

# Position Description

## Youth Practitioner / Kaiwhakamahereroa Waranga

**Reports to** Clinical Manager, Stand Up! And Amplify!

**Service/Team** Stand Up! And Amplify!

### About Us

Since 1980, we have supported thousands of New Zealanders whose lives are affected by alcohol, drug or other addiction challenges. We provide effective, evidence-based services that support wellbeing. We do this in partnership with tāngata whai ora (people seeking wellness) and their whānau, working together to build the lives they want.

We wholeheartedly believe that everyone living in New Zealand should have the opportunity to live life to the fullest, to feel hopeful about their future and to have meaningful relationships with friends and whānau.

### Tō Tātou Matakiteinga | Our Vision

Poutia, Heretia

Tuia te muka tāngata ki te pou tokomanawa

Ka tū mana Motuhake, ka noho herekore i ngā waranga me ngā wero nui o te ao.

People, whānau and communities are connected and supported to live the lives they want, free from drug, alcohol and other addiction challenges.

### Tō Tātou Aronga | Our Purpose

Ka hangaia e mātou he whare haumarū, he whare tūmanako hoki e tīni ai te tangata, he wāhi whakaaroaro, he wāhi ako, he wāhi tūhono anō hoki, mei kore e puta tātou ki te wheiao, ki te ao mārama.

We create hopeful and safe spaces for change with opportunities to reflect; learn and connect so that people can move towards a brighter future.

## Position Purpose

- Work within assigned schools to provide the Stand Up! And Amplify Programme via group and individual therapeutic interventions.
- Provide comprehensive, high quality clinical assistance, which is evidence-based, represents best practice and meets the needs to young people/rangatahi.

## Key Areas of Responsibility

Area of Responsibility	Performance Measures
<p><b>Service Delivery</b></p> <ul style="list-style-type: none"> <li>• Provide holistic youth-friendly therapeutic interventions in line with the Stand Up! And Amplify! Programme that promotes the positive development of young people/rangatahi, using appropriate assessment and treatment models. This involves: <ul style="list-style-type: none"> <li>○ Gathering relevant information and prioritising needs.</li> <li>○ Working collaboratively with each young person/rangatahi, to develop an appropriate goal plan that includes review dates and assists them to achieve positive outcomes.</li> <li>○ Providing ongoing, proactive case support, which includes working with young people/ rangatahi through 1:1 sessions as appropriate.</li> <li>○ Attending debriefs with relevant team members to support reflections in clinical practice.</li> <li>○ Working in collaboration with relevant professionals within and outside the school setting to support the young people /rangatahi.</li> <li>○ Making recommendations or referring the young people/rangatahi to other services to help them achieve positive outcomes.</li> <li>○ Ensuring that clinical practices are followed in line with organisational policies, procedures, and systems.</li> <li>○ Providing clinical interventions that meet the therapeutic needs of young people/rangatahi.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Assessments are completed in line with approved assessment tools and interventions and plans are developed in partnership with young people/ rangatahi.</li> <li>• A range of activities and interventions are used that meet the therapeutic needs of young people/rangatahi.</li> <li>• Proactive case support is provided and co working with young people/ rangatahi occurs.</li> <li>• Attends debriefs with colleagues and self-reflection is shown.</li> <li>• Young people/rangatahi are referred/ receive appropriate support from other agencies as required.</li> <li>• All support is documented in line with relevant organisational policies procedures and systems.</li> <li>• Risk assessment, planning and management is demonstrated with positive client outcomes.</li> <li>• Harm reduction is the demonstrated in all client care.</li> <li>• All documentation and administration is completed in a timely manner and in line with clinical policies and procedures.</li> <li>• The young people/rangatahi and schools express satisfaction with services provided.</li> <li>• Clinical file audit measures are met.</li> </ul>

Area of Responsibility	Performance Measures
<ul style="list-style-type: none"> <li>○ Managing risks through adherence to relevant organisational policies, procedure or standards, and escalating to the Clinical Manager as required.</li> <li>○ Utilising holistic models of health and wellbeing, that are aligned with best practise in all aspects of service delivery and review.</li> <li>○ Completing all documentation and administration as required.</li> <li>● Establish and maintain effective networks and relationships for liaison and consultation purposes with schools and other Youth services in the Auckland area, including health, mental health and AOD services. This involves: <ul style="list-style-type: none"> <li>○ Establishment of appropriate systems for relationship management.</li> <li>○ Building and maintaining appropriate professional relationships.</li> <li>○ Facilitating referral pathways as appropriate.</li> <li>○ Regular consultation.</li> </ul> </li> </ul> <p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>● Identify and act on potential risks (clinical or non-clinical) to self or others, including young people/rangatahi, school staff or other employees.</li> <li>● Be familiar with and abide by the organisation's health and safety policies and reporting procedures, ensuring others do the same as required.</li> <li>● Follow safe work practices, which includes the effective use of safety equipment, identification of workplace hazards and taking action to reduce or eliminate these.</li> </ul> <p><b>Te Tiriti o Waitangi</b></p> <p>Demonstrate knowledge and understanding of Te Tiriti o Waitangi and its application in this role.</p>	<ul style="list-style-type: none"> <li>● Effective systems and processes are set up and maintained which enable liaison and consultation to occur.</li> <li>● Relationships are proactively and effectively established and maintained with schools and other Youth Services.</li> <li>● Up to date knowledge of community resources and support services available is maintained.</li> <li>● Internal and external stakeholders express satisfaction with relationships/ inputs provided.</li> </ul> <ul style="list-style-type: none"> <li>● Risks (including Health and Safety, compliance and maintenance) are identified and reported.</li> <li>● Plans are put in place to resolve and/or mitigate potential problems as required or issues are escalated to relevant manager as required.</li> <li>● Demonstrates understanding and compliance with organisational and legislative health and safety requirements and is proactive in ensuring employees are compliant</li> <li>● Follows correct protocols when using safety equipment.</li> <li>● Workplace hazards are identified and plans are put in place to reduce/eliminate these or the matter is escalated to the relevant authority.</li> </ul> <p>Actions show knowledge and ability to apply the principles of te Tiriti in the delivery of role.</p>

Area of Responsibility	Performance Measures
<p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Be proactive in own professional development.</li> <li>• Attend relevant organisational training as required.</li> </ul> <p><b>General</b></p> <ul style="list-style-type: none"> <li>• Attend and contribute actively to team meetings.</li> <li>• Carry out any other duties that may be delegated by the line manager, which are in keeping with the scope of the role.</li> </ul>	<ul style="list-style-type: none"> <li>• Has an individual development plan which is implemented</li> <li>• Attends organisational training required for role</li> <li>• Regular attendance at team meetings and makes useful contributions</li> <li>• Work is undertaken and completed. Commitment and flexibility is demonstrated.</li> </ul>

## Key Relationships

Internal	External
<ul style="list-style-type: none"> <li>• Clinical Manager/team members</li> <li>• Odyssey School</li> <li>• Other Odyssey employees</li> </ul>	<ul style="list-style-type: none"> <li>• Clients/rangatahi</li> <li>• School support service staff</li> <li>• School senior management</li> <li>• Key health service staff</li> <li>• Community services working with Youth</li> <li>• Oranga Tamariki staff</li> <li>• Cultural Services</li> <li>• Other Youth Services staff</li> </ul>

## Person Specification

Qualifications, Knowledge and Experience
<ul style="list-style-type: none"> <li>• Up to 1 year's experience working with young/rangatahi in a health, mental health or addictions (AOD) work setting</li> <li>• Relevant Tertiary (Level 7) qualification e.g. Bachelors of Health Science, Social Work, Psychology, Counselling</li> <li>• Demonstrated knowledge of the effects related to the misuse of alcohol and other drugs, including methamphetamines and other current substances of use and abuse</li> <li>• Ability to identify cognitive and behavioural patterns and understanding of mental health issues</li> <li>• A commitment to ongoing professional development, including achieving registration with the Drug and Alcohol Practitioners Association of New Zealand (DAPAANZ) , Social Work professional body or other relevant professional body under the HPCA Act</li> <li>• Understanding of the Treaty of Waitangi and how it applies to own professional practice</li> <li>• Experience and expertise in using Microsoft suite applications</li> <li>• Understanding of and interest in Odyssey's work</li> <li>• Full Current New Zealand Drivers Licence</li> <li>• Knowledge of Te Reo, Tikanga Māori and/or the culture and traditions of Pacific peoples is desirable</li> </ul>
Skills and Abilities
<ul style="list-style-type: none"> <li>• Demonstrated interest in young people/rangatahi, their abilities and motivation to help them achieve their goals</li> <li>• Ability to work alongside family members/whanau, to guide and strengthen their own strengths and resources</li> <li>• Excellent interpersonal and communication skills (written and oral)</li> <li>• Group facilitation skills</li> <li>• Demonstrated client-centred and strengths-based approach</li> <li>• Ability to establish and maintain effective relationships with a range of stakeholders</li> <li>• Ability to prioritise, work under pressure, complete work on time and to a good standard</li> <li>• Ability to work with limited supervision</li> <li>• Demonstrated cultural sensitivity and rainbow diversity awareness</li> <li>• Willingness to consider other viewpoints and adjust decisions as appropriate</li> <li>• Ability to take initiative and adapt to changing circumstances</li> <li>• Ability to show discretion and tact</li> <li>• High regard for confidentiality and security, including client information</li> <li>• Ability to deal with conflict and defuse challenging situations</li> <li>• Fluency in English</li> <li>• Good IT/word-processing skills</li> <li>• Ability to acknowledge own limitations and be proactive with own self-development</li> </ul>

## Ngā poupou | Pillars

Guiding Principles for employees and tāngata whai ora .

<b>Whakawhirinaki   Trust</b>	Reliable and shows great integrity
<b>Pono   Honesty</b>	Transparency and openness underpins all actions
<b>Haepapa   Responsibility</b>	Achieves and surpasses goals
<b>Matapōpore   Concern</b>	Empathic and interested in the wellbeing of others
<b>Aroha   Love</b>	Genuinely collaborative, supportive and able to work as part of a close-knit team, including with clients/whai ora and whānau

## ‘Let’s Get Real’ Skills

The table below outlines the ‘Let’s Get Real’ framework skill level and competencies that are relevant to this role. Odyssey is committed to supporting employees to meet these competencies with the expectation that kaimahi will be proactive in developing and demonstrating these skills.

Skill	Description	Competency Level – Essential
Working with people experiencing mental health and addictions	Is supportive of employees and clients/whai ora with mental health and addiction needs, focusing on their strengths	<ul style="list-style-type: none"> <li>• Greets and welcomes people accessing services and their whānau appropriately, providing age and/or culturally appropriate, relevant &amp; specific information.</li> <li>• Works in partnership with people accessing services and is mindful of the impact of power differentials.</li> <li>• Demonstrates understanding and respect of diversity and cultural awareness through appropriate use of language and culturally specific resources, particularly for Māori whai ora and whānau.</li> <li>• Recognises people accessing services may be fearful or apprehensive and works to</li> </ul>

		establish a safe and trusting connection and a comfortable physical environment.
<b>Working with Māori</b>	Contributes to oranga and whānau ora for Maori employees and Māori clients/ whai ora with mental health and addiction needs	<ul style="list-style-type: none"> <li>• Greets Māori people using te reo Māori greetings.</li> <li>• Respects and uses te reo Māori correctly &amp; when appropriate.</li> <li>• Respects Māori tikanga and spiritual practices, the importance of identity and the concepts of whakawhanaunga, manaaki, tino rangatiratanga and mana motuhake</li> <li>• Asks whai ora and whānau what they need and provides information in English and Māori.</li> <li>• Understands the importance of whakapapa and different roles within whānau</li> <li>• Supports Māori whai ora to identify and involve people who are important to them.</li> </ul>
<b>Working with whānau</b>	Encourages and supports the wellbeing of whānau and ensures they have access to information, education and support including children	<ul style="list-style-type: none"> <li>• Demonstrates understanding that in many cultures, a person's identity is embedded and connected to whānau rather than their individual selves.</li> <li>• Welcomes, establishes positive rapport and shares relevant information with whānau.</li> <li>• Sensitively asks about support needs related to being a parent as appropriate to role.</li> </ul>
<b>Working within communities</b>	Recognises that people and whānau who experience mental health and addictions needs, are part of communities	<ul style="list-style-type: none"> <li>• Understands 'community' in the broadest sense and that the concept of community is dynamic and evolving.</li> <li>• Recognises that Māori whai ora may be supported within and contribute to wider social networks e.g. hapu, iwi.</li> <li>• Demonstrates understanding of the importance of social inclusion and community connections, has knowledge of the communities, people accessing services; identifies with and supports them to connect with and participate in communities of their choice.</li> <li>• Has a basic understanding of mental health promotion, addiction harm reduction, suicide prevention and postvention principles</li> </ul>
<b>Challenging discrimination</b>	Challenges discrimination, & provides/ promotes a valued place for employees and clients/whai ora with	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the prevalence, impact and challenges of discrimination on people who have mental health or addiction needs, whānau services and communities.</li> <li>• Works to develop awareness and challenges own beliefs that may lead to discriminatory behaviour</li> </ul>



	mental health & addiction needs	
<b>Applying law, policy and standards</b>	Implements legislation, regulations, standards, codes and policies relevant to their role	<ul style="list-style-type: none"> <li>• Respects the relationship between government and tāngata whenua and upholds the principles of the Te Tiriti o Waitangi.</li> <li>• Understand and adheres to legislation, regulations, standards, codes and policies appropriate to the role.</li> <li>• Upholds the principles set out in the UN Convention of the Rights of the Person, including the right to autonomy, self-determination, to be free from coercion and to be treated in a non-discriminatory way</li> <li>• Provides information to people about their rights and in a way that supports them to understand.</li> <li>• Ensures people know about relevant feedback and complaints processes.</li> <li>• Maintains and stores records in accordance with legal and professional standards.</li> </ul>
<b>Maintaining professional &amp; personal development</b>	Participates in life-long learning, & personal and professional development, reflecting on & seeking ways to improve self/team/service	<ul style="list-style-type: none"> <li>• Reflects on own work and practices to identify strengths and areas for further development.</li> <li>• Seeks and takes learning opportunities to achieve professional development goals</li> <li>• Looks after own wellbeing and contributes to a safe and healthy workplace.</li> <li>• Communicates effectively with a diverse range of people.</li> <li>• Engages with colleagues to give and receive constructive feedback.</li> <li>• Works effectively in a team and understand team roles, different working styles and skill levels to contribute to the success of the team.</li> </ul>