



POSITION DESCRIPTION

Our **vision** is a community where all people can make the most of their strengths and feel included, valued and safe.

To bring this **vision into reality**, we assist and encourage people facing life’s challenges. We provide a range of services in response to the changing needs of individuals and family/whanau in the wider community of Southland.

POSITION: BUDDY PROGRAMME COORDINATOR

LOCATION: Family Works
Southland

OBJECTIVES OF POSITION:

To coordinate the Buddy Programme to ensure it is delivered to the standards required by Family Works. To provide an effective, professional, culturally sensitive social service for children, young people and their families; to carry out the duties and roles of a Child and Family Support Service and Community Service in accordance with the objectives and principles of the Oranga Tamariki Act 1989. Family Works is an approved Child and Family Support Service and Community Service under Sections 396 and 403 of this Act.

RESPONSIBLE TO: Manager - Family Works

DIRECT REPORT TO: Manager – Family Works

FUNCTIONAL RELATIONSHIPS:

General Manager Social Services

Manager – Family Works

Senior Team Leader/Practice Lead - Family Works

Team Leaders – Family Works

Family Works Team

Chief Executive – Presbyterian Support Southland

Administration – Central Office

Board – Presbyterian Support Southland

Health, Education and Welfare service providers

Iwi groups

Community groups and networks

Ministry for Vulnerable Children Oranga Tamariki

Children, young people, parents, family/whanau, caregivers

Volunteers

Foster parents

Donors

HOURS:

As per Employment Agreement

KEY TASKS AND PERFORMANCE MEASURES

Key Tasks	Performance Measures
1. To coordinate, administer and maintain the Buddy Programme.	<ul style="list-style-type: none"> • Keeping accurate and up-to-date records and case notes. • Attending training and meetings. • Organising regular Buddy outings and events.
2. To administer support for children who are referred to the Buddy Programme.	<ul style="list-style-type: none"> • Ensuring contact is made with the child's family within two weeks of referral. • Assessing the suitability of children who are referred to the Buddy Programme. • Matching children with Big Buddies. • Maintaining contact at least two-monthly with the child and their family, so as to support the Buddy friendship.
3. To establish and maintain a pool of Big Buddies.	<ul style="list-style-type: none"> • Recruiting appropriate Big Buddies. • Ensuring that all Big Buddy applicants complete the prescribed selection process. • Facilitating the initial training programme. • Organising regular supervision groups and regular ongoing training. • Supporting and supervising Big Buddies on a regular basis.
4. To maintain a high, positive profile of the Buddy Programme.	<ul style="list-style-type: none"> • Liaising with other social services agencies, school and other relevant professionals. • Promoting the Buddy Programme through public speaking engagements, the media and in the community.
5. To carry out any other duties consistent with the requirements of the position, in consultation with the Manager and/or other management staff at Family Works.	

PERSON SPECIFICATION

1. CORE COMPETENCIES

Competency	Definition
Working with others	
1. Building Relationships (L3)	<p><i>Maintains positive relationships even in difficult situations.</i></p> <ul style="list-style-type: none"> ▪ Takes steps to maintain rapport with people when situations are difficult. ▪ Anticipates and takes steps to minimise things that may affect relationships. ▪ Is able to challenge / disagree with someone without damaging the relationship.
2. Interpersonal Communication (L3)	<p><i>Displays highly developed communication and influencing skills.</i></p> <ul style="list-style-type: none"> ▪ Uses a range of techniques and strategies to help people with strongly held views to consider alternative points of view. ▪ Communicates vision / possibilities to people in a way that promotes enthusiasm and commitment for taking up opportunities. ▪ Acts positively in difficult and complex interpersonal situations - taking control when necessary to achieve important objectives.
3. Managing Conflict (L3)	<p><i>Takes action to resolve complex or on-going conflicts.</i></p> <ul style="list-style-type: none"> ▪ Anticipates and addresses potential conflicts before they become serious. ▪ Facilitates reduction / resolution of conflict by exploring each person's concerns and needs. ▪ Helps those in conflict generate creative options that meet both parties' needs. ▪ Supports action to implement solutions and resolve conflict.
4. Teamwork (L2)	<p><i>Actively contributes to the team.</i></p> <ul style="list-style-type: none"> ▪ Offers and seeks support from colleagues and management. ▪ Words and actions show support for the vision and decisions of the team. ▪ Makes positive contributions to team meetings.
Specialist Knowledge	
5. Facilitating Change (L2)	<p><i>Facilitates development and implementation of goal-centered plans for well-being of child and family.</i></p> <ul style="list-style-type: none"> ▪ Uses a structured approach with families to develop an agreement between Big Buddy, Little Buddy and Little Buddy's family, and there are regular reviews of this agreement. ▪ Helps others reflect, see different points of view, explore

	<p>priorities and be motivated to improve their well-being.</p> <ul style="list-style-type: none"> ▪ Regularly reviews and updates family plans with families. ▪ Fosters a climate of learning, taking account of different learning styles and adapting approach accordingly. ▪ Identifies unrealistic family expectations and inappropriate parenting practices and assists parents to develop strategies for change. ▪ Provides regular appropriate information to parents on child development and parenting practices tailored to each families needs.
6. Linking Resources (L2)	<p><i>Uses broad community knowledge and contacts to support, and when necessary advocate for families.</i></p> <ul style="list-style-type: none"> ▪ Has up-to-date knowledge of a wide range of local agencies/community organisations (including whanau/hapu/iwi/Pacific Island organisations). ▪ Advocates for families as appropriate. ▪ Demonstrates knowledge of protocols and requirements for referral to a wide range of agencies/organisations. ▪ Uses networks to "open doors" for clients.
7. Solving Problems (L2)	<p><i>Takes a methodical approach to problem solving.</i></p> <ul style="list-style-type: none"> ▪ When presented with an urgent situation, exercises good judgment, quickly identifying approaches that are most likely to be useful. ▪ Gathers information and looks at a situation from different points of view before deciding what to do. ▪ Methodically considers all the risks in a situation and ensures actions and solutions are safe. ▪ Uses a range of tools and resources for decision making and problem solving. ▪ Develops innovative ways of dealing with problems. ▪ Looks for underlying causes and seeks to address those rather than make a "quick fix". ▪ Reviews and reflects on outcomes of decisions and actions..
8. Specialist Knowledge and Skills (L2)	<p><i>Has in-depth knowledge and skill in specialist field.</i></p> <ul style="list-style-type: none"> ▪ Has a broad general knowledge of specialist field, with an in-depth knowledge of some areas. ▪ Uses specialist knowledge to add value to own and others' practice. ▪ Takes appropriate steps to educate or improve skills of colleagues in specialist field. ▪ Makes effective use of current tools and approaches in specialist field.

Cultural & Professional	
9. Cultural Skills (L2)	<p>Shows understanding of different cultures.</p> <ul style="list-style-type: none"> ▪ Demonstrates a good understanding of tikanga Maori and other cultures' practices. ▪ Shows an awareness of gaps in, and a desire to increase, cultural knowledge and experience. ▪ Actions demonstrate a commitment to Maori perspective as Tangata Whenua. ▪ Accesses resources to make sure culturally appropriate and language appropriate services are provided. ▪ Participates comfortably in appropriate cultural practices when with clients. ▪ Draws on clients own cultural resources and support frameworks.
10. Professionalism (L2)	<p>Takes the initiative to reflect on practice.</p> <ul style="list-style-type: none"> ▪ Adopts a structured and theoretically sound approach to work. ▪ Seeks to learn from difficult experiences. ▪ Displays flexibility in thinking and practice. ▪ Actively engages in supervision to reflect on and improve practice. ▪ Is aware of stress and situations that may put personal safety at risk and takes action to ensure own well-being. ▪ Shows a willingness to consider how unresolved personal issues may affect one's work.
11. Taking Responsibility (L3)	<p>Shows resilience.</p> <ul style="list-style-type: none"> ▪ Shows resilience and keeps a positive focus in difficult or pressured situations. ▪ Displays flexibility and willingness to change - modelling what one seeks in families.
Administration	
12. Organisation and Record Keeping (L3)	<p>Organises people and resources.</p> <ul style="list-style-type: none"> ▪ Organises people, time and resources to achieve objectives. ▪ Plans, allocates and monitors the work of others - making good use of individuals' skills and experience. ▪ Breaks objectives and goals down into tasks and determines resources needed for each task. ▪ Facilitates group planning sessions

2. QUALIFICATION, SKILLS, KNOWLEDGE, EXPERIENCE AND ATTRIBUTES

1. Applicant should possess an appropriate qualification or be on the way to achieving this.
3. Applicant should have relevant experience in working with children, young people and their families.
4. Applicant should have relevant experience of group work.
5. Applicant should have a working knowledge of the Oranga Tamariki Act 1989 and other relevant New Zealand legislation.
6. Applicant should be comfortable working in a Christian value-based organisation.
7. Applicant should have an understanding of and commitment to the Treaty of Waitangi.
8. Applicant should possess a full current clean New Zealand Driver's Licence and currently drive.
9. Applicants should possess personal qualities, characteristics and attributes relevant to the position:
 - be able to work independently and as part of a team.
 - be able to work collaboratively with colleagues from other disciplines.
 - have an understanding of child and adolescent development, child safety and family systems.
 - be culturally sensitive.
 - be able to undertake assessments and make clear written and verbal reports.
 - have good communication skills with a wide variety of people.
 - be able to manage stress.
 - have time management and organisational skills.
 - maintain confidentiality.

Signed by Employee

Signed by Employer

Date: