



## POSITION DESCRIPTION

March 2010

**QEC Mission :** QEC will be the leading developer and provider of parenting services for the benefit of young children and families., prioritizing for those greatest in need.

**Our Vision :** Helping young children and families get the best start, with priority for vulnerable.

**QEC Values:**

- Child focus – children’s rights paramount
- Family centredness – strengths based, non-directive facilitation
- Positive regard – respect, tolerance, non-judgmental listening
- Community responsiveness – receptivity to needs, issues
- Equity of access – irrespective of means, cultural differences
- Innovation – learning, exploring possibilities, creativity
- Quality – safe, evidence-based practices
- Accountability – transparency, review, evaluation
- Collaboration – working in partnership

**Position Title:** **Coordinator, Outreach PASDS Programs**

**Location:** Noble Park, Reservoir, Morwell, Wonthaggi, Wodonga

**Reports to:** Manager, Outreach Services

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### PURPOSE OF THE POSITION

To coordinate services for families in the Home Based PASDS Program and to provide leadership with an emphasis on quality practice, to Early Parenting Practitioner’s (EPP).

### POSITION CONTEXT

#### Underpinning principles of QEC service provision

- The family is the principal provider of care and nurture for children. QEC practices and procedures are family-centred, with professionals working in partnership with families to articulate and facilitate achievement of families’ goals and objectives.
- Access to QEC services are prioritised for children and families who need it most. Services and programs offered strive to be culturally relevant to all clients. Families develop care plans in partnership with staff.
- As a public health organisation, QEC endorses and participates in the achievement of national and state child health goals and targets, including:
  - increasing breast feeding and immunisation rates,
  - preventing illness and injury (accidental and non-accidental),

- promoting healthy nutrition and fitness,
  - promoting positive family functioning,
  - identifying health and/or developmental problems early and facilitating early intervention.
- *Children have the right to a standard of living adequate for physical, mental, spiritual, moral and social development, including free and compulsory education, the highest attainable standard of health and access to health care and freedom from abuse and exploitation* (United Nations, 1990, Convention on the Rights of the Child). Where the continuing actions or behaviour of a family are believed to put a child at risk of significant harm, the child's interests are paramount and QEC's professional staff are legally required to report to children's protective services.

The 1997 report of the Victorian Auditor General and the Victorian Child Death Review Committee highlighted concerns about the way services were provided to protect young children who were considered to be at "high risk" of abuse or neglect. In response the Department of Human Services (DHS) established the High Risk Infants Initiative. Through this initiative DHS has contracted QEC to provide a Home-based Parenting Assessment and Skills Development Service (PASDS) in a number of regions.

### **PASDS Program overview**

The PASDS is provided to families with children aged 0-2 years at high risk of abuse and/or neglect who are referred by the DHS Child Protection service. The programs are operated in accordance with detailed written protocols that provide a framework for assessment of parenting capacity and planned interventions to develop parenting skills. On average, the length of service for individual families is 10 - 12 weeks.

The incumbent will coordinate the PASDS service, and lead Early Parenting Practitioner's in the delivery of the service to families.

### **Location of Services**

The Southern Region PASDS program operates from Office 3, 49 Douglas Street, Noble Park, within easy walking distance from QEC, Noble Park.

The North and West Region PASDS program operates from Unit 4/13 Urquhart Street, Pentridge Village, Coburg.

The East Gippsland Region PASDS program operates from Cnr Flemming & Church Streets, Morwell.

The West Gippsland Region PASDS program operates from Wonthaggi.

The Hume Region PASDS program operates from 9 High Street, Wodonga..

## **KEY ACCOUNTABILITIES**

1. Effectively coordinates and implements the Home Based Parenting Assessment and Skills Development Service (PASDS) including but not limited to:
  - acceptance of referrals;
  - pre-admission interviews;
  - monitoring and ensuring high quality service delivery of parenting;
  - competencies and risk assessment, environmental assessments, skills development planning and implementation;
  - discharge planning;
  - referral to appropriate ongoing supports where required; and
  - effective liaison with QEC staff, DHS Child Protection personnel, family support agency staff.
2. Effective leadership and guidance of PASDS staff, including:
  - Guiding, modeling and coaching staff in the delivery of a best practice program;
  - Leading the team in introducing innovative program changes;
  - Maintenance of a workplace culture that promotes a positive regard for all clients;
  - Initial debriefing of staff and supporting staff in accessing professional debriefing if necessary; and
  - Maintenance of effective workplace relationships with staff.

3. Prepares reports, correspondence and presentations in a timely manner as requested by QEC management. This includes preparation of clear, comprehensive and defensible evidenced-based PASDS client reports for DHS within required timelines.
4. Provides clear, objective evidence in the Children’s Court as required.
5. Effective monitoring of quality assurance in accordance with QEC policies, programs and procedures.
6. Competent analysis of program outcomes and provision of recommendations for service enhancement.

### **Qualifications/Professional Registration/Other Requirements**

- A tertiary qualification in Maternal and Child Health Nursing, Social Work, Psychology or equivalent..
- Desired: Additional tertiary qualifications in child health and development, business or health management, psychology or other related area.
- Up-to-date theoretical and practical knowledge of family and child health and development, group learning strategies incorporating adult learning theory and additional learning needs for groups such as those with an intellectual disability, adolescents etc.
- Experience working with families with high needs including those whose children are “high risk” of abuse or neglect
- Experience working with a broad range of statutory and community organisations and agencies.
- A current Working With Children Card
- A pre-employment medical assessment may be required.
- Up-to-date immunisation status.
- Australian Citizenship or applicable work visa
- Current Police Check may be applicable
- Current Victorian drivers’ licence

## **PERFORMANCE APPRAISAL**

Formal reviews are conducted at least yearly. Performance is monitored against the key skill requirements.

## **KEY SKILL REQUIREMENTS AND CAPABILITIES**

(Skills, Knowledge and Personal Qualities)

### **Service Delivery**

#### **Personal Qualities**

- Listens to clients
- Actively seeks to meet client needs
- Seeks ways to improve services
- Committed to delivering high quality outcomes for clients

#### **Knowledge and Skills**

- Keeps up to date with relevant information
- Consults experts to gain broader and deeper understanding of a specific issue
- Monitors external sources and identifies underlying trends
- Organises information in a logical sequence
- Includes content appropriate for the purpose and audience
- Prepares Briefs, letters, emails and reports using clear, concise and grammatically correct language
- Ensures written communications contain necessary information to achieve their purpose

## Team Work

### Personal Qualities

- Operates in a manner that is consistent with the organisation's code of conduct
- Establishes and maintains relationships with people at all levels
- Actively seeks to improve others' skills and talents by providing constructive feedback, coaching and training opportunities

### Knowledge and Skills

- Confidently conveys ideas and information in a clear and interesting way
- Understands and meets the needs of target audiences – (the right information to the right people)
- Welcomes constructive feedback
- Sees things from others' points of view and confirms understanding
- Clearly explains information and listens to feedback
- Uses a polite and considerate manner when dealing with others

## Self Management

### Personal Qualities

- Recognises and restrains inappropriate emotions during a situation or interaction
- Enthusiastic and committed
- Sets high standards of performance for self and others
- Translates creative ideas into workplace improvements
- Reflects on experience and is open to new ways to improve practice

### Knowledge and Skills

- Plans and prioritises work to ensure outcomes are achieved
- Resists the temptation to react immediately, takes time to think through
- Uses strengths to contribute constructively and consciously manages the impact of own weaknesses

## Empathy and Cultural Awareness

### Personal Qualities

- Pays attention to words, expressions and body language
- Paraphrases messages to check understanding
- Communicates well with, relates to and sees issues from the perspective of people from a diverse range of culture and backgrounds
- Shapes responses to individuals based on a range of information they have noted.

### For Further Information

For further information contact:      Manager Clinical Services, Outreach  
Telephone: 9549 2777 or email at [theqec@qec.org.au](mailto:theqec@qec.org.au)