



Position Description

Family Support Worker – Kaitohutohu (Registered Social Worker)

Wilson School
<p>At Wilson School, we provide specialist education and care for ORS-funded students aged 5 to 21. Our diverse student body comes from multicultural backgrounds, each with unique abilities and learning needs. The school embraces a totally holistic approach to learning with the support of professionals including teachers, therapists, specialists, and support staff. Students are taught at either our base school in Hauraki or in one of our satellite classes located across the North Shore.</p> <p>Our Vision: Equipping Young People for Life We are committed to preparing our students for life beyond the classroom. Our core values guide us:</p> <p>Whanaungatanga: Building meaningful relationships and connections. Rangitiratanga: Encouraging self-management and empowerment. Kaitiakitanga: Fostering guardianship and respect.</p>

Position Purpose
<p>At our school, we recognise the critical role of a Social Worker and whānau support navigator. This position is dedicated to guiding and empowering our staff, students, and whānau to enhance outcomes within our school community and remove barriers to learning. This role involves:</p> <ul style="list-style-type: none"> • Taha Whānau – Family Wellbeing – Extended family health and linking with external support – supporting with referrals to the Child Development Service, Kāinga Ora, Taikura Trust, WINZ, CCS, or other social services. • Taha Tinana – Physical Wellbeing – supporting with medical appointments and support as required, coordinating internal monitoring and review. • Taha Wairua & Hinengaro – Spiritual and Mental Wellbeing - Engaging with whānau and referring to community services when needed, strengthening community relationships with school and external services. <p>In summary, the Kaitohutohu plays a pivotal role in ensuring holistic well-being within our school community.</p>

Specific Responsibilities	
<p><i>Responsibilities of the Social Worker are expected to change over time to respond to changing needs, you will need flexibility to adapt and develop as the role evolves.</i></p>	
Key Accountabilities	Indicators of Success
<p>Work effectivity as a member of a team.</p>	<ul style="list-style-type: none"> • Integration with our in-school therapy team. • Support provided for the senior leadership team and other staff as required, so they can best meet the needs of those enrolled at Wilson School. • Feedback on relationships is positive. • Practice open and effective communication. • Share information and learnings with team members.



<p>Build positive relationships and networks with staff, students, students' families, specialists and whānau at our school and other schools and external agencies.</p>	<ul style="list-style-type: none"> • Feedback on relationships is positive. • Specialist practices continue to improve.
<p>Liaise with students, staff, families, whānau and outside agencies.</p>	<ul style="list-style-type: none"> • Value knowledge of the child from family, teachers, and outside agencies. • Collaborate with education, welfare, health care professionals from across the community, providing appropriate support. • Keep in touch with students and their families in various ways. • Undertake other liaison and support duties as required by the senior leadership team.
<p>Maintain student records.</p>	<ul style="list-style-type: none"> • Manage internal referral systems and track open cases with the senior leadership team. • Maintain case notes. • Uphold the school's privacy policy. • Enter clear, accurate and up-to-date student information within school systems.
<p>Provide appropriate advice and support for staff, students and their families.</p>	<ul style="list-style-type: none"> • Disseminate appropriate disability-related information and resources to staff and students and their families. • Facilitate presentations at the school as requested by the senior leadership team. • Facilitate PLD sessions to increase the confidence of teachers in dealing with disabilities, vulnerable students, and their families. • Develop appropriate care plans in partnership with families and/or teachers. • Assist families with preparing documents for government agencies such as Work and Income forms, NASC assessments, Welfare Guardianship applications, emergency housing.
<p>Play an active role throughout our school</p>	<ul style="list-style-type: none"> • Regular attendance at in-person and/or online meetings with the senior leadership team as requested to discuss ongoing cases and any new referrals students/families of concern. • Contributions at the meetings are positive and add value.
<p>Be future-focused, and an innovative thinker with the ability to both inspire and lead change in a large special school with a diverse staff and community.</p>	<ul style="list-style-type: none"> • Show commitment to changing outcomes in our school.



Develop your own professional skills, including resilience and wellbeing practices, and keep professional knowledge updated.	<ul style="list-style-type: none"> • Grow own professional capability and maintain professional ethics, work, and conduct. • Own wellbeing and resilience is developed. • Keep up-to-date with trends in disability viewed through a social work lens.
Maintain registration with the Social Workers Registration Board.	<ul style="list-style-type: none"> • Maintain a current practicing certificate which will include supervision and professional development.
Ensure culturally responsive practice and understanding of Aotearoa New Zealand's cultural heritage using Te Tiriti o Waitangi as the foundation.	<ul style="list-style-type: none"> • Understand what culturally responsive practice means and why it is important. • Develop and maintain cultural competencies. • Understand and support the multi-cultural environment within the school.
Support our school's wellbeing, health and safety requirements.	<ul style="list-style-type: none"> • Actively promote and comply with all wellbeing, health and safety requirements of our school.
Other specific responsibilities will be delegated to fit with the successful applicant's strengths such as involvement in focus groups or assisting with development on appropriate areas when requested.	

Personal Attributes
<p>Essential:</p> <ul style="list-style-type: none"> • Current Social Work Registration: Registered with NZSWRB • Vulnerable Children's Act (VCA) Clearance: Cleared under the VCA. • Interpersonal and Communication Skills: Demonstrates excellent communication and interpersonal abilities. • Knowledge of NZ Disability System: Keeps up-to-date with the NZ disability system. • Proficient IT Skills: Possesses strong IT skills. • Driver's License and Vehicle: Holds a current driver's license and has access to their own vehicle. • Self-Motivated and Organised: Self-motivated with effective organisational and self-management skills. • Cultural Understanding: Understands Aotearoa New Zealand's cultural heritage, with Te Tiriti o Waitangi as the foundation. • Innovative and Reflective Practitioner: Approaches work with innovation and reflection. <p>Desired:</p> <ul style="list-style-type: none"> • Post-Graduate Study: Has completed post-graduate study in related fields such as children's issues, disability, or education. • Facilitation/Group Work Skills: Experienced in facilitating group work. • Child Disability Field Experience: Previous experience in the child disability field.