

	Position Title: Education Case Manager	Team: Education Support Services		Region: South Eastern
	Supervisor: Manager, Education Support Services	Delegations and Authorities: In Line with Delegations Policy	Band: A	Date Completed: January 2019

ORGANISATIONAL INFORMATION

OUR VISION AND FOCUS	ROLE CONTEXT
<p>We believe children, young people and families should be safe, thriving and hopeful.</p> <p>Our Vision for 2022: Together we will courageously change lives and reimagine service systems.</p> <p>For over 140 years, Berry street has adapted to a changing world, and we will continue to adapt to achieve our purpose.</p> <p>Berry Street will continue to be a strong and independent voice for the children, young people and families with whom we work. In collaboration with others, we will advocate for investment in early intervention and prevention services that enable families to be safe and stay together. We will use approaches that are culturally safe and informed by the best evidence available. We will measure and learn from the impact of our work, and we will continually contemporise our models of practice.</p> <p>We look forward to working with children, young people, families, carers, staff and partners to achieve this vision. Together.</p>	<p>Berry Street Education Services provide a range of educational programs across Victoria including a multi-campus school, VCAL and other specialist education and outreach programs which support disengaged students. Education Support Services in the South East region provide trauma-informed educational support to young people, most of whom live in residential care and have complex needs. These young people are usually experiencing difficulties in their education setting or require assistance to re-engage with education.</p> <p>The Education Case Manager is part of an education team which liaises closely with Child Protection, Youth Justice, DET, alternative education settings and other Community Service Organisations.</p>
OUR VALUES	PRIMARY OBJECTIVES OF THE ROLE
<p><i>Berry Street expects all staff to apply these Values in all aspects of their work.</i></p> <p>Courage: to never give up, maintain hope and advocate for a ‘fair go’</p> <p>Integrity: to be true to our word</p> <p>Respect: to acknowledge each person’s culture, traditions, identity, rights, needs and aspirations</p> <p>Accountability: to constantly look at how we can improve, using knowledge and experience of what works, and ensure that all our resources and assets are used in the best possible way</p> <p>Working Together: to work with our clients, each other and our colleagues to share knowledge, ideas, resources and skills</p>	<p>The Education Case Manager provides assessment, educational planning, ongoing support and tutoring for young people living in residential care who are struggling to engage in an education program. This position includes Education Case Management and Tutoring components. The delivery of curriculum requires a flexible, diverse and creative approach to meet the individual needs of students with complex needs and behaviours.</p> <p>This role works collaboratively with other education workers in a wide variety of settings to obtain optimum outcomes for students. Teachers in the CIRC program support the delivery of trauma-informed education in mainstream and alternative education settings in the South Eastern region.</p>
	REPORTING RELATIONSHIPS
	<p>This role is based at our Berry Street School Campus located in Noble Park.</p> <p>This role reports to the Manager, Education Support Services who will provide supervision and review.</p>

EXPECTATIONS

- Conduct oneself in accordance with the Berry Street Code of Conduct which is underpinned by the values of accountability, courage, integrity, respect and working together.
- Have a demonstrated understanding of and commitment to the principles of equity, diversity, continual improvement, risk management and occupational health and safety.
- Berry Street supports White Ribbon, Australia's campaign to stop violence against women. There is an expectation that staff never commit, excuse or remain silent about violence against women.
- Berry Street is committed to the safety, participation and empowerment of all children, including those with a disability and culturally and/or linguistically diverse backgrounds. Berry Street is also committed to cultural safety, inclusion and empowerment of Aboriginal children, their families and communities.

KEY SELECTION CRITERIA: KNOWLEDGE, SKILLS AND ABILITIES REQUIRED TO FULFIL THE ROLE

- Excellent written and oral communication skills (including public speaking, presentations and facilitation skills).
- Demonstrated ability to flexibly manage competing priorities and stressful situations, monitoring own stress levels and practising and promoting self-care strategies.
- Substantial experience working with high-risk young people of school age.
- Ability to effectively engage with and teach a diverse range of students who have multiple and complex needs and behaviours.
- Demonstrated ability to assess student literacy and numeracy and teach directly to student academic needs, including the ability to teach skills where there are gaps in students' learning.
- Comprehensive knowledge of current education practice and resources and the ability to adapt these to meet the individual needs of students.
- Good time management, organizational skills and record-keeping.
- Demonstrated understanding and knowledge of policy and practice in the education and welfare sectors.
- Demonstrated ability to work with other Berry Street staff and key stakeholders particularly within school and residential care communities.

QUALIFICATIONS AND OTHER REQUIREMENTS

- A tertiary qualification in Education.
- Staff must hold a valid VIT and WWCC, current drivers licence at all times and undergo a Criminal Records Check prior to employment. Subsequently, staff must report any criminal charges or court appearances.

DESIRABLE

- Additional qualifications in Special Education or Welfare are highly desirable.

KEY ACCOUNTABILITIES AND RESPONSIBILITIES

ACCOUNTABILITY	SPECIFIC RESPONSIBILITIES
Direct Service Delivery	<ul style="list-style-type: none"> • Work with students of school age who have high needs and challenging behaviours and have experienced trauma. • Undertake educational assessment of children and young people with complex educational needs. • Develop and oversee the implementation of Individual Education Programs and provide review and evaluation of these. • Develop and implement plans to provide tutoring to students using a repertoire of contemporary curriculum to generate curiosity and interest and engage reluctant learners. • Promote literacy and numeracy to students in residential care. • Using interest-based curriculum and applied learning, support and assist students in the development of their learning program. • Liaise with schools and other education programs key stakeholders and advocate on behalf of clients to optimise access to appropriate programs and services. • Work in diverse environments including residential care units. • Use strategies to engage and support students who have not responded to traditional interventions. • Be an active member of the Care Team for the students. • Ensure that all practices within the team are in accordance with the relevant policies of Berry Street. • In consultation with the Manager, Education Support Services, prioritise needs and develop a flexible program and timetable to meet current demand.
Administration and Documentation	<ul style="list-style-type: none"> • Ensure that all relevant administrative procedures are followed. • Maintain adequate records (both paper and electronic), and prepare progress reports, reports for case planning and case review meetings as required. • Report on student progress as necessary. • Ensure that statistical data is collected and forwarded as requested. • Record engagement and tutoring plans as required.
Network and Linkages	<ul style="list-style-type: none"> • Positively promote the program, and other South Eastern Services programs, at all times. • Liaise with other stakeholders including DHHS, DET and other CSOs in the Southern region including case managers, care providers, teachers and other professionals involved with students regarding Individual Education Plans, attendance, behavioural issues and student wellbeing. • Work collaboratively with all service providers involved with each client.
Organisational Relationships, Team Work and Cooperation	<ul style="list-style-type: none"> • Develop working relationships and maintain links with other Berry Street program areas. • Participate in relevant regional and organisational meetings. • Positively promote the program across Berry Street South Eastern Region. • Participate as a member of Berry Street Education Support Services team.
Personal and Professional Development	<ul style="list-style-type: none"> • Be an innovative self-starter who continues to develop both personally and professionally to meet the changing needs of your position, career and industry. • Attend all required training sessions provided by the organisation and be actively involved in any other training session as directed. • Demonstrate a commitment to the values of Berry Street.
Other	<ul style="list-style-type: none"> • Be willing to work flexible hours as determined by the demands of the position.



Thrive, Achieve, Belong.

CONDITIONS OF EMPLOYMENT

1. This position may be required to work additional hours as necessary, and extra hours worked will be accrued as Time-in-Lieu according to the *Berry Street Victoria 2014-2017 Agreement*.
2. You will initially be employed at our Noble Park Campus. You may be required to work from other Berry Street sites (on a temporary or permanent basis) as directed from time to time.
3. Terms and conditions of employment are in accordance with the *Berry Street Victoria 2014-2017 Agreement*, which includes above Award payments and eligibility for remuneration packaging. Salary packaging up to \$15,900 is available to Berry Street employees who meet the eligibility criteria outlined in our Salary Packaging Policy.
4. The remuneration for this position ranges dependant on experience between Accomplished Teacher \$66,850 to Expert Teacher \$85,100 gross per annum (full time equivalent), under the *Berry Street Victoria 2014-2017 Agreement*. The value of the salary can be increased through salary packaging.
5. Agency vehicles are available for authorised use and these should be used at all times for work-related purposes, in accordance with the Berry Street Motor Vehicle Policy. However, if you are authorised to use your own vehicle for work-related purposes, you will be paid an allowance per kilometre, which includes provision for comprehensive insurance and other running costs. Berry Street is unable to insure private vehicles owned by staff and will not accept any liability for damage to any staff vehicles incurred while being used for work-related purposes.
6. Superannuation will be paid according to Superannuation Guarantee into a compliant fund of your choice or into HESTA Superannuation Fund.
7. The successful applicant will be required to undergo satisfactory pre-employment checks, including 2 professional referees, a pre-employment health declaration, a criminal records check and proof of identify and qualifications.
8. The successful applicant will initially be employed for a probationary period of 3 months. During this period, either party can terminate employment with one week's notice. A probationary review before 3 months will be undertaken.
9. Under Victorian WorkCover legislation, it is the applicant's duty to advise Berry Street of any pre-existing medical condition, which could be aggravated by the type of employment for which they are applying. The existence of a medical condition will not preclude you from employment, unless you are unable to perform the inherent requirements of the position. However, failure to disclose any relevant injury or disease will jeopardise any entitlement you may otherwise have for a work-related aggravation of that non-disclosed pre-existing condition.
10. Berry Street has a smoke-free workplace policy.

INHERENT REQUIREMENTS OF WORK ACTIVITIES / ENVIRONMENT

Following is a table that outlines the main physical and psychological requirements of the position.

Element	Key Activity	Frequency
Work Environment	Manage demanding and changing workloads and competing priorities.	Daily
	Work in a team environment and at times alone.	Daily
	Work in different geographic locations.	Regular
	Wear personal protective equipment (e.g. rubber gloves) to provide protection from potential infectious and hazardous substances.	Occasional
	Be exposed to all outdoor weather conditions.	Regular
	Work in unstructured environments (e.g. outreach).	Regular
	Work office hours with the possibility of extended hours.	Occasional
	Work in an open plan office.	Daily
	Work in buildings which may be two-storey	Regular
	Sit at a computer or in meetings for extended periods	Daily
	Work in an environment with competing demands.	Daily
	Present at court and other jurisdictions.	Occasional
People Contact	Work with clients who may have a physical or sensory disability	Daily
	Liaise with government, non-government and community organisations	Daily
	Interact with members of the public who may display the full range of emotional expressions, including parents, partners, significant others, family members, advocates, doctors, police.	Daily
	Interact with clients and members of the public who could display verbal or physically challenging behaviour.	Regular
	Support and participate with clients in educational activities.	Regular
	Use community resources with clients (eg: shops, banks, medical centres, cinemas).	Regular
	Facilitate access to specialist, generic and community services	Daily
	Undertake training and professional development activities.	Regular
Administrative Tasks	Undertake administrative tasks which may include the following: computer work, filing, writing reports, case notes/plans and client records, participating in meetings,	Daily

	concentrating for long periods of time, managing resources and budget and researching and analysing information and data.	
	Undertake intensive administrative tasks, which include computer work, report writing (e.g. financial reports), participating in meetings and concentrating for long periods of time.	Daily
	Use technology including photocopier, telephones including mobiles, fax, overhead projectors, televisions, videos, and electronic whiteboards.	Daily
Transport	Drive vehicles possibly over long distances and in all traffic and weather conditions.	Regular
	Drive vehicles with possible distractions from client behaviour, verbal or physical.	Occasional