

YMCA POSITION DESCRIPTION - WELLBEING SERVICES MANAGER

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| Position Title | Wellbeing Services Manager | | |
| Group | YMCA Social Impact (Y-Care South East Qld Inc.) | | |
| Modern Award: | Educational Services (Schools) General Staff Award 2010 | | |
| Classification Level: | Level 8 | | |
| Position Status | Permanent, Full-Time | Child Facing Role | Blue Card Required |
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| Safeguarding Classification | Child Facing Position (CF) | | |
| Employment Screening | National Police Check; and Working with Children Check (Blue Card) | | |
| Reports to: | Group Manager, YMCA Social Impact or other person who may, from time to time, be nominated | | |
| Supervises: | Student Counselling and Support, Students with Disability (SWD & NCCD), Wellbeing Program, School-Based Youth Work and Staff Training and Development Teams | | |

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.

Position Summary

The Wellbeing Services Manager leads the development and delivery of various services and activities designed to maximise mental wellbeing and reduce the mental ill-health experienced by beneficiaries, the majority who are adolescents. Leading a multidisciplinary team across multiple locations, the Wellbeing Services Manager oversees assessment, counselling and mental ill-health crisis intervention, preventative and early-intervention group programs, and related staff learning and wellbeing.

Working with the Social Impact leadership team, the Wellbeing Services Manager drives an organisation culture committed to evaluation and learning, and adopts a growth mindset in pursuit of continuous improvement, innovation and sustainable impact.

Duties and Responsibilities

1. MANAGE COUNSELLING AND CRISIS INTERVENTION

- 1.1 Coordinate the strategic framework for inclusive practices and wellbeing support, including the school-wide approach and implementation of a multi-tiered support system. This includes oversight of the provision of individualised allied health support and wellbeing group programs;
- 1.2 Guided by the social model of disability, lead the school in embedding school-wide inclusive and socially just practices, that assist students to achieve positive educational, developmental and lifelong learning outcomes;
- 1.3 Thorough knowledge of mental health issues experienced by young people, as well as the implications for educational engagement of students with complex learning profiles;
- 1.4 Lead the implementation and continuous improvement of multi-tiered support systems, including leadership and oversight of the delivery of tier 2 and 3 strategies;
- 1.5 Champion a collaborative approach that actively engages parents, carers and students in the planning, delivery and review of student support and educational delivery;

- 1.6 Working with the Inclusion team, promote adoption and uptake of effective classroom adjustments and accommodations for students with demonstrated learning difficulties, impairments and a wide range of disability;
- 1.7 Coordinate verification of students with disability by the Inclusion team, as well as counsellors and case workers, as per Independent Schools Queensland's process;
- 1.8 Working with the Principal, Business Services Manager and other designated staff to manage the annual submission for the National Consistent Collection of Data (NCCD) for School Students with a Disability;
- 1.9 Develop, implement and monitor internal audit, validation and moderation procedures for the NCCD. Provide training to Heads of school and Campuses as well as other school staff to ensure both NCCD and verification data reporting is completed appropriately by all stakeholders within required timeframes;
- 1.10 Oversee the establishment and maintenance of relationships with external therapeutic stakeholders including community-based consultant doctors and allied health professionals;
- 1.11 Maintenance of accurate and secure records of meetings, assessments, reports, case notes and other confidential information.

2. MANAGE THERAPEUTIC SUPPORT, COUNSELLING AND CRISIS INTERVENTION

- 2.1 Lead a team of Wellbeing Counsellors to deliver effective and sustainable counselling and mental ill-health crisis intervention across YMCA programs;
- 2.2 Support Wellbeing Counselling and Support team to deliver individualised therapeutic support through counselling and case management to reduce barriers to education and transition by improving mental wellbeing and overcoming complex trauma and disability;
- 2.3 Oversee completion of comprehensive intake assessments to inform personalised planning for all students;
- 2.4 Oversee development of best practice professional documentation and professionally written case notes;
- 2.5 Consult with staff to provide advice and information about wellbeing, social and emotional issues that affect students;
- 2.6 Consult with staff to provide advice and information about student plans, adjustments and strategies to address behavioural, cognitive and social-emotional issues;
- 2.7 Maintain a high level of knowledge of evidence-based therapeutic approaches and techniques, developmental, learning and behavioural difficulties and/or disorders and appropriate support pathways used in school and community settings;
- 2.8 Maintain a high level of knowledge of adolescent development, cultural diversity and contemporary inclusive education concepts and practices relevant to school support frameworks including but not limited to multi-tiered support systems and trauma-informed practices.
- 2.9 Maintenance of accurate and secure records of data, assessments, reports, and case notes;
- 2.10 Ensure Wellbeing Counsellors adhere to YMCA policies and procedures.

3. OVERSEE WELLBEING GROUP PROGRAMS

- 3.1 Manage Programs staff and Wellbeing Counsellors to deliver preventative and early-intervention group programs to improve beneficiary mental wellbeing;
- 3.2 Support Programs and other staff to design and/ or facilitate developmentally-appropriate Wellbeing Group Programs that maximise impact for beneficiaries;
- 3.3 Oversee the delivery of group programs utilising best practice facilitation methods in planning, delivery and evaluation;
- 3.4 Apply YMCA's Evaluation and Learning methodology to guide program design and evaluation;
- 3.5 Support the Program Coordinator to recruit, train and on-board volunteers and facilitators for School-Based Mentoring, and other wellbeing group programs;
- 3.6 Maintain a high level of knowledge of group program design, wellbeing content including mental wellness, social/emotional learning and facilitation, particularly relevant to a school setting.

4. MANAGE THRIVE LEARNING AND DEVELOPMENT

- 4.1 Oversee the Thrive Learning Coordinator collaborative on-going development of the school-wide trauma-informed and restorative practices practice frameworks including the staff learning and development program that imparts the school's approach to wellbeing and student support;



- 4.2 Oversee the further development and implementation of the Thrive Framework using empirical literature relating to but not limited to mental wellbeing, trauma-informed practices, developmental considerations, restorative practices, and positive behaviour support;
- 4.3 Support the Thrive Learning Coordinator in the use of design thinking to ascertain stakeholder needs, frustrations and desires by collecting, monitoring and reporting quantitative and qualitative data;
- 4.4 Oversee the creation of Thrive content to be delivered both electronically via learning management system, workplace face-to-face and virtual training including initiatives such as coaching and team forums;
- 4.5 Working with the monitoring and evaluation Lead, evaluate the Thrive framework development outcomes against performance targets.

5. LEAD AND DEVELOP SELF AND OTHERS INCLUDING PROVIDING BEST PRACTICE SUPPORT

- 5.1 Lead and manage a high performance team, including overseeing the provision of clinical supervision for team members;
- 5.2 Commit to ongoing professional development to improve professional capabilities and competencies;
- 5.3 Provide whole school training and information services about matters including but not limited to mental wellbeing, developmental disorders, suicide and other risk, and adjustment planning;
- 5.4 Develop the professional capabilities and competencies of Programs staff to develop and facilitate Wellbeing Group Programs via coaching and facilitation;
- 5.5 Maintain an awareness of contemporary professional development and training relevant to the Wellbeing Services team;
- 5.6 Undertake relevant and regular professional development opportunities to improve self, including education, disability, wellbeing and group facilitation;
- 5.7 Actively maintain a growth mindset and seek out opportunities for feedback and improvement.

6. LEADING IMPACT, INNOVATION AND CHANGE

- 6.1 Contributing to the design, development, and review of an up-to-date Monitoring, Evaluation, and Learning framework for the program or service, and ensure it is implemented as intended;
- 6.2 Modelling and promoting evidence-informed decision-making by proactively applying research and evaluation insights and other appropriate information to planning and decision-making processes;
- 6.3 Empowering and encouraging staff and beneficiaries to lead or take an active role in program and service development.

7. PROFESSIONAL STANDARDS

- 7.1 Adhere to and contribute to a professional and best practice organisation;
- 7.2 Ensure all staff professional practice is consistent with the conditions or undertakings approved by their registered body;
- 7.3 Advise management about any changes to the status of team members' registration, conflicts of interest, or unethical practice immediately upon notice;
- 7.4 Support all Wellbeing team members to receive regular external supervision provided by a registered counsellor, psychologist or social worker;
- 7.5 Attend professional development activities to maintain and develop competencies to ensure that YMCA Wellbeing Services are of high quality, and consistent with contemporary practice and agency policies and procedure;
- 7.6 Maintain complete, secure and confidential records of all assessments, case management, provision of psychological and counselling services, student/ client files, case management and student education documentation, for seven (7) years post the student / client being 18 years of age;
- 7.7 Actively promote professional standards and practice to other staff members.

8. GENERAL ADMINISTRATION

- 8.1 Other duties as directed by the Group Manager, Y-Care (and/or CEO) consistent with the capabilities and competencies of the position;
- 8.2 Seek out opportunities to expand YMCA Wellbeing Services such as operating a family and community clinic, and providing assessments and adjustments to support schools with NCCD;
- 8.3 Maintain and foster new partnerships with other relevant organisations
- 8.4 Assist in planning and facilitation of other YMCA Social Impact programs and activities;
- 8.5 Facilitate and participate in whole-organisation training and development activities;



8.6 Participate in extra-curricular activities reasonably expected in line with the position, including but not limited to industry networking events and professional development.

Safeguarding Children

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 standardized 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 standardized 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 organizational 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 organization 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

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

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

Position Requirements / Selection Criteria

Essential:

- 1. Current tertiary qualification in behavioural or social sciences, with expertise in the area of disability. Additional tertiary qualification in Education is highly desirable;
- 2. A minimum of five (5) years’ experience providing student support, counselling and/or crisis interventions, preferably within a school setting or working with adolescents in an educational engagement setting;
- 3. Demonstrated experience leading and managing other allied health and/or education professionals;
- 4. Demonstrated understanding of preventative and early-intervention focused group program development and delivery;
- 5. Demonstrated understanding of relevant school procedures and legislative requirements including the Disability Standards for Education, and the NCCD;
- 6. Understanding of and commitment to evaluation and learning including the use of evidence-based measurement tools and methodologies;
- 7. Demonstrated commitment to and alignment with contemporary understanding of best practice in empowering people with a disability to have fair and equitable access to the curriculum;
- 8. Excellent interpersonal skills with the ability to build and maintain quality relationships with young people, parents/ caregivers, staff and external stakeholders (e.g. community health professionals);
- 9. Mission driven and personal values alignment with the YMCA;
- 10. Demonstrated growth mindset and achieve outcomes within a changing environment;
- 11. Computer literacy and prior experience using Microsoft Suite including Word and Excel;
- 12. A current Driver’s Licence;
- 13. Willingness to obtain an ACF Safeguarding Children Certificate;
- 14. Possession of or willingness to gain current First Aid and CPR qualifications.

Approval

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| Date Position Description Revised: | October 2020 |
| Position Description approved by: | Chief Executive Officer |
| Date of Approval: | |

