

# Role Description

## Social Work Graduate

Cluster:	Stronger Communities
Agency:	Department of Communities and Justice
Role Number:	Not applicable
Classification/Grade/Band:	Clerk Grade 3/7
ANZSCO Code:	599999
PCAT Code:	1119192
Date of Approval:	19 May 2021
Agency Website:	<a href="http://www.psc.nsw.gov.au/graduates">www.psc.nsw.gov.au/graduates</a>

### Primary purpose of the role

Assist senior case workers in the conduct of case work and supporting children, young people and families to achieve change and improves outcomes as part of a structured graduate employment and development program.

### Key accountabilities

- Undertake assessment, investigation and family work to assist in the identification and development of solutions to address safety and risk concerns for children and young people.
- Monitor and report on casework to assist the team in ensuring that the support provided meets the identified needs of each child, young person, family and community.
- Undertake a range of casework support responsibilities (eg maintaining accurate and relevant client records) to assist in reporting, information sharing and legal requirements.
- Utilise discipline related knowledge to undertake casework and provide advice and solutions to clients under supervision, referring more complex, high risk or sensitive matters to senior team members.
- Support a range of clients in diverse environments to gain experience and acquire a deeper understanding of issues and the support required to create change in families and keep children and young people safe.
- Work collaboratively within and across government, non-government and community partners to deliver appropriate services for children, young people and families.

### Key challenges

- Assessing the safety and risk of children and young people in complex and challenging situations where the majority of families and/or children are at significant disadvantage.
- Being sensitive to cultural differences, social complexities and the uniqueness of every family and child whilst ensuring that children and young people are safe and cared for.
- Maintaining a focus on children and young people in situations where clients are involuntary or carers/parents or guardians disagree with Department of Communities and Justice actions.

## Key relationships

Who	Why
<b>Internal</b>	
Case Manager	Escalate issues, keep informed, provide advice, receive instructions and provide regular feedback
Manager Client Services	Seek direction, advice and support, provide information and feedback.
Caseworker/Team Members	Provide information and advice
Agency Graduate Coordinator	Seek advice and support on program issues
Mentor	Seek professional and personal direction, support and advice
Graduate cohort	Share new concepts and different perspectives with each other and build a network of peers across the sector.
<b>External</b>	
Children, young people and families	Promote good parenting and providing a safe and stable home
Carers	Seek advice and provide support to key clients who care for children and young people.
Government and non-government partners	Collaborate to provide appropriate services for children, young people and families

## Role dimensions

### Decision making

Refers matters that require specialist knowledge or expertise to team/manager.

### Reporting line

Reports to the Casework Manager.

### Direct reports

Nil

### Budget/Expenditure

Nil

## Essential requirements

- Undergraduate or post degree qualification in Social Work, Psychology or Social Science Welfare completed within the last two years by December.
- Current driver's licence.
- Working with Children Check clearance in accordance with the Child Protection (Working with Children) Act 2012.

## Capabilities for the role

The [NSW public sector capability framework](#) describes the capabilities (knowledge, skills and abilities) needed to perform a role. There are four main groups of capabilities: personal attributes, relationships, results and business enablers, with a fifth people management group of capabilities for roles with managerial responsibilities. These groups, combined with capabilities drawn from occupation-specific capability sets where relevant, work together to provide an understanding of the capabilities needed for the role.

The capabilities are separated into **focus capabilities** and **complementary capabilities**. The focus and complementary capabilities will be assessed as part of the recruitment process.

## Focus capabilities

*Focus capabilities* are the capabilities considered the most important for effective performance of the role. These capabilities will be assessed at recruitment. The focus capabilities for this role are shown below with a brief explanation of what each capability covers and the indicators describing the types of behaviours expected at each level.

Table 1 - Focus capabilities

Capability group / sets	Focus capability name	Behavioural indicators	Level
Personal Attributes	<p><b>Display Resilience and Courage</b></p> <p>Be open and honest, prepared to express your views, and willing to accept and commit to change</p>	<ul style="list-style-type: none"> <li>• Be open to new ideas and approaches</li> <li>• Offer own opinion, ask questions and make suggestions</li> <li>• Adapt well to new situations</li> <li>• Do not give up easily when problems arise</li> <li>• Stay calm in challenging situations</li> </ul>	Foundational
Personal Attributes	<p><b>Manage Self</b></p> <p>Show drive and motivation, an ability to self-reflect and a commitment to learning</p>	<ul style="list-style-type: none"> <li>• Adapt existing skills to new situations</li> <li>• Show commitment to achieving work goals</li> <li>• Show awareness of own strengths and areas for growth, and develop and apply new skills</li> <li>• Seek feedback from colleagues and stakeholders</li> <li>• Stay motivated when tasks become difficult</li> </ul>	Intermediate
Relationships	<p><b>Communicate Effectively</b></p> <p>Communicate clearly, actively listen to others, and respond with understanding and respect</p>	<ul style="list-style-type: none"> <li>• Focus on key points and speak in plain English</li> <li>• Clearly explain and present ideas and arguments</li> <li>• Listen to others to gain an understanding and ask appropriate, respectful questions</li> <li>• Promote the use of inclusive language and assist others to adjust where necessary</li> <li>• Monitor own and others' non-verbal cues and adapt where necessary</li> <li>• Write and prepare material that is well structured and easy to follow</li> <li>• Communicate routine technical information clearly</li> </ul>	Intermediate

Capability group / sets	Focus capability name	Behavioural indicators	Level
Relationships	<b>Work Collaboratively</b> Collaborate with others and value their contribution	<ul style="list-style-type: none"> <li>• Work as a supportive and cooperative team member, sharing information and acknowledging others' efforts</li> <li>• Respond to others who need clarification or guidance on the job</li> <li>• Step in to help others when workloads are high</li> <li>• Keep the team and supervisor informed of work tasks</li> <li>• Use appropriate approaches, including digital technologies, to share information and collaborate with others</li> </ul>	Foundational
Results	<b>Think and Solve Problems</b> Think, analyse and consider the broader context to develop practical solutions	<ul style="list-style-type: none"> <li>• Identify the facts and type of data needed to understand a problem or explore an opportunity</li> <li>• Research and analyse information to make recommendations based on relevant evidence</li> <li>• Identify issues that may hinder the completion of tasks and find appropriate solutions</li> <li>• Be willing to seek input from others and share own ideas to achieve best outcomes</li> <li>• Generate ideas and identify ways to improve systems and processes to meet user needs</li> </ul>	Intermediate

## Complementary capabilities

*Complementary capabilities* are also identified from the Capability Framework and relevant occupation-specific capability sets. They are important to identifying performance required for the role and development opportunities.

The following complementary capabilities will be assessed as part of the recruitment process. Please refer to the NSW public sector capability framework for more information on the behavioural indicators and the types of behaviours expected at each level.

Table 2 - Complementary capabilities

Capability group / sets	Complementary capability name	Behavioural indicators	Level
<b>Personal Attributes</b>	Act with Integrity	Be ethical and professional, and uphold and promote the public sector values	Foundational
<b>Personal Attributes</b>	Value Diversity and Inclusion	Demonstrate inclusive behaviour and show respect for diverse backgrounds, experiences and perspectives	Intermediate
<b>Relationships</b>	Commit to Customer Service	Provide customer-focused services in line with public sector and organisational objectives	Foundational
<b>Relationships</b>	Influence and Negotiate	Gain consensus and commitment from others, and resolve issues and conflicts	Foundational
<b>Results</b>	Deliver Results	Achieve results through the efficient use of resources and a commitment to quality outcomes	Foundational
<b>Results</b>	Plan and Prioritise	Plan to achieve priority outcomes and respond flexibly to changing circumstances	Foundational
<b>Results</b>	Demonstrate Accountability	Be proactive and responsible for own actions, and adhere to legislation, policy and guidelines	Foundational
<b>Business Enablers</b>	Finance	Understand and apply financial processes to achieve value for money and minimise financial risk	Foundational
<b>Business Enablers</b>	Procurement and Contract Management	Understand and apply procurement processes to ensure effective purchasing and contract performance	Foundational
<b>Business Enablers</b>	Technology	Understand and use available technologies to maximise efficiencies and effectiveness	Intermediate
<b>Business Enablers</b>	Project Management	Understand and apply effective planning, coordination and control methods	Intermediate