

## Position Description

Position title:	<b>Case Manager</b>	Unit:	CYAAA
Reports to:	Project Manager	Project:	Attendance Case Management Framework
Primary location:	Community	Direct reports:	0
Date:	June 2010	Job classification:	Level 5

## About the organisation

The Cape York Aboriginal Australian Academy (CYAAA) is a not-for-profit organisation lead by Noel Pearson and Cape York Partnerships (CYP) which delivers a ‘best of both worlds’ education to Indigenous students.

The Academy’s program incorporates three distinct but related learning domains:

- Class: dedicated to teaching mainstream curriculum in English literacy and numeracy;
- Club: enriching extracurricular artistic, music and sport programs;
- Culture: comprehensive Indigenous culture and language programs;

The learning domains are supported by a ‘Full Service’ Case Management framework. The full service approach ensures that children are at school but also, those things that determine their capacity to engage in education – their health, nutrition, wellbeing and material needs – are systematically addressed so that no one child is allowed to ‘fall through the cracks’. The Full Service Case Management framework includes case management of attendance, school readiness, health (with school nurses) and transition to secondary school and is supported by products such as Student Education Trusts and Food Clubs.

The Academy seeks to build upon the gains made through welfare reforms that have improved school attendance rates and demonstrated increased levels of parental responsibility and support for their children’s education.

In January 2010, in a unique partnership with Education Queensland, the Academy commenced the operation of a new education approach in the Cape York communities of Aurukun and Coen.

The Academy implemented its Class program in January 2010. The program uses Direct Instruction, an evidence-based explicit instruction method proven to be highly effective in the teaching of literacy and numeracy to children both in Australia and internationally. The Culture and Club programs will commence during 2010 following community engagement in the design of these programs.

Our success – Every child involved:

- And their families and community are engaged in education;
- Has the literacy and numeracy building blocks in early childhood;
- Is at or above the national minimum benchmarks for literacy and numeracy;
- Is regularly engaged in their culture and sporting and artistic pursuits;
- Transitioning into high quality, high expectation, secondary school at the required level.

## Our vision

The vision of the Academy is; “We are determined to ensure that our younger generations achieve their full potential, talent and creativity and have the confidence and capacity for hard work so that they can orbit between two worlds and enjoy the best of both.”

## Our mission

Our mission is to close the achievement gap between Indigenous children in Cape York and mainstream students.

## Our values

The values underpinning this vision are:

- High expectations and no excuses – raise the bar on learning and aim for mastery;
- Learning time is precious – there are no shortcuts to success;
- Personal responsibility – each person is accountable for their actions;
- Respect others and assign yourself – self-discipline and commitment will ensure achievement.

## About the project

The Attendance Case Management Framework (ACMF) aims to establish a community wide expectation of 100% school attendance. Attendance Case Managers work with students, parents, schools and the broader community to set and meet the expectation of 100 per cent attendance.

The project is underpinned by a belief that tackling student attendance problems requires intensive work with students (to positively reinforce 100% attendance), parents (to ensure their child attends school), schools (to ensure they supply education for the full school day) and the community (to create a 100% attendance expectation as a social norm).

Attendance Case Managers are based in schools in each Welfare Reform trial community and visit parents if a student is late or absent from school, makes referrals to services, supports parents in meeting their obligations and engages with all community partners and service providers.

## About the role

Attendance Case Managers (ACMs) are based in schools in each Welfare Reform trial community and visit parents if a student is late or absent from school, makes referrals to services, supports parents in meeting their obligations and engages with all community partners and service providers in support of the 100 per cent attendance expectation. In addition, ACMs deliver positive reinforcement measures in recognition and support of behaviours in line with the 100 per cent attendance expectation. The role reports to the Project Manager and has no direct reports.

CYAAA Objectives
The Academy is committed to providing students with a complete academic program that addresses all Education Queensland Key Learning Areas and adheres to the Academy vision and values.

Key accountabilities		
Key result area	Major activities/deliverables	Key performance measures
<b>Implementation</b>	<ul style="list-style-type: none"> <li>• Monitor student attendance;</li> <li>• Conduct parent visits;</li> <li>• Engage with families and parent groups;</li> <li>• Make appropriate referrals as required;</li> <li>• Monitor the incidence and impact of classroom interruptions;</li> <li>• Identify the key factors contributing to classroom interruptions;</li> <li>• Support the school in limiting the incidence and/or impact of the absences;</li> <li>• Formally and informally engage with community members to ensure there is a clear understanding of the ACMF's objectives and to assist with the internalisation of the 100 per cent attendance expectation ;</li> <li>• Work directly with those members of the community that can have a direct impact on student attendance, particularly service agencies and businesses.</li> </ul>	<ul style="list-style-type: none"> <li>• Operating in accordance with prescribed Project Plan and Procedures Manual;</li> <li>• Data and reporting systems maintained completely, accurately and on time;</li> <li>• Delivery against all prescribed project performance targets unless otherwise reasonably explained to the satisfaction of the Project Manager.</li> </ul>
<b>Partnership Management / Engagement</b>	<ul style="list-style-type: none"> <li>• Assist with community education and awareness raising activities;</li> <li>• Conduct site visits and engage partners to gain endorsement.</li> <li>• Attend and assist in the coordination of SETs events in the communities (such as book and toy fairs);</li> <li>• Foster constructive relationships within the community to ensure project reputation remains positive;</li> <li>• Exchange information and keep partners informed and up to date;</li> <li>• Assist with and direct day to day enquiries from donors, suppliers and local SETs Consultants;</li> <li>• Raise operational interfaces between project and other CYAAA initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation rate in promotional activities;</li> <li>• Partners and LPOs demonstrate consistent understanding of project initiatives within the community;</li> <li>• Participation in SETs community events ensuring events are held at scheduled times;</li> <li>• Effective, credible relationships exist as measured by survey results and participation levels;</li> <li>• Timely support and information provided to donors, suppliers and local SETs consultants;</li> <li>• Interface issues identified and escalated.</li> </ul>
<b>Sales &amp; Promotion</b>	<ul style="list-style-type: none"> <li>• Raise awareness within Welfare Reform communities;</li> <li>• Engage new participants and develop the capacity of individuals and families;</li> <li>• Visit participants and provide follow-up support to ensure ongoing motivation and participation;</li> <li>• Follow-up participants who disengage from the scheme and encourage ongoing participation;</li> <li>• Review progress of participants and assist</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of promotion of project initiatives and community understanding;</li> <li>• Sign up rates consistent with project targets and donors signed up correctly;</li> <li>• Retention rate of participants;</li> <li>• Number of past participants signing back on to the program;</li> <li>• 100% accuracy rate of information provided;</li> <li>• Recorded follow-up activities;</li> <li>• Participants are able to identify and</li> </ul>

Key accountabilities		
Key result area	Major activities/deliverables	Key performance measures
	<p>individuals and families to deal with problems;</p> <ul style="list-style-type: none"> <li>• Ensure distribution of relevant correspondence to donors and schools.</li> <li>• Contribute to team and project processes and capabilities to maximise project delivery and performance.</li> </ul>	<p>discharge responsibilities to each other and their communities;</p> <ul style="list-style-type: none"> <li>• Project team KPIs met on time and within targets.</li> </ul>
<b>Administration &amp; Reporting</b>	<ul style="list-style-type: none"> <li>• Liaise with relevant partners and schools to ensure participant account data is up-to-date and accurate;</li> <li>• Complete daily, weekly, monthly and quarterly reporting requirements ;</li> <li>• Report issues and risks to Project Manager;</li> <li>• Update and agree on a weekly task list with line manager.</li> </ul>	<ul style="list-style-type: none"> <li>• Files up-to-date, accurate and consistent with CYAAA standards;</li> <li>• Reporting requirements met;</li> <li>• Issues and risk logs kept up to date and escalated;</li> <li>• Weekly task list up-to-date and priorities agreed.</li> </ul>
<b>Continuous Improvement</b>	<ul style="list-style-type: none"> <li>• Contribute to continuous improvement initiatives within the program, identify improvement opportunities and act on improvement directives;</li> <li>• Comply with CYAAA standards, policies, protocols and guidelines;</li> <li>• Ensure regular monitoring occurs with outcomes received and fed back.</li> </ul>	<ul style="list-style-type: none"> <li>• % of approved improvement initiatives implemented within required timeframes and agreed approach;</li> <li>• CYP policies and procedures adhered to;</li> <li>• Weekly 1:1 meetings occur, are documented, monitored and provide evidence of feedback loop.</li> </ul>
<b>Health and Safety Management</b>	<ul style="list-style-type: none"> <li>• Ensure safe work practices and a safe work environment is maintained at all times;</li> <li>• Comply with the CYAAA health and safety policies and procedures;</li> <li>• Seek advice or assistance before commencing any unfamiliar work practices.</li> </ul>	<ul style="list-style-type: none"> <li>• Safe work practices adhered to;</li> <li>• Workplace health and safety policy adhered to;</li> <li>• Hazards identified, minimised, isolated or eliminated as appropriate.</li> </ul>
<b>Team Member</b>	<ul style="list-style-type: none"> <li>• Model a positive culture by living the organisational values through actions and behaviours</li> <li>• Update weekly task list and participate in weekly 1:1 meetings with line manager to ensure that individual actions and contributions enhance the success and reputation of CYAAA;</li> <li>• Maintain and/or extend knowledge and skill base required for effective performance;</li> <li>• Maintain productive working relationships and provide collegial support;</li> <li>• Participate in own performance review and identifies learning/development needs;</li> <li>• Negotiate with line manager to complete appropriate education and training;</li> <li>• Complete additional duties / projects to the required standards and within negotiated timeframes.</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviours consistent with organisational values and expected behaviours;</li> <li>• Weekly task list updated, accurate and relevant and meetings occur on a weekly basis;</li> <li>• Current knowledge of issues, trends and practices demonstrated;</li> <li>• Evidence of team functioning and support;</li> <li>• Performance review outcomes documented, objectives and training requirements agreed, previous performance targets met,</li> <li>• Approved education and training undertaken and evidence of learning outcomes applied in workplace;</li> <li>• Additional duties / projects undertaken as agreed with the Director to the required standards and</li> </ul>

Key accountabilities		
Key result area	Major activities/deliverables	Key performance measures
		agreed timeframes.

Qualifications and experience
<p><b>Case Manager Experience</b></p> <ul style="list-style-type: none"> <li>• Business Qualifications or a minimum 3-5 years demonstrated customer service and/or sales experience;</li> <li>• Demonstrated experience in influencing the work and direction of a team / work group with proven ability to motivate others to achieve outcomes;</li> <li>• Demonstrated ability to provide counseling to individuals and families;</li> <li>• Experience in and understanding of, case management and supervision practices in a human services or related field.</li> </ul> <p><b>Other Essential criteria</b></p> <ul style="list-style-type: none"> <li>• Strong work ethic and a self-starter;</li> <li>• Capacity to develop rapport with a wide range of diverse groups and gain their confidence and commitment;</li> <li>• Sound judgment to think through complex issues and develop workable solutions to challenges;</li> <li>• Demonstrated negotiation skills to sell difficult concepts and influence positive outcomes;</li> <li>• Ability to develop strong networks with diverse key partners;</li> <li>• Ability to report information with a high level of accuracy and clarity;</li> <li>• Advance use of Microsoft software (Outlook, Word, Excel);</li> <li>• Evidence of a current valid manual drivers licence;</li> <li>• Willingness to travel away from base location across Cape York regions and Cairns (4WD);</li> <li>• Possess a Blue Card (or if successful provide evidence of obtaining/applying prior to commencement);</li> <li>• Evidence of a successfully completed Police Check;</li> </ul> <p><b>Desirable criteria</b></p> <ul style="list-style-type: none"> <li>• An academic qualification related to changing human behaviours;</li> <li>• Ability to prepare detailed reports for government and related audiences;</li> <li>• Understanding of the political and legal framework in which the organisation operates;</li> <li>• Knowledge of behaviour change and/or social and economic development;</li> <li>• Knowledge of Cape York Peninsula; its peoples, cultures and/or environs.</li> </ul>

Key attributes
<ul style="list-style-type: none"> <li>• Consistent with CYAAA's values and behaviours;</li> <li>• Initiative and self motivation;</li> <li>• Results focussed;</li> <li>• Analytical and problem solving ability;</li> <li>• Communication (verbal and written) skills;</li> <li>• Capacity to build and sustain respectful professional relationships;</li> <li>• Personal leadership;</li> <li>• Behave in a way that contributes to a workplace that endorses diversity and is intolerant of discrimination, harassment and bullying behaviour.</li> </ul>

Key partners

Contact	Purpose	Frequency
<b>Deputy CEO / WRAP Education Stream Leader</b>	Project management, content and program related support	Quarterly
<b>Welfare Reform Action Program (WRAP)</b>	Overall WRAP implementation direction and individual project support and oversight	Quarterly
<b>Education Queensland (Regional and State Offices)</b>	Primary education stream partner	Quarterly
<b>Key staff within the schools located in the Welfare Reform communities as well as those included within the scope of the WRAP</b>	Primary, local education stream partners	Daily / Weekly
<b>Community based Attendance Case Managers</b>	Guidance on community based procedures and contacts	Daily /Weekly
<b>ECiS, CYP and WRAP staff</b>	Broader program delivery	Daily /Weekly
<b>The Welfare Reform Communities (families, leaders, service agencies and other community stakeholders)</b>	Community based partners	Daily / Weekly
<b>ACMF Project Manager</b>	Project management	Weekly
<b>Family Responsibilities Commission</b>	Receipt of absence notifications and referrals to ACMF following family conferences	Weekly / Monthly

Other relevant information
<p><b>Key challenges</b></p> <ul style="list-style-type: none"> <li>• Works with people from different backgrounds and within an innovative environment so requires a willingness to learn and teach when required;</li> <li>• Works for a Not For Profit organisation are essential to optimise available resources;</li> <li>• Operates in a 'community' environment so may encounter limited observance of CYP values so essential to focus on resolving problems and concentrating on achieving objectives;</li> <li>• The vision and strategy of CYAAA is defined so need to be focussed on practically supporting the ideas and agendas of the organisation;</li> <li>• CYP operates in an opportunistic environment which results in sudden direction changes so requires flexibility, resilience and a readiness to grasp new directions.</li> </ul>

<b>Further Reading</b>
<p>There are a number of existing documents produced and drafted that will help provide insight into the project and will assist in gaining an insight into the work required of this role (these will be supplied upon commencement of employment).</p> <p>Additional Other Reading:</p> <ul style="list-style-type: none"> <li>• Our Right to Take Responsibility by Noel Pearson;</li> </ul>

<p>It is the responsibility of the user to be aware of, and have an understanding of this document. Should the user wish to clarify any aspect of the document they are advised to contact their line manager or the HR Manager.</p>			
<b>Employee Name:</b>		<b>Manager Name:</b>	
<b>Position Title:</b>		<b>Position Title:</b>	
<b>Employee Signature:</b>		<b>Manager Signature:</b>	
<b>Date signed:</b>		<b>Date signed:</b>	