

Position Description

Youth Practitioner

Reports to Clinical Manager

Service/Team Stand Up! & Amplify!

About Us

Since 1980, we have supported thousands of New Zealanders whose lives are affected by alcohol, drug or other addiction challenges. 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.

We are known for providing effective, evidence-based services that support wellbeing. We want tāngata whai ora (people seeking wellness) to have options to access the support they need in ways that work for them.

Tō Tātou Matakiteinga | Our Vision

Poutia, Heretia,
Tuia te muka tangata ki te pou tokomanawa
Ka tū mana motuhake; Ka nohohere kore I ngā waranga me ngā wero mui 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

E hangaia e mātou he whare tumanako me ngā wāhi haumarua ka āhei I a tangata te eke ki angitu kia whaiwhakaaro ai, kia puawai, katahi ano hoki, ka herea ai te muka tangata ki a ia anō, ko te mea kē ka puta te ira tangata 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

Ngā poupou | Our pillars

Tika | Trust **Pono** | Honesty **Kaitiaki** | responsibility **Manaaki** | Concern **Aroha** | Love

Position Purpose

- To work within assigned schools to provide the Stand Up! And Amplify! Programme via group and individual therapeutic interventions.

Key Areas of Responsibility

| Area of Responsibility | Performance Measures |
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| <p>Provides assessment with a holistic therapeutic intervention to promote the positive development of young people using appropriate assessment and treatment models.</p> <ul style="list-style-type: none"> Assessment and Treatment Risk management Client support Client education Group facilitation Documentation <p>Establish and maintain networks for liaison and consultation within the schools as well as other youth services in the greater Auckland area.</p> <ul style="list-style-type: none"> Establishing and maintaining network relationships Facilitating referral pathways as appropriate | <ul style="list-style-type: none"> Assessments completed using Odyssey approved assessment tools. Demonstration of planning, risk assessment and management of identified risk. Working collaboratively with clients to develop their goal plan inclusive of review dates and assist them to achieve positive outcomes. Provision of ongoing case work through group and 1:1 sessions as deemed appropriate. Work in collaboration with relevant professionals both within the school setting and externally. Appropriate recommendations and/or refer to other services are actioned to ensure positive outcomes for the client. Utilises a range of activities and interventions that meet the therapeutic needs of young people. Utilise holistic models of health and wellbeing aligned with best practise in all aspects of service delivery and review. Provides and receives feedback from other staff as appropriate. Clinical file audit requirements are met. Attend debriefs with relevant team members to support reflections on clinical practise. Young people express satisfaction. <ul style="list-style-type: none"> Systems are setup to enable networks to be established and maintained. Relationships are developed with other youth services including (but not limited to) AOD and MH services, Schools, NGOs, and Health services. Provide high quality services in partnership with other agencies as appropriate. |

| Area of Responsibility | Performance Measures |
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| <p>To meet organisational requirements and to undertake activities that enhances professional development.</p> <ul style="list-style-type: none"> • Policies and Procedures • Orientation • Performance development and review • Supervision • Quality • Team planning • Training <p>Writing and inputting of clients / rangatahi clinical case notes and reviews into the Odyssey client database (HCC).</p> | <ul style="list-style-type: none"> • Advocate for young people by working with school staff, other service providers and community groups. • All Odyssey Policies and Procedures are upheld. • Completion of all orientation and mandatory training requirements • All performance development requirements are met and accurate records maintained. • Supervision is undertaken in accordance with service policy and requirements. • Involvement in quality initiatives and continuous improvement. • Participation and contribution to the development and implementation of team planning within the Stand Up! And Amplify! Services. • Educational and/or training courses which ensure staff remain up to date in the fields of youth, mental health AOD disorders and treatments in consultation with the Clinical Manager. • Shares information from trainings and promotes learning with colleagues. • HCC information is accurate, timely and meets all case note writing policy and procedural requirements and privacy act/confidentiality requirements. HCC case reviews are kept up to date. |

| Area of Responsibility | Performance Measures |
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| <p>Health and Safety</p> <ul style="list-style-type: none"> Identify and act on any potential risks to self or others, including client/whai ora, whānau and other employees Be familiar with and abide by the organisation’s health and safety policies and reporting procedures, ensuring others do the same as required Follow safe work practices, which includes the effective use of safety equipment, identification of workplace hazards and taking action to reduce or eliminate these. <p>Treaty of Waitangi</p> <ul style="list-style-type: none"> Demonstrate knowledge and understanding of the Treaty of Waitangi and its application in this role <p>Professional Development</p> <ul style="list-style-type: none"> Be proactive in own professional development and attend relevant organisational training as required <p>General</p> <ul style="list-style-type: none"> Attend and contribute actively to team meetings Carry out any other duties that may be delegated by the line manager, which are in keeping with the scope of the role. | <p>Risks (including Health and Safety, compliance and maintenance) are identified and reported</p> <p>Plans are put in place to resolve and/or mitigate potential problems as required</p> <p>Issues are escalated to relevant manager as required</p> <p>Demonstrates understanding and compliance with organisational and legislative health and safety requirements and is proactive in ensuring employees are compliant</p> <p>Follows correct protocols when using safety equipment</p> <p>Workplace hazards are identified and plans are put in place to reduce/eliminate these or the matter is escalated to the relevant authority</p> <p>Actions show knowledge and ability to apply the principles of the Treaty in the delivery of role</p> <p>Has an individual development plan which is implemented</p> <p>Attends organisational training required for role</p> <p>Regular attendance at team meetings and makes useful contributions</p> <p>Other work is undertaken and completed. Commitment and flexibility is demonstrated.</p> |

Key Relationships

| Internal | External |
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| <ul style="list-style-type: none"> • Clinical Manager Stand up! & Amplify! • Stand Up! & Amplify! Staff • Odyssey Services | <ul style="list-style-type: none"> • School Support Services staff • School Senior Management • Key DHB Staff • Community services working with Youth • Oranga Tamariki • Cultural Services • NGO's |

Person Specification

Qualifications, Knowledge and Experience

- A Level Seven (degree level qualification) in a relevant health or social service area
- Experience of working with youth in the social services, addictions and/or mental health sectors (Preferable)
- Experience and expertise in using Microsoft suite applications
- Understanding of and interest in Odyssey's work
- A commitment to meeting the competencies developed by the Drug and Alcohol Practitioners Association of Aotearoa New Zealand (DAPAANZ).
- A commitment to ongoing personal and professional development
- A full NZ Driver Licence

Skills and Abilities

- An ability to engage with young people
- Strong interpersonal skills
- Ability to establish and maintain effective relationships with a range of stakeholders
- Ability to work under pressure, complete work on time and to a high standard
- Ability prioritise and work with limited supervision
- Demonstrated cultural sensitivity and rainbow diversity awareness
- Willingness to consider other viewpoints/ sources of information and adjust decisions as appropriate
- Positive attitude and self-motivated
- Ability to take initiative and adapt to changing circumstances
- Ability to show discretion and tact
- High regard for confidentiality and security, including client information
- Ability to deal with conflict and defuse challenging situations
- Fluency in English and strong communication skills
- Good IT/word-processing skills
- Ability to acknowledge own limitations and be proactive on own self-development

Ngā poupou | Pillars

Guiding Principles for employees and tāngata whai ora

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| Tika Trust | Reliable and shows great integrity |
| Pono Honesty | Transparency and openness underpins all actions |
| Kaitiaki Responsibility | Achieves and surpasses goals |
| Manaaki Concern | Empathic and interested in the wellbeing of others |
| Aroha Love | 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 |
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| 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"> • Greets and welcomes people accessing services and their whānau appropriately, providing age and/or culturally appropriate, relevant & specific information • Works in partnership with people accessing services and is mindful of the impact of power differentials • 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 • Recognises people accessing services may be fearful or apprehensive and works to establish a safe and trusting connection and a comfortable physical environment |
| Working with Māori | 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"> • Greets Māori people using te reo Māori greetings • Respects and uses te reo Māori correctly & when appropriate • Respects Māori tikanga and spiritual practices, the importance of identity and the concepts of whakawhanaunga, manaaki, tino rangatiratanga and mana motuhake • Asks whai ora and whānau what they need and provides information in English and Māori • Understands the importance of whakapapa and different roles within whānau • Supports Māori whai ora to identify and involve people who are important to them |
| Working with whānau | 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"> • Demonstrates understanding that in many cultures, a person’s identity is embedded and connected to whānau rather than their individual selves • Welcomes, establishes positive rapport and shares relevant information with whānau • Sensitive asks about support needs related to being a parent as appropriate to role |

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| <p>Working within communities</p> | <p>Recognises that people and whānau who experience mental health and addictions needs, are part of communities</p> | <ul style="list-style-type: none"> • Understands ‘community’ in the broadest sense and that the concept of community is dynamic and evolving • Recognises that Māori whai ora may be supported within and contribute to wider social networks e.g. hapu, iwi • Demonstrates understanding of the importance of social inclusion and community connections, has knowledge of the communities people accessing services identify with, and supports them to connect with and participate in communities of their choice • Has a basic understanding of mental health promotion, addiction harm reduction, suicide prevention and postvention principles |
| <p>Challenging discrimination</p> | <p>Challenges discrimination, & provides/ promotes a valued place for employees and clients/whai ora with mental health & addiction needs</p> | <ul style="list-style-type: none"> • Demonstrates understanding of the prevalence, impact and challenges of discrimination on people who have mental health or addiction needs, whanau services and communities • Works to develop awareness and challenges own beliefs that may lead to discriminatory behaviour |
| <p>Applying law, policy and standards</p> | <p>Implements legislation, regulations, standards, codes and policies relevant to their role</p> | <ul style="list-style-type: none"> • Respects the relationship between government and tāngata whenua and upholds the principles of the Te Tiriti o Waitangi • Understand and adheres to legislation, regulations, standards, codes and policies appropriate to the role • 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 • Provides information to people about their rights and in a way that supports them to understand • Ensures people know about relevant feedback and complaints processes • Maintains and stores records in accordance with legal and professional standards |
| <p>Maintaining professional & personal development</p> | <p>Participates in life-long learning, & personal and professional development, reflecting on & seeking ways to improve self/ team/service</p> | <ul style="list-style-type: none"> • Reflects on own work and practices to identify strengths and areas for further development • Seeks and takes learning opportunities to achieve professional development goals • Looks after own wellbeing and contributes to a safe and healthy workplace |

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| | | <ul style="list-style-type: none">• Communicates effectively with a diverse range of people• Engages with colleagues to give and receive constructive feedback• Works effectively in a team and understand team roles, different working styles and skill levels to contribute to the success of the team |
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