth work programs and supports other workers, to minimise risks. |
| Understands the importance of sharing information across the organisation  
Assists with the management and alignment of changes in practice or standards. | • Freely shares and disseminates information so as to contribute to culture of organisational teamwork  
• Demonstrates compliance with new legislation, standards or codes of conduct in program development.  
• Supports other staff/volunteers with the application of these standards and legislation in relation to the youth development program. |
| Qualifications/ Experience | Has a relevant degree or equivalent level of specialised experience. Highly experienced in specific functional CPA area. | • Knowledge and conformity to own professions ethical code of conduct  
• Demonstrates personal commitment to ongoing professional development |
| Service Delivery Management | Supports a person centred approach when working with young adults and a family centred approach when working with children. | • Recognises and includes client/family/carer as integral team member  
• Consistently establishes and demonstrates collaborative partnerships with clients/families/carers/teachers  
• Engages in collaborative, measurable and holistic goal setting that reflects family/person's life needs and priorities |
|  | Is able to assist clients/families with the resolution of more complex problems/issues. | • Demonstrates respect for client/family/carer goals and preferences, cultural needs, sexuality and life priorities, and uses supportive communication to work towards an effective outcome when opinions differ  
• Models and supports family centred behaviours particularly those key to young people participating in the programs  
• Accesses interpreter and translation services as required |
|  | Will also participate in the planning and development of services. | • Is proactive and inclusive of participants, when co-ordinating and facilitating youth projects.  
• Demonstrates willingness to look at a variety of options and programs that may support the needs of young people with a disability and the organisation.  
• Supports Research into the needs of people with disabilities, seeking innovative sustainable solutions. |
| May assist the supervisor/manager with the evaluation of programs and prepares reports as required. | • Evaluate effectiveness of each program and outcomes for the participants, as relevant  
• Regular updates / reports on numbers attending programs and outcomes of each program/project.  
• Liaise with teams internally to identify solutions to individual or group needs |
|---|---|
| Has good understanding of the principles of social inclusion | • Articulates the principles of social inclusion in relation to people with a disability when speaking with people.  
• Supports the development of programs to promote and embody social inclusion. |
| Has a demonstrated ability to motivate, engage and work with young people and young adults | • Can effectively communicate and work with people with a disability.  
• Understands and identifies the broader issues affecting young people and in particular, young people with a disability. |
| Supports and presents a positive image of clients in the community. | • All communication is delivered according to CPA code of conduct  
• Adopts a solution focussed / strengths approach to practice and professional behaviour.  
• Empowers clients to generate their own solutions.  
• Supports the development and sustainability of relationships with corporate partners and the community, |
Knowledge, skills, experience and values:

Must have:

- Experience and ability to work with young people
- Demonstrated ability to plan, implement and evaluate programs and services.
- Demonstrated excellence in communication skills to a variety of stakeholders
- Experience in time management, planning and organising work priorities.
- Demonstrated ability to be self-motivated and to proactively motivate others.
- Ability to work flexible hours
- Intermediate to advanced computer skills
- Current NSW drivers licence
- First Aid Certificate or willingness to obtain in first 3 months of employment.

Great to have:

- Tertiary qualification in education or related discipline
- Experience working with people with disabilities and their families
- Experience in working in a team environment
- Demonstrated ability to develop, maintain and facilitate networks and community partnerships.
- Experience in delivering programs and services in partnership with schools, community and or Government departments.
- Demonstrated ability to develop initiatives and implement a process of continuous improvement.
- Social media communication expertise