

POSITION DESCRIPTION

Position:	Kaitātaki Puawai Whānau (Puawai Whānau Team Lead)	
Reporting to:	Kaihautū Puawai Whānau	
Staff responsibility:	Leadership and collegial support to Puawai Whānau kaimahi No direct reports	
Hours:	40 hours per week	
Job purpose	Provide strong leadership and organisational skills to Family Start and Tamariki Ora teams. Coordinate high quality service delivery to tamariki and their whānau.	
Accepted by:	Employee Signature:	Date:
<<NAME>>		

Background

Te Oranganui is an Iwi governed Health and Social Service Organisation. Established in 1993, Te Oranganui has eight service lines and covers the iwi boundaries of Ngāti Apa/Ngā Wairiki, Te Ātihaunui a Pāpārangi and Ngā Rauru Kītahi. The eight services are;

Waipuna	Primary Health & Medical
Taihāhā	Disability Support Service
Waiora Hinengaro	Vocations, Mental Health and Addiction Services
Toiora Whānau	Whānau & Community
Puawai Whānau	Tamariki Wellbeing
Waiora Whānau	Healthy Families
Whakahaumanu Mana Tāne	Clinical Services Corrections
Taituarā	Business Unit

Vision Korowaitia te puna waiora, hei oranga motuhake mō te iwi

Mission Statement To empower whānau into their future

Values

Tika	Excellence in how we do things
Whānau	At the centre of everything we do
Pono	Act with honesty and integrity
Mahitahi	Committed to working together for the betterment of our Whānau, Hapū, Iwi and communities

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KRA 1: Team Leadership

Provide leadership and guidance to the Puawai Whānau team and support to Kaihautū Puawai Whānau

Tasks

- 1.1. To provide strong leadership to Kaitūruki that will ensure an integrated Puawai Whānau service working with tamariki and their whānau.
- 1.2. To develop a team with strong systems and processes around achieving key deliverables and client result measures / outcomes.
- 1.3. To lead the team in creating strong community networks, including collaborative partnerships.
- 1.4. To ensure that Kaitūruki understand the social determinants of whānau, hapū and iwi hauora regionally and nationally.
- 1.5. To ensure that Kaitūruki understand the Iwi of the region and their relatedness to each other and to this service.
- 1.6. To lead, and monitor Kaitūruki performance as well as escalating any performance concerns to the Manager.
- 1.7. Support Kaihautū with the preparation of performance appraisals.
- 1.8. Identify training and education gaps that will improve the performance of the team, designing and delivering training to address needs as required.

Key Performance Indicators

- Lead staff to meet the organisation's expectations for training, productivity, quality, continuous improvement, and goal accomplishment.
- Establish and maintain relevant controls and feedback systems to monitor the delivery of the Family Start and Tamariki Ora contracts
- Provide oversight and direction to staff in accordance with Te Oranganui's policies and procedures, the Family Start Manual and other key guiding documentation

KRA 2: Family Start Practice

Ensure the Family Start contract is being delivered to tamariki and their whānau within best practice guidelines

Tasks

- 2.1 Ensure the effective and efficient delivery of the Family Start service in accordance with contractual obligations, Te Oranganui goals and objectives, relevant legislation and policies
- 2.2 Ensure that Family Start Key Performance Indicators, casework and quality indicators and standards are being well managed and met by the Team
- 2.3 Effectively allocates referrals to Kaitūruki based on intensity and case load
- 2.4 Support Kaitūruki to facilitate whanau processes e.g. conflict resolution
- 2.5 Design and implement service delivery procedures that support seamless and safe practice
- 2.6 Monitor Kaitūruki work to ensure that it is ethical and meets the Family Start standards
- 2.7 Support Kaitūruki to maintain wellbeing to ensure safe, competent and confident practice
- 2.8 Complete evaluations so the Kaitūruki can make improvements to their practice

Key Performance Indicators

- Best Practice Plan for individuals and team developed, implemented and actively managed
- Contract achieving 85% volume targets consistently
- # service delivery complaints
- Accredited to Level 2 standards
- Supervisor analysis completed within one (1) week of review

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- Data sheet developed that reflects intensity levels for referrals

KRA 3: Tamariki Ora

Ensure the Tamariki Ora contract is being delivered to tamariki and their whānau within best practice guidelines

Tasks

- 3.1 Ensure that all tamariki receive all five core checks during the first year of life
- 3.2 Ensure that pepi/whānau receive as many additional checks as required (delivered by a registered nurse or kaiawhina as appropriate)
- 3.3 Ensure kaimahi are informing and supporting whānau to enhance their knowledge and skills required to understand and manage the various stages of their child's development

Key Performance Indicators

- Understand the rationale and principles of the Tamariki Ora programme
- Ensure that Tamariki Ora services are compliant and current with internal and external quality, legislative and accreditation requirements
- Ensure the effective and efficient delivery of the Tamariki Ora service in accordance with contractual obligations, Te Oranganui goals and objectives, relevant legislation and policies

KRA 4: Relationships

Build strong community links that enhance the service provided to tamariki and their whānau

Tasks

- 4.1. Facilitate regular team meetings to ensure responsibilities and key obligations are met
- 4.2. Attend internal and external meetings that are relevant to this area of work, representing Te Puawai Whānau and Te Oranganui as appropriate e.g. Clinical Governance, Health, Safety & Wellbeing, SAM, VIN, FLOW, WCYTO
- 4.3. Participate in sector forums or groups that add value to the purpose of Te Oranganui and the aims of Family Start
- 4.4. Be an active member of assessment panels providing a kaupapa Māori lens to the work ensuring that Māori whānau receive adequate services and support
- 4.5. Work in an integrated manner with other Te Oranganui Kaitātaki

Key Performance Indicators

- Organise monthly team meetings and minutes
- Provide regular relevant feedback on external hui at monthly team meetings as an agenda item
- To be actively involved in whanau/family assessments with Kāituruiki
- SMT agreement that collaborative working relationships are present across the services of Te Oranganui

KRA 5: Quality Management

To implement quality management practices that keep kaimahi and whānau safe

Tasks

- 5.1. Implement service quality management processes used to monitor and review case management
- 5.2. Provide and/or facilitate regular group, peer, clinical and cultural supervision for all employees of Puawai Whānau
- 5.3. Ensure the policies, practices and procedures within Family Start and Tamariki Ora have clear guidelines for dealing with conflict, violence and abuse

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- 5.4. Undertake regular self-audits of the service practice to identify any gaps, improvements or achievements
- 5.5. Undertake regular file reviews to ensure accuracy, completeness and effectiveness of documentation
- 5.6. Work constructively through audit processes with auditors to ensure that the organisation learns from the process for improvement, rectifies any gaps and errors and celebrates the successes

Key Performance Indicators

- All staff are made clear of and are compliant with the policies, practices and procedures of Te Oranganui.
- Continuously improve service quality to meet or exceed expectations.
- Measure results of quality and align them with the expectations of the organisation to ensure effective management.

KRA 6: Whānau Ora

Uphold the principles of Whānau Ora across the Puawai Whānau team

Tasks

- 6.1. Provide leadership and evidence-based Whānau Ora in practice
- 6.2. Ensure the inclusion of Whānau Ora as core practice within the team
- 6.3. Ensure Kaitūruki understand the Whānau Ora outcomes framework and include Whānau Ora plans as a contribution to whānau aspirations and potential within their practice
- 6.4. Ensure that kaimahi work alongside of whānau as creators and drivers of their own Whānau Ora plan
- 6.5. Uphold the principles of Whānau Ora – working across teams and functions; acknowledging the unique skills and abilities all kaimahi bring
- 6.6. Engage and contribute with other Kaitātaki / Kaihautū to ensure an integrated approach in working with Whānau Ora within Te Oranganui

Key Performance Indicators

- 100% of whānau have current Whānau Ora plan
- 80% of kaimahi have completed Whānau Ora training

KRA 7: Te Oranganui Kaimahi General Provisions

Uphold the values of Te Oranganui

- Actively participate in Te Oranganui kaupapa activities including attending hui, karakia, whakawhanaungatanga, waiata sessions etc
- Ensure you maintain an accurate and up to date understanding of Te Oranganui policies and that you uphold these at all times
- Ensure the health & safety of yourself as well as others in your working environment, upholding organisational health and safety policies and procedures at all times
- Proactively promote Te Oranganui in a positive light in all activities
- Always behave in a professional manner, providing a good role model for others
- Actively participate in professional supervision and ongoing professional development
- Embody Tikanga Māori in all aspects of your work

The above statements are intended to describe the general nature and level of work being performed by the job holder. They are not intended to be an exhaustive list of all responsibilities, duties, or skills required of the job holder. From time to time, personnel may be required to perform duties outside of their normal responsibilities as needed.

Person Specification

Qualifications

- Tertiary level qualification (Level 7 Bachelor or higher) in social work, education or health
- Formal qualification or can evidence training in professional supervision
- Current practicing certificate with relevant professional body
- Registration (as appropriate) with relevant professional body

Experience

- A minimum of five (5) years in a similar team leadership or management role
- Substantial and proven experience in the leadership of a large and diverse team, development, training and performance management of staff.
- Experience of reporting (including written reports) and monitoring to tight deadlines

Personal Attributes and Skills

- Transformational leadership
- Ability to effectively lead, coach and grow staff to achieve outcomes
- Ability to work positively under pressure and continuously re-prioritise workload while maintaining a high level of accuracy
- Planning and implementation skills
- Excellent interpersonal skills and the ability to communicate with a wide range of stakeholders
- Sound judgement and analysis capable of modifying practice to achieve results and targets
- Excellent organisational skills with the ability to coordinate activities
- Excellent written, literacy, numeracy and IT skills
- Ability to persevere with a task and to display the required energy to achieve the objectives despite obstacles
- Commitment to whānau, hapū and iwi
- Ability to converse and understand Te Reo Māori me ona tikanga
- Strong integrity and professionalism
- Excellent time management
- Ability to work autonomously and is driven to achieve results
- Able to simultaneously manage a diverse range of projects
- Ability to build and maintain credible relationships internally and externally
- A friendly “Can Do” attitude

Physical Attributes – Administration/Management

- Occasional lifting up to 10 kg.
- Must be able to work in an office environment.
- Manual dexterity needed for keyboarding and other repetitive tasks.
- Sitting for extended periods of time
- Hearing and speech sufficient to communicate with others enabling direct and telephone communication
- Visual ability sufficient to read accurately, write/record in a legible manner and perform normal duties of this position.

Other Requirements of this Position

- Non-smoker/Non-vaper – or a full commitment to remain smoke/vape-free during the hours of work
- Current clean, full NZ driver licence
- Must be able to pass Te Oranganui’s background, vetting and child protection checks
- New Zealand citizenship, permanent resident status, or a NZ work permit
- Zero tolerance toward family violence

FAMILY START CORE COMPETENCIES

COMPETENCY	LEVEL 1	LEVEL 2	LEVEL 3
Building relationships	Establishes warm, friendly relationships <ul style="list-style-type: none"> • Makes a positive first impression when meeting people • Displays a positive, approachable manner • Puts people at ease Invests time in building relationships • Maintains healthy and appropriate personal and professional boundaries 	Facilitates development and implementation of goal-centred plans for wellbeing of child and family/whānau <ul style="list-style-type: none"> • Uses a structured approach with families/whānau to develop plans with realistic and measurable goals Helps others reflect, see different points of view, explore priorities and be motivated to improve their wellbeing • Regularly reviews and updates Child Family Plans with families/whānau • Fosters a climate of learning, taking account of different learning styles and adapting approach accordingly • Identifies unrealistic family/whānau expectations and inappropriate parenting practices, and enables parents/caregivers to develop strategies for change • Provides regular and appropriate information to families/whānau on child development and parenting practices tailored to each family/whānau needs 	Maintains positive relationships even in difficult situations <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
Interpersonal communication	Communicates clearly and hears what others are saying <ul style="list-style-type: none"> • Explains information clearly • Listens attentively • Can accurately summarise what people have said about their points of view, feelings and needs • Uses questions to check whether people have understood, to gain new information from others and to clarify own understanding 	Helps people express themselves as well as consider alternative points of view <ul style="list-style-type: none"> • Uses questions to clarify and explore what is happening for another person • Helps people develop and express their own ideas • Persuasively communicates information/alternative points of view to people • Pointing out benefits and opportunities • Responds in a non-defensive way when own position is challenged 	Displays highly developed communication and influencing skills <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

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	<ul style="list-style-type: none"> Changes approach if the other person does not understand, or if communication is breaking down Shows in tone of voice, body language and manner, an empathy with people Willingly responds to questions and concerns raised by people 		<ul style="list-style-type: none"> Taking control when necessary to achieve important objectives
Managing conflict	Defuses/minimises conflicts <ul style="list-style-type: none"> Recognises when conflict is occurring Keeps calm in situations involving conflict or aggression Recognises that conflict can be constructive in some situations Defuses tense situations by adopting a listening approach and encouraging others to do the same Addresses safety issues in a conflict situation Recognises when a conflict is beyond own expertise and seeks assistance 	Resolves simple conflicts <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 	Takes action to resolve complex or on-going conflicts <ul style="list-style-type: none"> Develops and implements strategies for reducing the incidence and/or managing the impact of major conflicts Confronts people effectively – helps them see and accept appropriate responsibility for their part in destructive situations
Teamwork	Participates in the team <ul style="list-style-type: none"> Sees self as part of a team – does not work in isolation Joins action to enhance team spirit Speaks positively about colleagues 	Actively contributes to the team <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 	Takes an informal leadership role in team <ul style="list-style-type: none"> Volunteers to take on responsibility within the team Constructively uses skills and experience to provide leadership
Facilitating change	Works with families/whānau, helping them make progress towards agreed goals <ul style="list-style-type: none"> Focuses on goal-centred plans when working with families/whānau 	Facilitates development and implementation of goal-centred plans for wellbeing of child and family/whānau <ul style="list-style-type: none"> Uses a structured approach with families/whānau to develop plans with realistic and measurable goals 	Reviews effectiveness of Child Family Plan processes <ul style="list-style-type: none"> Reviews trends in Child Family Plans

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	<ul style="list-style-type: none"> • Presents the goal-centred approach in a way that engages families/whanau • Works with families/whānau to implement plans for achieving goals • Models what is being taught • Is careful not to impose own values or beliefs onto others • Identifies, celebrates and builds on people's strengths and achievements • Focuses on supporting and working with people rather than doing things for them 	<ul style="list-style-type: none"> • Helps others reflect, see different points of view, explore priorities and be motivated to improve their wellbeing • Regularly reviews and updates Child Family Plans with families/whanau • Fosters a climate of learning, taking account of different learning styles and adapting approach accordingly • Identifies unrealistic family/whānau expectations and inappropriate parenting practices, and enables parents/caregivers to develop strategies for change • Provides regular and appropriate information to families/whānau on child development and parenting practices tailored to each family/whānau needs 	<ul style="list-style-type: none"> • Analyses how effectively Child Family Plans contribute to Family Start outcomes • Proposes changes to processes used to develop, implement and review Child Family Plans which would result in improved Family Start outcomes
Linking to resources	<p>Uses general community knowledge and contacts to support families/whanau</p> <ul style="list-style-type: none"> • Builds and maintains positive working relationships with a range of local health, social service and early childhood education professionals • Has up-to-date knowledge of a number of local agencies/community organisations (including family/whānau/hapū/iwi/Pacific peoples' organisations) • Connects families/whānau with those who can provide support, rather than trying to do everything themselves • Supports families/whānau in their contact with government agencies 	<p>Uses broad community knowledge and contacts to support, and when necessary advocate for, families/whānau</p> <ul style="list-style-type: none"> • Has up-to-date knowledge of a wide range of local agencies/community organisations (including family/whānau/hapū/iwi/Pacific peoples' organisations) • Advocates for families/whānau as appropriate • Demonstrates knowledge of protocols and requirements for referral to a wide range of local agencies 	<p>Uses extensive community knowledge and influential contacts to support families/whānau and assist colleagues</p> <ul style="list-style-type: none"> • Has 'expert' knowledge on several agencies – such that colleagues seek advice and information on dealing with them • Expertise and experience is recognised by external agencies/organisations – for example, by inviting participation in cross-agency project teams or committees • Uses networks to 'open doors' for clients

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	<ul style="list-style-type: none"> • Demonstrates knowledge of protocols and requirements for referral to a number of local agencies • Demonstrates knowledge of protocols and procedures for notification to Oranga Tamariki 		
Solving problems	Effectively responds to day-to-day issues and problems <ul style="list-style-type: none"> • Thinks before acting – responds rather than reacts • Finds ways around obstacles • Considers the obvious risks in a situation and ensures actions and solutions are safe 	Takes a methodical approach to problem solving <ul style="list-style-type: none"> • When presented with an urgent situation, exercises good judgement, 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 	Adopts a broad perspective and considers the wider implications when solving problems <ul style="list-style-type: none"> • Regularly considers the interests of the wider organisation/programme, and sets priorities and adjusts actions accordingly • 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 • Initiates case reviews/debriefs to facilitate team learning
Specialist knowledge and skills	Has a general understanding of specialist field and applies knowledge in day-to-day work <ul style="list-style-type: none"> • Demonstrates life skills and experience that support integration of theory with real life • Demonstrates a good understanding of children's early learning and development, and the early childhood learning curriculum • Draws on relevant theory and knowledge when assessing clients' needs and providing support 	Has in-depth knowledge and skill in specialist field <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 	Has expert knowledge in specialist field <ul style="list-style-type: none"> • Has a thorough understanding of specialist field and is regarded by colleagues inside and outside the organisation as an expert • Uses specialist knowledge and experience to innovate/significantly improve the service's ability to achieve its goals

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	<ul style="list-style-type: none"> • Takes action to keep up-to-date on relevant knowledge and research • Demonstrates a good understanding of family/whānau dynamics • Monitors safety and security indicators for children and families/whānau and does not hesitate to challenge and take appropriate action when necessary (e.g. family violence, child abuse/neglect situations) • Assists families/whānau to become close observers of their child, and actively engaged in their children's learning through play 		<ul style="list-style-type: none"> • Shows awareness of trends and new developments within specialist field
Enabling reflective practice	Overviews family start workers' practice <ul style="list-style-type: none"> • Conducts regular one-to-one supervision with each team member • Uses a structured supervision process to ensure supervisees' practice is safe and of a high standard • Make themselves available to staff as required • Models the support that supervisees are expected to provide to clients • Regularly reviews supervisees' practice against key programme deliverables 	Develops family start workers' practice <ul style="list-style-type: none"> • Provides a safe supervision environment within which supervisee can explore issues • Assists supervisees to link theory and research with their practice • Seeks to facilitate supervisees' learning as well as solutions for specific situations • Identifies, manages and mitigates risks to clients and the service • Has regular supervision to reflect on own practice 	Puts systems in place to enhance Family Start practice <ul style="list-style-type: none"> • Identifies and analyses patterns and trends emerging from supervision of team • Initiates/develops new or improved practices to enhance practice and Family Start's ability to deliver outcomes
Managing performance	This competency has just one level. <ul style="list-style-type: none"> • Demonstrates thorough understanding of Family Start programme and the work of the team • Ensures team members understand their roles and what is expected of them 		

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	<ul style="list-style-type: none"> • Presents a clear picture of the organisation's direction and priorities – explaining reasons for choices and changes the organisation has made • Takes action to build team members' confidence and competence • Recognises and celebrates individual and team achievements • Provides a supportive, positive and fun environment for team • Monitors individuals' performance and provides regular feedback • Shows good judgement about when and how to represent team needs to management • Addresses individual poor performance promptly – highlighting, agreeing and supporting required improvements • Builds team capability – ensuring individual and team training needs are identified and met • Is fair and consistent in dealings with team members • Creates a learning environment 		
Organisation and record-keeping	Effectively manages own day-to-day work <ul style="list-style-type: none"> • Is organised and well prepared for daily work • Manages time efficiently so that all tasks and responsibilities are completed on time and to required standard • Responds promptly to messages 	Plans own work effectively in complex and unpredictable situations <ul style="list-style-type: none"> • Plans, prioritises and effectively implements own work activities in an environment where interruptions and unexpected events are the norm rather than the exception • Produces professional written reports as required • Regularly monitors task progress against work plans 	Organises people and resources <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

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	<ul style="list-style-type: none"> Keeps up-to-date, legible, accurate and complete written and computer records as required Uses uncommitted time productively 		<ul style="list-style-type: none"> Breaks objectives and goals down into tasks and determines resources needed for each task Facilitates group planning sessions
Cultural skills	Shows respect for different cultures <ul style="list-style-type: none"> Values and celebrates diversity – showing respect for other cultures, and people’s different needs and ways of living Is respectful of each family/whānau values, history and life situation Takes steps to learn basic practices, protocols and language of client families Words and actions show an understanding of Treaty of Waitangi principles and Māori perspective as Tangata Whenua 	Shows an understanding of different cultures <ul style="list-style-type: none"> Demonstrates a good understanding of Tikanga Māori and other cultures’ practices Shows an awareness of gaps in, and a desire to increase, cultural knowledge and experience Actions demonstrate a commitment to Māori perspective as Tangata Whenua Accesses resources to make sure culturally appropriate and language appropriate services are provided 	Moves comfortably within different cultures <ul style="list-style-type: none"> Can understand and be understood in language(s) used by a significant proportion of the local client base Participates comfortably in appropriate cultural practices when with client Draws on clients’ own cultural resources and support frameworks
Integrity and self-awareness	This competency has just one level. <ul style="list-style-type: none"> Acts honestly and ethically Words and actions gain the respect of others Follows through on agreements Can be relied on to complete tasks and meet commitments Displays an open-minded, non-judgemental attitude towards others Is open and transparent – saying what they mean without hidden agendas Identifies and works through personal issues that may impact on their work Purposeful – knows what they are doing and why 		

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	<ul style="list-style-type: none"> Shows in word and action a commitment to Family Start’s philosophy and goals 		
Professionalism	Demonstrates the key elements of quality practice <ul style="list-style-type: none"> Sets high standards for self and seeks feedback on quality of own work Seeks and takes up opportunities to learn and develop Actions reflect an understanding of the child-centred nature of the work Participates in supervision to reflect on and improve practice Consults with supervisor when facing challenging situations Maintains appropriate client confidentiality Maintains healthy and appropriate personal and professional boundaries Clearly communicates their role and priorities to clients 	Takes the initiative to reflect on practice <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 wellbeing Shows a willingness to consider how unresolved personal issues may affect their w 	Provides professional leadership <ul style="list-style-type: none"> Regularly takes time to reflect on effectiveness of whole programme Identifies, and advocates for, opportunities to increase programme’s effectiveness in achieving outcomes for children and families Identifies opportunities for increasing team’s knowledge and expertise
Taking responsibility	Works carefully and perseveres <ul style="list-style-type: none"> Has a clear understanding of own role and what is expected Accepts accountability for own actions Shows perseverance – is thorough and careful in fulfilling responsibilities 	Shows initiative in working towards goals <ul style="list-style-type: none"> Focuses efforts on delivering what is expected Shows willingness to do things that are important to the job even when they are difficult or unpleasant Takes steps to achieve measurable progress towards Family Start outcomes Uses initiative – shows willingness to try new ways to support clients and achieve Family Start goals 	Shows resilience <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