




JOB DESCRIPTION – Key Tasks

	KEY TASKS	PERFORMANCE INDICATORS
<p>1) Career Planning and CVs</p>	<ul style="list-style-type: none"> ❑ The service user has a file complete with all relevant signed forms ❑ The service user has clearly defined goals in a signed Personal Employment/Training Plan ❑ Appropriate support needs are identified ❑ The service user has an up-to-date and effective CV ❑ Initial job-matching is carried out in line with service user's skill base, aspirations and the local labour market ❑ Any wider needs impacting on the service user's employment/ training objectives are identified 	<ul style="list-style-type: none"> ❑ File is created and stored in accordance with Privacy/ Confidentiality/ Te Ara Mahi policies ❑ The service user's Personal Employment/Training Plan is created. Reviews of this plan are carried out and recorded at two monthly intervals ❑ Appropriate levels of support are provided to meet the identified needs ❑ The service user is supported to prepare CV and CV is stored electronically and on file ❑ The service user is supported to make realistic job or training choices and access these by using newspaper, websites, direct canvassing etc. ❑ Service user is aware of and assisted to access other supports to meet wider needs


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2) Job Search Skills	<ul style="list-style-type: none"> ❑ The service user is encouraged and supported to seek realistic employment or training ❑ The service user is supported to develop improved skills in CV and letter writing, phone calls, application forms, canvassing and job interviews ❑ Service users are encouraged to identify and develop personal networks to enhance jobsearch 	<ul style="list-style-type: none"> ❑ The service user demonstrates a greater degree of confidence and independence in job/ training search activities ❑ The service user demonstrates improved skill levels in producing CVs, letters, phone calls, filling application forms, canvassing potential employers and attending interviews ❑ Service users have made efforts to establish, and use, personal networks in their jobsearch
3) Employment and Training Outcomes	<ul style="list-style-type: none"> ❑ The service user is supported to achieve the goals recorded in their Personal Employment/Training Plan ❑ Details of the service user’s employment/ training are entered in GEMMA 	<ul style="list-style-type: none"> ❑ The service user is achieving goal steps towards their Key Goal. Outcomes are recorded on their Personal Employment and Training Plan ❑ GEMMA Employer and Job fields are up-to-date and accurate


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<p>4) Ongoing Support and Career Development</p>	<ul style="list-style-type: none"> ❑ Ongoing support needs are identified and available as required to employee and employer ❑ Ongoing support needs are identified and available as required to trainee and training provider ❑ Ongoing support needs are identified for the service user’s continued career development and education 	<ul style="list-style-type: none"> ❑ Appropriate levels of support are provided to meet employee’s and employer’s needs during employment ❑ Appropriate levels of support are provided to meet trainee’s and training provider’s needs during training ❑ Staff can demonstrate ongoing commitment and planning where required to meet the service user’s longer-term career development goals
<p>5) Employer Relationships and Networking</p>	<ul style="list-style-type: none"> ❑ The staff member develops relationships with a range of employers in the community to learn about their businesses, staffing needs and the local labour market. ❑ The staff member develops, maintains and continues to build functional external professional networks with staff of other services on an ongoing basis ❑ The staff member develops and maintains co-operative and mutually supportive internal peer networks with all other Te Ara Mahi staff and participates at TeAM meetings 	<ul style="list-style-type: none"> ❑ Employer contacts are a routine part of the staff member’s weekly work and a full record of contacts is made in GEMMA ❑ Staff can demonstrate key linkages have been established and are maintained with community services, employers, other agencies and mental health professionals ❑ The staff member can demonstrate good working relationships with their immediate colleagues and all other Te Ara Mahi staff including the directors. Participation at TeAM meetings is demonstrated.

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<p>6) Administration and Reporting</p>	<ul style="list-style-type: none"> ❑ Maintenance of contact records for PRIMHD reporting ❑ The service user’s details are entered in GEMMA ❑ Maintenance of GEMMA for contractual reporting ❑ Maintenance of current information and resources including: training providers’ brochures & information, other community agency information & brochures, newspaper situations vacant pages, employer application forms, employment and mental health resources etc. ❑ Enquiries (in person and by phone) are handled in a courteous and timely manner. Legible messages left for other staff. ❑ Taking responsibility for equipment and facilities provided 	<ul style="list-style-type: none"> ❑ Record sheets of all contacts are completed and provided to the Directors on time ❑ Up-to-date details and contact notes are recorded in GEMMA ❑ Complete & accurate GEMMA reports are supplied to Directors by due dates or as requested. Information for contractual reporting supplied when requested ❑ Service users have access to a wide range of appropriate and current resource material ❑ The staff member demonstrates that enquiries are handled courteously within prompt and reasonable timeframes – legible messages left for colleagues ❑ All equipment works well, premises are clean and well maintained

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7) Community Education and Conduct	<ul style="list-style-type: none"> ❑ Staff engage with the community to promote inclusion, recovery and a positive view of mental health service users in employment, education & training ❑ By their professional conduct, staff maintain the professional reputation of Te Ara Mahi and its staff and service users 	<ul style="list-style-type: none"> ❑ The staff member can demonstrate that they routinely act as an educator in the community promoting good mental health, raising awareness of recovery values and inclusion, specifically around employment, education and training ❑ Staff members conduct themselves in a professional manner in all their interactions

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