



Child & Youth Worker (OPS3) – Residential Care

Demands of the role

As part of the selection process, you will be required to undertake a general medical assessment to determine your suitability for this role. On occasion, and following a medical assessment, you may be asked to provide further information from your doctor, or may be required to attend further assessments as deemed suitable to ensure you are not a risk of harm in this role. Specific instructions in relation to your situation will be communicated with you directly should this be the case.

The information below is designed to give you an **indication** of the likely demands of working in this role and will help you assess whether the job may suit you. You are encouraged to ask further questions about the demands if you have any concerns as local conditions may alter the demands you experience in the role. This should be read in conjunction with the Role Description which provides detail about the skills, knowledge and attributes relevant to the role.

Essential Physical Demands	Description
Operating Vehicles	<ul style="list-style-type: none"> Operating and driving motor vehicles within the metropolitan and central business district including providing transport for one or more young person.
Performing General Physical Activities	<ul style="list-style-type: none"> Performing physical activities that require considerable use of your arms and legs and moving your whole body such as climbing, lifting, balancing, walking, stopping and handling of materials.
Management of Actual or Potential Aggressions (MAPA) Training compliant	<ul style="list-style-type: none"> Obtain and maintain compliance with MAPA training requirements, upon role commencement and every 12 months. This requires the ability to apply a variety of postures and force to release from aggressive behavior, or to hold a young person for a period of time.
Static Postural Tolerance	<ul style="list-style-type: none"> The ability to tolerate static posturing, such as sustained sitting. This demand can be reduced by using an adjustable height workstation to enable the worker to regularly alternate between sitting and standing postures.
Reading	<ul style="list-style-type: none"> Adequate short distance eyesight is required to carefully read printed documents for extended periods of time.
Hearing Sensitivity	<ul style="list-style-type: none"> The ability to detect or tell the difference between sounds that vary in pitch and loudness.
Repetitive fine motor movements e.g. typing	<ul style="list-style-type: none"> Employees who perform this role are required to constantly type when inputting data.
Vision	<ul style="list-style-type: none"> Employees remain at their desks throughout the shift and are constantly looking at their computer screens from a relatively short distance hence there is an increased risk of visual fatigue.

Physical Demands	Task Frequency Breakdown				
	Performing an Average of between once a month and once a week	Performing approximately once a week, 5 times a week	Performing this Task an average of one to five times per shift	Perform this task on average every 30 minutes	Exceptional
Sitting less than 20 minutes at a time				X	
Sitting greater than 20 minutes at a time				X	
Standing less than 20 minutes at a time				X	
Standing greater than 20 minutes at a time				X	

Physical Demands	Task Frequency Breakdown				
	Performing an Average of between once a month and once a week	Performing approximately once a week, 5 times a week	Performing this Task an average of one to five times per shift	Perform this task on average every 30 minutes	Exceptional
Walking less than 20 minutes at a time				X	
Walking greater than 20 minutes at a time		X			
Stair climbing of at least one flight of stairs at a reasonable pace		X			
Driving at regular speed			X		
Assuming a variety of postures and applying medium-heavy force to hold young people					X
Squatting and kneeling to access items at lower levels			X		
Reaching bilaterally in all directions below shoulder height				X	
Reaching bilaterally in all directions above shoulder height			X		
Fine handling to write and operate computer and telephone.				X	
Lifting and carrying <10kg			X		

Sensory Demands	Typical Effort	Exceptional Effort	Comments
Hearing	M		The Child and Youth Worker is required to have sound hearing to differentiate between sounds during the course of usual duties for example conversation between young people and colleagues.
Vision	M		The Child and Youth Worker rely on sound vision to perform duties. During evening or night shifts vision may be inhibited by lack of light.
Touch	L		The Child and Youth Worker rely on their sense of touch for usual duties. More intense sense of touch is required when applying MAPA intervention including holding a young person.
Smell		M	The Child and Youth Worker may be required to rely on the sense of smell in the absence of other senses to identify illicit drug use, smoking or fire hazards within the Residential Facility.
Proprioception (the relative position of neighboring parts of the body and strength of effort being employed in movement)	H		The Child and Youth Worker rely on proprioception and knowing where the body parts are in relation to force and strength for all tasks. In particular, when applying MAPA techniques proprioception is important to allow the individual to apply correct force and movements safely and effectively.

Sensory Demands	Typical Effort	Exceptional Effort	Comments
Vestibular (ability to process the sensory information involved with controlling balance and eye movements)	H		A sound vestibular system is important for the safe completion of all duties.

Key:

Typical	Tasks encountered in the course of daily or weekly duties or those that occur on a regular basis relative to other duties.		
Exceptional	Tasks that have significantly different demands than the typical duties and occur on an occasional basis or only in certain conditions or circumstances.		
Occurrence (Occ)	1: < 1 hr/day	2: 1-3 hrs/day	3: >3 hrs/day
Effort (Eff)	L: Low	M: Medium	H: High

Work Environment Demands	Typical Occurrence	Exceptional Occurrence	Comments
Outside work		M	<ul style="list-style-type: none"> The Child and Youth Worker may work outside; this includes exposure to weather elements. An example includes taking young people to appointments, or assisting to locate young people.
Vibration/jarring		M	<ul style="list-style-type: none"> Exposure to low level vibration may be experienced during driving. Exposure to jarring or other sudden force may be experienced during application of a MAPA technique.

Key:

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Essential Psychological Considerations

Core demands of the role also include initiative and motivation, sound judgement, an even stable temperament, effective time management skills and task prioritisation skills and an ability to maintain professional boundaries between work and personal life. The following information provides you with an indication of what we consider to be attributes which will enable you to be successful in this role. The details below are provided for information, they are generally assessed throughout the selection process, and not in the medical assessment.

Psychological Demands	Comments
Attention	<ul style="list-style-type: none"> • Selective attention: filter out distractions and ignore irrelevant information. • Sustained attention: focus for long periods of time and divided attention and focus on more than one thing. • This role requires ability to concentrate and attend to tasks as well as prioritise information.
Executive Functioning	<ul style="list-style-type: none"> • Planning, organisation, memory, time management and flexible thinking skills: adopt multiple approaches and inhibit irrelevant or automatic response. • Strategy use: ability to reflect on strategy and select appropriate strategy. • Ability to select and implement a response within set policies and procedures.
Memory	<ul style="list-style-type: none"> • The ability to store and recall information: <ul style="list-style-type: none"> – Long-Term Memory: The ability to recall information that was stored in the past. – Short-Term/ Working Memory: The ability to apprehend and hold information in immediate awareness while simultaneously performing a mental operation. – The ability to recall information in emotionally stressful situations and under duress.
Language skills	<ul style="list-style-type: none"> • Listening skills: Ability to take in and process auditory information in order to action appropriately. • Formulation: Ability to access and organise information to express it.
Logic and Reasoning	<ul style="list-style-type: none"> • Ability to reason, form concepts and solve problems using unfamiliar information or novel procedures. Deductive reasoning extends this problem-solving ability to draw conclusions and come up with solutions by analysing relationships between given conditions.
Processing Speed	<ul style="list-style-type: none"> • The ability to perform simple or complex cognitive tasks quickly. This skill also measures the ability of the brain to work quickly and accurately while ignoring distracting stimuli, including during situations of aggression or crisis.
Communication Skills	<ul style="list-style-type: none"> • High level interpersonal communication skills with an ability to communicate and relate to young people. The ability to communicate effectively and calmly during high pressured, stressful and crisis situations.
Resilience to Stress	<ul style="list-style-type: none"> • Personal capacity to tolerate stress and remain focused on a task, goal or result in the face of competing strenuous demands, ambiguity or change. • Ability to remain task focused in context of various stressors including after confrontational or crisis situations with young people. Ability to build and maintain relationships with young people, in context of previously hostile or confrontational situations.
Emotional Regulation	<ul style="list-style-type: none"> • Capacity to regulate emotion and retain good situational judgement in demanding and stressful and crisis situations. • An awareness of own emotional responses, and emotional triggers and ability to compartmentalize own emotional response during stressful situations.
Risk Assessment	<ul style="list-style-type: none"> • Ability to assess the risk associated with a situation and make decisions on the spot and under pressure to mitigate risks. Risks are assessed within organizational parameters and actions should reflect standards set by Department for Education and Child Development.