

POSITION DESCRIPTION



Role Title	Child and Family Services (CAFS) Practitioner - Intensive Wraparound Facilitator
Unit:	Child and Family Services
Reporting to:	Barnardos Service Manager
Day to Day reporting:	Intensive Wraparound Service Manager (Ministry of Education)

Barnardos is New Zealand's leading children's charity, doing more for Kiwi kids. Every year our services and people make a real and positive difference in the lives of thousands of children, young people and their families.

Our vision / moemoeā

An Aotearoa New Zealand where every child shines bright.

Our Guiding Principles

Kotahitanga - *Unity*

Ata Whakarongo - *Hear with intent*

Mahi tōtika - *Do the right things well*

Māiatanga - *Realise Potential*

Kaikōkiritanga - *Progress with Purpose*

Barnardos is committed to the Treaty of Waitangi as a founding document of New Zealand.

Role, Purpose and Scope:

The purpose of the role is to work closely with the Ministry of Education' Learning Support to provide a wraparound service for high needs students. Specifically this will involve working with the family/whānau, the local school and any other agencies that become part of the team that is wrapped around the child to develop a plan that will meet their needs. The employer for this role is Barnardos but the place of work will be within a Ministry of Education (the Ministry) Learning Support unit or Te Koi Tahu Assessment Hub where feasible.

Purpose of the service:

The Intensive Wraparound Service (IWS) is run from the Learning Support regional offices of the Ministry of Education. The service is for the small number of students in school Years 3 to 10, who have high and complex behavioural and learning needs. The



behavioural needs could be social, emotional and/educational, and its cause may involve an intellectual disability.

A similar service is run through the Te Kahu Toi Assessment Hub (TKT) in Auckland. TKT is a wraparound service for young people aged 11-17, who are in Child, Youth and Family custody, with day to day care currently provided by Youth Horizon Trust or Youthlink. The service is managed through the Ministry of Social Development's contracted provider, the Northern Health School, and works in cooperation with the Ministry of Education.

About the wraparound process:

Wraparound is an intensive, holistic method of engaging with individuals with complex needs (most typically children, youth and their families) so that they can live in their homes and communities and realise their hopes and dreams. Wraparound distinguishes itself from traditional service delivery with its focus on connecting families, schools, and community partners in effective problem-solving relationships. Unique implementation features include:

- Family and youth voice guide the design and actions of the team
- Team composition and strategies reflect unique youth and family strengths and needs. The team composition shifts over time to meet the needs of the plan and to include more natural supports for the child and family over time
- The team establishes the commitment and capacity to design and implement a comprehensive plan over time
- The plan addresses outcomes across home, school, and community through one synchronised plan



Key Result Areas

1. Service Requirements

Outcome: To orient the students and family/whānau to the wraparound process, provide co-ordination of key team members, play an active part in the development of a plan with agreed outcomes for the family/whānau, and to monitor and record the progress towards these outcomes.

Key responsibilities include:

1. Develop an environment of trust and mutual understanding between the facilitator, the Intensive Wraparound Service (IWS) psychologist and the child and family/whānau to establish the family's strengths and vision.
2. Engage with the family/whānau alongside the IWS psychologist to explain the wraparound process and the supports that may be available, and to gain consent.
3. Stabilise any immediate crises in consultation with the IWS psychologist alongside identifying and eliciting potential team members to support this work.
4. Assist the family/whānau and wraparound psychologist in developing an initial support plan.
5. Assign action steps and timeframes for team members, record meeting outcomes and distribute documentation/meeting minutes to team members.
6. Guide the team in reviewing needs presented through assessment, and assist prioritisation of need.
7. Track progress of team on action steps.
8. Celebrate success.
9. Check in regularly with the student and family/whānau.



2. Relationships

Outcome: Develop and maintain strong and collaborative relationships with the family/whānau, Ministry of Education Learning Support and Barnardos staff, the school community, other non-government agencies, local community networks and local iwi to ensure the families/whānau receive a coordinated wrap-around service.

Key responsibilities include:

1. Provide clear and timely communication to all team members throughout the wraparound service.
2. Organise meetings with family/whānau and team members.
3. Maintain local networks of community organisations in order to identify potential team members.
4. Understand and develop strong relationships with local iwi.

3.

Administration

Outcome: Produce timely and accurate documentation to support the Intensive Wraparound Service's requirements.

Key Responsibilities Include:

1. Collect, collate, interpret and synthesise data and information, and make recommendations as appropriate.
2. Ensure all stakeholders are provided with information for review at monthly meetings.
3. Review monthly real-time data
4. Record progress towards set outcomes for family/whānau.
5. Take minutes at meetings.



4. Ngā Pou e Whā (Māori Strategy)

Outcome: Ensure all relationships are built with consideration of the Barnardos guiding principles and Ngā Pou e Whā (Māori Strategy).

Key responsibilities include:

1. Have a sound understanding of the principles of Ngā Pou e Whā, the Treaty of Waitangi and the ability to apply them to everyday practice.
2. The principles of the Treaty of Waitangi are demonstrated and evidenced in the engagement with the child and families and the facilitation and coordination of the plan.

5. Health, Safety and Environment

Outcome: A safe and healthy working environment is maintained at all times with facilities which are on brand.

Key responsibilities include:

1. Compliance with occupational health and safety legislation and regulations.
2. Be familiar with and observe all safe work policies, procedures and instructions.
3. Promote and participate in health and safety, maintain a safe workplace, and ensure that all equipment is used correctly at all times.
4. Take responsibility for own health and safety and ensure no action or inaction on your part harms others in the workplace.



6. Projects or Other Duties as Required

Outcome: Perform other duties which may reasonably be required which fit the role's purpose, and for which the position holder is qualified or has received adequate training or instruction.

Key responsibilities include:

1. Participate in working parties, committees or project teams as required.
2. Support colleagues during periods of peak work activity and/or times of absence.
3. Attend training and/or professional development opportunities when required

The key responsibilities of the role may change from time to time to ensure that Barnardos is able to adapt and respond to changes in the business environment. Any significant changes would be discussed between the jobholder and their manager.

Key Relationships

The IWS Facilitator will develop and maintain excellent relationships with the following colleagues, customers and clients for the purposes stated below:

Internal Relationships: Who does the job holder work or interact with inside the organisation	External Relationships: Who does the job holder work or interact with outside the organisation
Wraparound Service Manager	Child and family and their natural supports
IWS Psychologist	School Principals, Resource Teacher: Learning and Behaviour (RTL), Social Worker, Support workers
Te Kahu Toi staff	Local iwi
Barnardos Service Manager	Community agencies
	Local Child Youth and Family offices
	All other agencies involved with the child



Person Specification

Skills

- Ability to work with children and families in a holistic way, with the child at the centre
- An ability to work within a changeable environment and to ensure the child's needs are paramount
- Excellent communication skills, both written and oral, with an ability to actively listen and be empathetic. Ability to speak Te Reo or a Pacific Island language would be an advantage
- Strong client focus – adapts approach to meet needs, looks to create the best outcome, anticipates needs and responds appropriately
- The ability to mix professionally with and build effective relationships at all levels within the Special Education unit and outside agencies
- Excellent organisation, record keeping and time-management skills
- Excellent interpersonal skills – be adept to the needs of an audience, able to mediate, facilitate and negotiate key outcomes on behalf of the family/whanau
- Exercises sound judgement and political sensitivity
- Flexible, adaptable, resilient and pragmatic with an ability to remain positive in the face of challenges
- Proficient computer skills with the Microsoft suite of Outlook, Word, Excel, and PowerPoint

Knowledge

- Knowledge in children's behavioural and developmental milestones and deviations
- An understanding of behaviours of children on the Autistic spectrum, diagnosed with ADHD or ADD or with intellectual disabilities
- Trauma informed practice - an understanding of the impact of trauma on child development and how to effectively minimize its effects without causing additional trauma
- A working knowledge of effective parenting strategies and/or programmes
- Sound understanding of how key agencies work with families in the social/health/education and justice sectors, including an awareness of current resources and service
- An understanding of adverse childhood experiences and how these affect child development

Experience

- Experience and demonstrated ability in co-ordinating services and tracking and driving a team towards an agreed upon goal
- Proven facilitation skills
- Experience working with children and families with complex needs



- Working with children on the Autistic spectrum, diagnosed with ADHD or ADD or with intellectual disabilities would be an advantage
- Experience or understanding of working with children in care
- Experience and understanding in working with diverse cultures in particular Māori and Pacific
- Proven ability to be culturally appropriate and responsive to the needs of the family/whānau
- Proven experience and a commitment to following through to achieve the best outcomes for families/whānau
- Experience working in a multi-disciplinary environment

Qualifications (or equivalent level of learning)

- A recognised qualification in Education, Social work or similar; or engaging in study towards gaining a qualification; or significant experience in working with children and family/whānau in a social service environment
- Current Full Drivers Licence
- Child Protection training

Vulnerable Children Act 2014

This role is a Core Children's Worker under the Vulnerable Children Act 2014

Level of Authority

As defined by Barnardos policies, budgets and delegated financial, operational and staff authorities.

Verification

Manager's Signature:	
Manager's Name:	Date:
Employee's Signature:	
Employee's Name:	Date:

This Position Description will be reviewed at least once a year as part of the Goals & Growth discussions with the employee. Any changes made must be approved by the relevant Executive Leadership Team (ELT) member.

