

# POSITION DESCRIPTION

Oranga Tamariki—Ministry for Children



Title:	Programme Coordinator- MSA
Group:	Youth Justice Services and Residential Care
Reports to:	Programme Lead- MSA
Location:	Palmerston North
Direct Reports:	No
Budget:	No

## PUBLIC SERVICE PURPOSE STATEMENT

Ka mahitahi mātou o te ratonga tūmatanui kia hei painga mō ngā tāngata o Aotearoa i āiane, ā, hei ngā rā ki tua hoki. He kawenga tino whaitake tā mātou hei tautoko i te Karauna i runga i āna hononga ki a ngāi Māori i raro i te Tiriti o Waitangi. Ka tautoko mātou i te kāwanatanga manapori. Ka whakakotahingia mātou e te wairua whakarato ki ō mātou hapori, ā, e arahina ana mātou e ngā mātāpono me ngā tikanga matua o te ratonga tūmatanui i roto i ā mātou mahi.

In the public service we work collectively to make a meaningful difference for New Zealanders now and in the future. We have an important role in supporting the Crown in its relationships with Māori under the Treaty of Waitangi. We support democratic government. We are unified by a spirit of service to our communities and guided by the core principles and values of the public service in our work.

You can find out more about what this means at (<https://www.publicservice.govt.nz/about-us>)

## OUR ORGANISATION

<b>About us</b>	Oranga Tamariki—Ministry for Children is a Ministry dedicated to supporting any child in New Zealand whose wellbeing is at significant risk of harm now, or in the future. We also work with young people who may have offended, or are likely to offend. Our belief is that in the right environment, with the right people surrounding and nurturing them, any child can, and should flourish.
<b>Our vision</b>	Our vision is: New Zealand values the wellbeing of tamariki above all else.
<b>Our purpose</b>	Our purpose is: To ensure that all tamariki are in loving whānau and communities where oranga tamariki can be realised.
<b>The Oranga Tamariki way</b>	We're introducing a new way of doing things. A way of looking at the world that guides everything we do:



**Our core outcomes**

Our core outcomes are:

- All children and young people are in loving families and communities where they can be safe, strong, connected, and able to flourish.
- Improved outcomes for all children, especially tamariki and rangatahi Māori.

## BACKGROUND

The Military Style Academy programme (MSA) will provide an alternative pathway for young serious offenders. It will focus on inspiring sustained change for them, via an extensive therapeutic and mana-enhancing experience and enable them to thrive and positively contribute to their whānau and communities. The programme is based in a residence setting for the first four months, where the young people will be in a highly structured and consistent daily routine. They'll learn skills and coping strategies which will support them to manage situations they find challenging, and they will develop positive habits and life skills.

The remaining 6 months will be in a community setting with a focus on transition to set them up for lasting success. It will include the support they need to engage in a positive main activity such as education, employment, or vocational training, alongside ongoing therapeutic support. We'll be helping these young people and their whānau to successfully reintegrate back into their communities, to offset offending behaviour, and to have options for their future.

## POSITION PURPOSE

The Programme Coordinator plays a key role in ensuring that time spent by rangatahi in the MSA is purposeful and contributes to their successful reintegration back to the community. This includes:

- Coordinating scheduled programmes and liaising with providers when required
- Organising and managing resources required for programme delivery
- Supporting facilitation of programming as needed
- Assisting in the development of lesson plans / curriculum as needed
- Identifying suitable and relevant programmes and providers

## KEY ACCOUNTABILITIES

Key Result area	Key Accountabilities
<b>Programme Delivery / Coordination</b>	<ul style="list-style-type: none"> <li>- Coordinate scheduled programmes, ensuring programmes are completed as per schedule and documenting any changes</li> <li>- Liaise with providers regarding programme schedules and requirements</li> <li>- Organise and manage resources required for programme delivery</li> <li>- Identify suitable and relevant programmes and providers as identified in behavioural plans and interventions developed for young people to address behavioural difficulties, increase positive behaviour, and meet therapeutic and rehabilitative needs</li> <li>- Work closely with external providers and team leaders, case leaders, the employment coordinator, and care teams to ensure programmes and content are relevant to behavioural plans, interventions and the needs of young people</li> <li>- Build and maintain sound relationships and networks with external providers of programmes</li> </ul>

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Key Result area	Key Accountabilities
	<ul style="list-style-type: none"> <li>– Monitor programme delivery and outcomes and work with providers to ensure programme cost-effectiveness.</li> <li>– Assisting in the development of lesson plans / curriculum as needed</li> </ul>
<b>Programme Quality</b>	<ul style="list-style-type: none"> <li>– Ensure the delivery of Programmes is:               <ul style="list-style-type: none"> <li>○ In accordance with the Oranga Tamariki Act 1989, the Adoptions Act 1995 and other relevant legalisation</li> <li>○ In compliance with government policy and service requirements</li> <li>○ Consistent with the Oranga Tamariki Code of Conduct</li> <li>○ Consistent with the Residential Services Code of Practice.</li> </ul> </li> </ul>
<b>Being part of the Oranga Tamariki team</b>	<ul style="list-style-type: none"> <li>– Actively and positively participate as a member of the team</li> <li>– Proactively look for opportunities to improve the operations of Oranga Tamariki</li> <li>– Perform any other duties as needed by Oranga Tamariki</li> <li>– Comply with and support all health and safety policies, guidelines and initiatives</li> <li>– Ensure all incidents, injuries and near misses are reported into our H&amp;S reporting tool</li> <li>– Comply with all legislative and regulatory requirements, and report any breaches as soon as they become known</li> <li>– Adhere to all Oranga Tamariki procedures, policies, guidelines, and standards of integrity and conduct</li> <li>– Demonstrate a commitment to and respect for the Treaty of Waitangi and incorporate these into your work.</li> </ul>

## KEY RELATIONSHIPS

<b>Internal</b>	<ul style="list-style-type: none"> <li>– Kaiwhakahaere, MSA</li> <li>– MSA Leadership team members</li> <li>– MSA Clinical Team</li> <li>– MSA Team Members</li> <li>– Residential Services National Office Team</li> <li>– Site Managers, Specialist Services/Psychologists, Social Workers/Supervisors and Youth Justice Coordinators</li> <li>– Oranga Tamariki staff</li> </ul>
<b>External</b>	<ul style="list-style-type: none"> <li>– Community groups, community leaders and training providers</li> <li>– On-site school education service provider</li> <li>– Iwi/Māori</li> <li>– Tangata Pasifika.</li> </ul>

## QUALIFICATIONS & EXPERIENCE

<b>Qualifications</b>	<ul style="list-style-type: none"> <li>- A relevant tertiary qualification is desirable</li> <li>- Intermediate level competence in the use of the Microsoft Office suite, particularly Microsoft Word, Microsoft Outlook, Excel and PowerPoint</li> <li>- A current, "clean" driving licence is essential and a willingness to drive the Ministry's vehicles.</li> </ul>
<b>Experience</b>	<ul style="list-style-type: none"> <li>- Proven experience in a social service agency training or similar role working with a theoretical framework for the delivery of training and education.</li> </ul>
<b>Skills and Knowledge</b>	<ul style="list-style-type: none"> <li>- Understanding of the statutory role and objectives of Oranga Tamariki</li> <li>- An understanding of:               <ul style="list-style-type: none"> <li>o The multi-factor determinants and influences of youth offending</li> <li>o Social systems theory, ecological theory and how this informs assessment and intervention</li> <li>o Behavioural theories and/or Cognitive-behavioural theory and how they inform assessment and intervention</li> <li>o The theories of Child Development and Family Therapy and experience in applying these to intervention</li> <li>o The model of Multi Systemic Therapy, the analytic process and how this is applied to clinical and therapeutic interventions</li> <li>o Issues relating to mental health disorders in youths and adults, and alcohol and substance abuse in youths and adults</li> <li>o Clinical and therapeutic experience in a multi-disciplinary setting with children and adolescents to address complex behavioural issues.</li> </ul> </li> <li>- Well-developed written and verbal communication skills and effective interpersonal skills including presentation and training delivery skills</li> <li>- Demonstrated empathy for working with children and young people</li> <li>- Demonstrated tolerance and understanding</li> <li>- Demonstrated ability to work in comfort and with success with professional staff in a multi-disciplinary setting</li> <li>- Ability to actively promote a pro-social environment</li> <li>- Demonstrated ability to practice ethically and maintain professional boundaries</li> <li>- Ability to demonstrate a high degree of consistency in behaviour at all times and act as a clear role model, generating confidence and commitment of others through his/her own ethical conduct</li> <li>- Ability to consistently exercise discretion and be able to earn the trust of children, young persons and other staff</li> <li>- Knowledge of, and established links to, community networks and experience working in collaboration and conjunction with community service providers, other government departments,</li> </ul>

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including effective work in cross cultural environments and contexts

- Understanding and appreciation of cross cultural issues and concerns, in particular, knowledge of tikanga Maori and the kawa of local iwi, and those of the Pacific people.
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## POSITION COMPETENCIES

Competency	Description of success profile behaviour
<b>1. Relationship Management</b> The ability to interact with and develop effective working relationships with a wide range of people of different types and in different situations.	<ul style="list-style-type: none"> <li>– Develops formal and informal relationships with a wide circle of people, beyond those involved in current activities</li> <li>– Nurtures existing and potential relationships to help achieve the strategic objectives of Oranga Tamariki</li> <li>– Manages difficult relationships effectively and demonstrates confidence and diplomacy in demanding interpersonal situations.</li> </ul>
<b>2. Planning and Organisation</b> The ability to identify objectives and develop effective action plans to achieve them.	<ul style="list-style-type: none"> <li>– Manages resources so that priority tasks are achieved</li> <li>– Reviews and adjusts priorities as circumstances change</li> <li>– Communicates what needs to be done to all who need to be involved</li> <li>– Sets realistic timetables and monitors progress against targets</li> <li>– Introduces straightforward systems and monitors their use.</li> </ul>
<b>3. Client Focus</b> The desire and willingness to understand and meet or exceed client expectations. Clients are those groups or individuals, internal or external, who use the services of Oranga Tamariki.	<ul style="list-style-type: none"> <li>– Delivers superior service to clients</li> <li>– Understands, empathises with, and identifies the needs, concerns and priorities of clients and ensures that services are delivered to take account of these</li> <li>– Takes personal responsibility for correcting client service problems and/or “championing” client issues</li> <li>– Corrects problems promptly, without getting defensive</li> <li>– Attempts to give added value to the client</li> <li>– Actively supports the interests of the client by making choices and setting priorities to meet their needs.</li> </ul>
<b>4. Technical Skills &amp; Knowledge</b> Demonstrates specialist or technical knowledge and skills within one’s functional area (eg Finance, HR, Policy, QA, etc.).	<ul style="list-style-type: none"> <li>– Possesses expert knowledge in the most complex and advanced aspects of functional area</li> <li>– Serves as a subject matter expert and is recognised as a source of expertise within and across divisional groups</li> <li>– Challenges current policies and practices.</li> </ul>
<b>5. Cultural Responsiveness</b> The ability and desire to show cultural sensitivity, awareness and understanding of diversity. This includes reinforcing culturally sensitive	<ul style="list-style-type: none"> <li>– Demonstrates an understanding of the key concepts embodied within the Treaty of Waitangi and their application to the Department</li> <li>– Understands the social, ethnic and behavioural characteristics of those from different cultural backgrounds and is able to translate that knowledge into work practices and delivery of services</li> <li>– Collaborates with different cultural communities regarding service delivery and demonstrates a willingness to work together</li> </ul>

Competency	Description of success profile behaviour
behaviour, being responsive to Māori and other cultural groups.	<ul style="list-style-type: none"> <li>– Demonstrates that cultural responsiveness is valued, clearly defined, understood and applied within Oranga Tamariki.</li> </ul>
<b>6. Communication</b> The ability to clearly convey thoughts and ideas effectively. This may include listening, interpreting, formulating and delivering verbal, non-verbal, written, and/or electronic messages.	<ul style="list-style-type: none"> <li>– Work shows recognition of the importance of communication in achieving results</li> <li>– Seeks to understand others' frame of reference and uses this understanding to identify the most effective method of conveying information</li> <li>– Uses different ways of conveying a message to add clarity and meaning to communications</li> <li>– Adapts communications to the views and level of knowledge of the audience</li> <li>– Prepares and structures communication well. Is able to make complex issues understandable</li> <li>– Sets out arguments clearly and logically; persuades and influences others.</li> </ul>
<b>7. Results Orientation</b> The ability to take personal responsibility for the delivery of results. This includes delivering required results consistently and successfully, exhibiting appropriate initiative and persistence and focusing on work that is of high quality.	<ul style="list-style-type: none"> <li>– Takes full responsibility for making things happen within own area of control</li> <li>– Displays drive and energy in achieving goals and perseveres when obstacles emerge</li> <li>– Tracks progress against job expectations in order to make adjustments to performance as required.</li> </ul>
<b>8. Change Orientation</b> The ability to think about a situation, issue or process in new or varying ways and to generate new ideas. This includes the willingness to seek out and implement better ways of doing things and to embrace change.	<ul style="list-style-type: none"> <li>– Stretches to continuously improve activities and results beyond work unit</li> <li>– Helps to establish a climate that encourages innovation and receptivity to change</li> <li>– Demonstrates consistent ability to generate new ideas and initiatives</li> <li>– Shifts focus and activities quickly in response to changing organisational priorities.</li> </ul>
<b>9. Information Gathering</b> The ability to collect and manage information relevant to an issue through a variety of methods. This includes	<ul style="list-style-type: none"> <li>– Systematically collates information from a wide range of sources and assesses its relevance</li> <li>– Ensures the procedures for gathering information are effective and efficient</li> <li>– Has personally established channels and systems for gathering up-to-date information (e.g. networking, informal meetings).</li> </ul>

Competency	Description of success profile behaviour
research, networking with others, observation, computer databases and sharing knowledge and information with others.	
<b>10. Problem Solving &amp; Judgement</b> The ability to apply an objective, logical reasoning process to a problem or work situation in order to develop a conclusion or recommendation.	<ul style="list-style-type: none"> <li>- Breaks down complex situations into manageable parts in a systematic way</li> <li>- Recognises several likely causes of events</li> <li>- Does not stop at first answer; strives to find out why something happened</li> <li>- Considers all aspects of a situation, weighing up different options to arrive at the best solution</li> <li>- Makes clear decisions based on a logical analysis of the options</li> <li>- Acquires new information and applies knowledge to analyse issues and resolve problems.</li> </ul>
<b>11. Teamwork</b> The ability and willingness to work with others co-operatively and productively in order to achieve group objectives. This may include informal work groups, advisory groups or committees and project teams.	<ul style="list-style-type: none"> <li>- Acts to promote a welcoming, productive climate, good morale and co-operation within and between teams</li> <li>- Genuinely values others' input and expertise</li> <li>- Contributes own expertise to the team</li> <li>- Facilitates and influences positive outcomes that support team goals</li> <li>- Promotes team co-operation, even during heated discussions</li> <li>- Is willing to set aside personal agenda in order to support the team consensus</li> <li>- Assists in mediating between team members to resolve conflict.</li> </ul>
<b>12. Integrity</b> The ability to maintain confidences and trust, and to act in an honest, ethical and professional manner.	<ul style="list-style-type: none"> <li>- Takes action based on a clearly stated set of values, even if such action might disadvantage oneself</li> <li>- Does not lie to cover up disadvantageous facts</li> <li>- Challenges or confronts abuse of power.</li> </ul>
<b>13. Self-Development</b> The ability and desire to take ownership of one's development and to proactively pursue opportunities to learn and develop.	<ul style="list-style-type: none"> <li>- Learning is focused on current role, but also on career development</li> <li>- Designs a personal action plan to address own issues constructively and understand the most appropriate learning style for self</li> <li>- Uses a range of sources to develop own knowledge and skills</li> <li>- Seeks feedback from others with the intent of self-improvement.</li> </ul>