

YMCA POSITION DESCRIPTION – YOUTH MENTOR

Position Title	Youth Mentor		
Group	YMCA Social Impact		
Position Status	Volunteer (unpaid)	Child Facing Role	Blue Card Required
		?	?
Safeguarding Classification	Child Facing Position (CF)		
Employment Screening	National Police Check; and Working with Children Check (Blue Card)		
Reports to	Head of Campus or other person who may, from time to time, be nominated		
Supervises	N/A		

Industry Sector

As the Social Impact arm of the YMCA, Y-Care, trades as YMCA Social Impact and exists to serve people in our community who are disadvantaged. Social Impact's programs each operate in different areas but share the common theme of assisting people overcome the challenges they face in body, mind and spirit. Services and programs managed by Social Impact fall under the following 5 focus areas: Youth and Education, Healthy Futures, Community Housing, Disability and Social Enterprise. The YMCA Vocational School operates under the Youth and Education focus area.

Program Description

The YMCA School-Based Mentoring Program is a preventive measure for young people aged 13 to 18 years who are at risk of long-term school disengagement and subsequent adverse health and social outcomes. Based on an evidence-based design, young people and adult mentors engage in group activities, one-on-one mentoring, and community projects such as green space revegetation and service to local retirees. As a result of these activities, the program is designed to achieve the following medium to long-term outcomes:

- Positively change the behaviour, attitude, and emotional and social capabilities for participating young people thereby ensuring he or she is empowered to complete their education and start work;
- Fostering school connectedness within the participating mentoring group, therefore improving the positive wellbeing of young people and others involved in the program; and
- Building social capital by developing bonds and trust between young people and community members involved in program initiatives.

Since 2002, the YMCA School-Based Mentoring Program has given over 700 young people a real opportunity to be the best person they can be. The program has been co-led by multiple staff and over 400 dedicated volunteers seeking to make a difference in a young person's life.

Position Summary

YMCA Youth Mentors are integral to achieving the above outcomes. They have two primary responsibilities: to build and maintain positive mentoring relationship(s) and, to actively facilitate the development of the mentoring team culture.

By developing a positive mentoring relationship, young people can develop social and emotional capabilities in a safe, non-judgemental environment. Youth Mentors provide learning opportunities for young people, through role modelling pro-social behaviours.

Within a group context, Youth Mentors engage young people in informal (e.g. conversation or a game of basketball) and formal group activities that follow a learning curriculum based on the Journey To Employment Framework.

Team development builds connectedness amongst Youth Mentors and young people and serves to create an empowering and supportive culture, to allow organic mentoring relationships to develop.



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Current opportunities are available at five schools:

- YMCA Acacia Ridge Campus, located at Acacia Ridge, 9:30am – 1:30pm every Tuesday
- YMCA Clem Jones Senior Campus, located at Kingston, 9:00am – 12:30pm every Thursday
- YMCA Clem Jones Junior Campus, located at Kingston, 9:00am – 12:30pm every Friday
- YMCA Ipswich Campus, located at Bundamba, 9:00am – 12:30pm every Thursday
- YMCA Moreton Bay Campus, located at North Lakes, 10:00am – 1:30pm every Friday

Duties and Responsibilities

1. Youth Development

Youth Mentors will provide the necessary support and guidance to young people thereby positively changing their behaviour and attitude towards education and/ or work. Youth Mentors will also further develop young peoples' emotional and social capabilities.

- 1.1 Provide emotional and social support to at risk young people, aged 13-18 years old, by developing a relationship based on trust, respect and authenticity;
- 1.2 Guide young people on volunteer projects by actively participating in all activities;
- 1.3 Teach young people about internal and external strengths and creating opportunities to promote these;
- 1.4 Role-modelling positive health behaviours such as exercise and nutrition, and providing education as requested on substance abuse, risky sexual behaviour and unhealthy relationships;
- 1.5 Assertively reinforce professional boundaries between mentors and young people;
- 1.6 Provide reasonable and immediate support, through micro counselling skills, to a young person who discloses sensitive information;
- 1.7 Support the behavioural management of students alongside school staff.

2. Group Facilitation

With support from the Program Coordinator, Youth mentors will facilitate and lead group activities that teach young people important social skills and further develop emotional capabilities.

- 2.1 With support from the Program Coordinator, facilitating and leading group activities involving both mentors and young people (groups of up to 15 people);
- 2.2 Actively participating in group discussions, debrief sessions, and one-on-one meetings with the Program Coordinator;
- 2.3 Encouraging a team environment by promoting inclusion and engagement of all group members; and
- 2.4 Providing direction and support to other mentors and staff.

3. Monitoring, Evaluation and Reporting

With support from the Program Coordinator, Youth Mentors will learn to evaluate and monitor the effectiveness of their work with young people. This will enable Youth Mentors to improve the quality of support provided to young people, with the view to leading to better participant outcomes.

- 3.1 Administering surveys to facilitate reflective practices;
- 3.2 Completing some data entry and transcriptions;
- 3.3 Reviewing data using programs such as Microsoft Excel; and
- 3.4 Regularly communicating with the Program Coordinator about young peoples' progress.

4. Risk Management and Other

Youth Mentors must comply with YMCA risk management and other reasonable tasks as they arise.

- 4.1 Uphold and promote the policies and mission of the YMCA of Brisbane including compliance with the YMCA's Safeguarding Children and Young People Policy;
- 4.2 Report all child safety concerns to the Program Coordinator;
- 4.3 Maintain confidentiality of all YMCA information, records and files, and personal information of program participants;
- 4.4 Assist with food preparation (in line with Australian Health and Safety Standards) as required;
- 4.5 Participate in training and extra-curricular activities reasonably expected in line with the position including training and professional development; and
- 4.6 Maintain high self-awareness of own emotional experience and if necessary, take reasonable steps to address challenges and seek support from the Program Coordinator.

Safeguarding Children



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1. SAFEGUARDING CHILDREN REQUIREMENTS

The status for your position as either child-facing or non-child-facing is outlined on page one of your position description. The YMCA has requirements for both child-facing and non-child-facing roles which are indicated below.

Child-Facing Roles

- 1.1 Declare anything you become aware of through the course of your engagement with the YMCA which a reasonable person would consider could impede your suitability to have contact with children and young people;
- 1.2 Act as an extended guardian towards children and young people where you have interactions and at all times take reasonable steps to prevent abuse and neglect;
- 1.3 Adhere to all policies and procedures relating to safeguarding children and young people and the Safeguarding code of conduct;
- 1.4 Update your details whenever these change, with the relevant department administering the working with children check or equivalent in your state/ territory of residence, as required by applicable laws;
- 1.5 Complete a Working with Children Check (Blue Card) prior to commencement and maintain currency throughout employment;
- 1.6 Complete a National and/or International Police Check prior to employment and at the discretion of the YMCA;
- 1.7 Report any suspicions, concerns, allegations or disclosures of alleged child abuse/ neglect in line with procedures;
- 1.8 Participate in safeguarding children and young people training as directed;

Non-Child-Facing Roles

- 1.9 Participate in safeguarding children and young people training as directed;
- 1.10 Use standardised methods for receiving and responding to feedback and complaints from children, young people and their families;
- 1.11 Any new program initiatives are to include consultation with children and young people, using standardised practices and resources;
- 1.12 Maintain a working knowledge of policies and procedures relating to safeguarding children and young people;
- 1.13 Attend any other training legally mandated by your role in relation to safeguarding children and young people;
- 1.14 Actively promote cultural safety for children and young people from CALD, ATSI, LGBTQIA+ communities and those with disabilities.

General

2. GENERAL REQUIREMENTS

- 2.1 Support the management of a workplace that supports diversity including gender, cultural and generational diversity; provide equal employment opportunity and foster a respectful, inclusive workplace;
- 2.2 Comply with all Policies and procedures
- 2.3 Maintain confidentiality of all YMCA information, records and files;
- 2.4 Complete the YMCA Induction and other required training as required by organisational policy and procedures;
- 2.5 Uphold, promote and comply with the policies, mission and values of the YMCA;
- 2.6 Any other duties as determined by the Chief Executive Officer as required.

Health and Safety

3. WHS RESPONSIBILITIES FOR ALL EMPLOYEES / VOLUNTEERS

- 3.1 Take reasonable care to ensure their own safety and health and that of others, and to abide by their duty of care provided for in the legislation;
- 3.2 Be familiar with the YMCA WHS Policy and other health and safety policies, procedures and requirements;
- 3.3 Accept responsibility and accountability for compliance and cooperation with all WHS policies, procedures and practices established by the YMCA;
- 3.4 Report all hazards, near-misses, incidents and injuries in accordance with organisation policy and procedures;
- 3.5 Wear appropriate clothing, footwear and protective equipment for the work performed and work environment;
- 3.6 Properly use equipment, including any relevant safety equipment or devices;
- 3.7 Participate in discussions and consultation on the management and resolution of WHS risks;
- 3.8 Accurately complete all required WHS documentation relevant to position and work activities being undertaken
- 3.9 Continually monitor the workplace for hazards so as to minimize the risk to both customers and staff;
- 3.10 Make suggestions for improvements to health and safety practices within the workplace;
- 3.11 Take reasonable care for your own health and safety and that acts or omissions do not adversely affect the health and safety of others;
- 3.12 Comply with any reasonable instruction that is given by the YMCA for ensuring health and safety.

Key Physical Requirements



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1. Walking / standing – Frequent to Constant
2. Sitting – Constant
3. Squatting/ bending/kneeling – Occasional
4. Working outdoors – Occasional
5. Fine motor skills (keying, typing) – Frequent to Constant
6. Gross motor skills (setting up, packing up) – Occasional
7. Lifting/carrying up to 10kg – Occasional

(Key = Occasional 1-33%, Frequent 34-66%, Constant 67-100%)

Position Requirements / Selection Criteria

1. Attainment or current study towards a Bachelor degree or Diploma in psychology, social work, education, justice/criminology, youth work, community or human service;
2. A willingness to support young people with challenging behaviours;
3. Experience or willingness to facilitate and lead group activities;
4. Possession, or be willing to obtain, of a positive notice Blue Card in accordance with the Working with Children (Risk Management and Screening) Act 2000.
5. Possession, or be willing to obtain, of an accredited Australian National Police Check.
6. Ability to work within the mission and values of the YMCA, and a passion for giving disadvantaged young people a real opportunity to be the best person they can be;
7. Excellent interpersonal skills to support young people who present with challenging behaviours, and emotional and social deficits;
8. An understanding of adolescent development and the impact of mental health and other risk factors in a young person's life;
9. Creativity, flexibility, and initiative;
10. Ability to manage interpersonal conflict appropriately;
11. An awareness of child safety policies and risk mitigation methods;
12. Appropriate knowledge of self-care strategies;
13. Strong professional practice including research standards and ethics.

Benefits to the Successful Applicants

The School-Based Mentoring Program is an exciting professional opportunity to volunteer for an internationally renowned charity in a specialised role. Importantly, volunteers gain real experience positively changing the lives of young people.

The successful applicant will learn useful transferable knowledge and skills related to outcomes measurement and evaluation, numeracy and literacy support, managing challenging behaviour, participatory community development and service provision. The YMCA School-Based Mentoring Program provides volunteers with valuable experience supporting highly at risk young people who are experiencing behavioural, social and mental health problems. The program coordinators and supporting staff will provide supervision and ongoing professional development to support Youth Mentors.

Evidence collected from past evaluation surveys suggests Youth Mentors experienced personal growth (confidence and communication skills), felt extremely supported by YMCA staff and developed new friendships. Moreover, Youth Mentors said the program had influenced their career prospects and provided them with relevant experience for employment and tertiary education programs. Testimonials from December 2017 are presented:

“Volunteering has helped me to connect with younger people and see the world from a different perspective to my own. I thoroughly admire and appreciate all the hard work, dedication and care that the staff and volunteers put into each person. It's truly inspiring.” – Youth Mentor 2017

“YMCA gave me the opportunity to grow as both a person and a professional. Also, working at YMCA has widened my perspective and helped me realise how rewarding working with young people can be.” – Youth Mentor 2017



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"I loved volunteering for the YMCA! The staff were all warm and supportive and I really felt like I was making a positive difference." – Youth Mentor 2017

Approval

Date Position Description Revised:	February 2020
Position Description approved by:	Chief Executive Officer
Date of Approval:	17.02.20

