



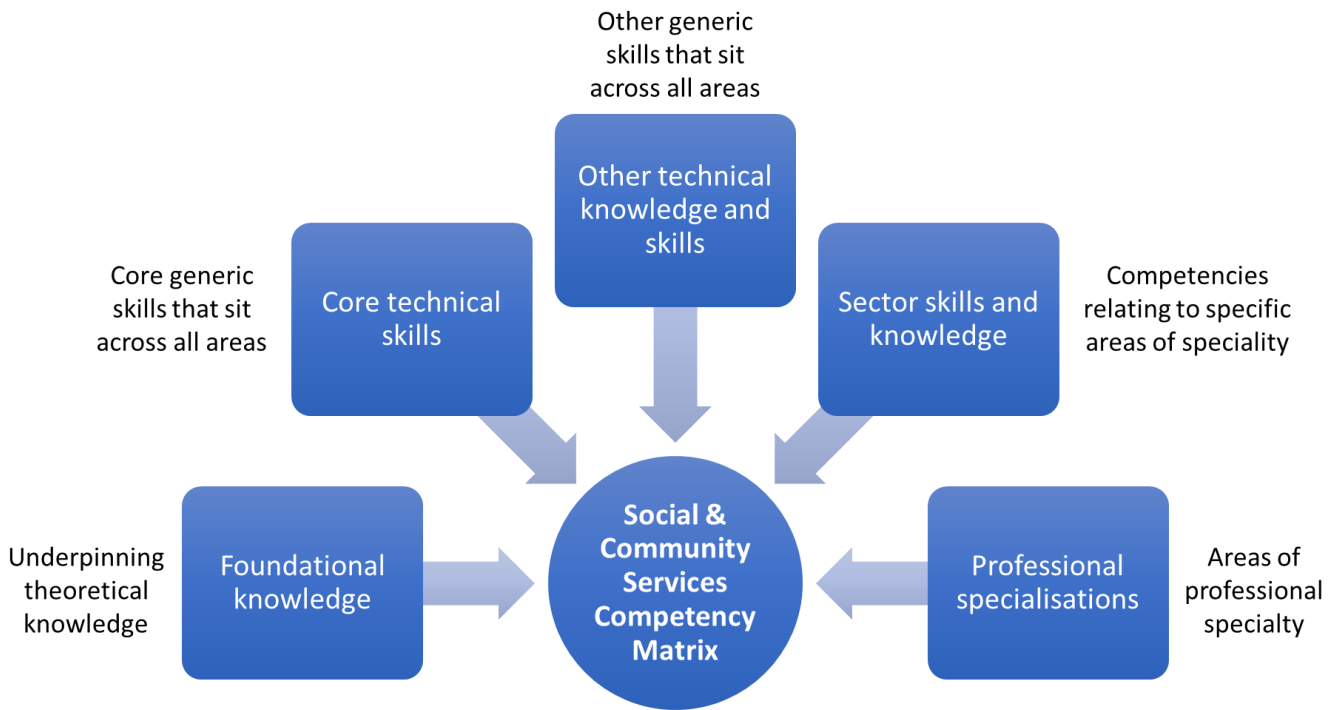
# Social and Community Services Competency Matrix



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## Matrix Structure



## Foundational Knowledge

With regards to knowledge here and elsewhere in the matrix, it is assumed that this means current or up-to-date knowledge.

Competency Areas	Competency Descriptors
<b>Social services theory</b>	<p>Demonstrates knowledge of the concepts of social and community work and how they impact on approaches to disadvantage.</p> <p>Demonstrates knowledge of relevant contemporary theories, their practical applications and how they impact on current day approaches and interventions in the social services sector, such as family systems theory, attachment theory, developmental theory</p> <p>Demonstrates knowledge of the theory and effects of structural disadvantage</p> <p>Demonstrates knowledge of lifestyle pressures, underlying drivers and social inequalities faced by people in the community who are vulnerable or experiencing disadvantage</p>
<b>Frameworks and approaches</b>	<p>Demonstrates knowledge of current models and frameworks in social work practice*</p> <p>Demonstrates knowledge of crisis intervention theories and approaches</p> <p>Demonstrates knowledge of strength-based, person centred approaches</p> <p>Demonstrates knowledge of basic community development principles and approaches</p> <p>Demonstrates knowledge of trauma informed practice</p> <p><i>* Make reference to specific models or approaches when drawing on this framework for other documents and tools as appropriate</i></p>

## Core Technical Skills

Competency Areas	Competency Descriptors
<b>Building client relationships</b>	<p>Respects client confidentiality</p> <p>Establishes and maintains appropriate boundaries</p> <p>Educates and assists client with regards to their rights, roles and responsibilities, including participation and empowerment strategies</p> <p>Aware of own attitudes and biases, and how they impact on interactions</p> <p>Recognises and effectively manages secondary and vicarious trauma</p> <p>Develops and implements communication strategies specifically tailored to clients</p> <p>Builds collaborative relationships that promote client participation</p> <p>Builds positive relationships with clients as well as their identified supports and communities</p>
<b>Challenging behaviour</b>	<p>Responds effectively to challenging behaviour</p> <p>Identifies and uses appropriate strategies to deal with challenging or high-risk situations</p> <p>Takes steps to de-escalate aggressive or abusive behaviour</p> <p>Engages specialist services as appropriate</p> <p>Implements creative and innovative strategies to build relationships with clients who present communication challenges</p> <p>Understands and implements appropriate procedures and strategies to manage crisis situations</p>

<p><b>Client assessment</b></p>	<p>Uses appropriate information, tools and techniques to gather and analyse information</p> <p>Uses relevant information to objectively assess client needs and strengths</p> <p>Uses appropriate risk models to assess levels of risk, harm and well-being, including immediate risk</p> <p>Communicates, records and reports assessment results</p> <p>Identifies and prioritises appropriate actions including referral</p> <p>Undertakes continuing evaluation of client needs and strengths</p>
<p><b>Client-led case management*</b></p> <p><i>* Case management is used as a generic term for service coordination and direct service delivery</i></p>	<p>Supports clients to identify and achieve their goals using a client-led approach</p> <p>Identifies and implements case management processes appropriate to the needs and strengths of the client</p> <p>Establishes and monitors a case management plan</p> <p>Reviews, assesses and reports progress against case management plan</p> <p>Undertakes appropriate recording and reporting in line with organisational, industry and legislative requirements</p> <p>Works collaboratively and professionally with other service providers, government systems and specialists as part of holistic and integrated service delivery, including referrals</p> <p>Liaises with identified supports such as family members, carers, significant others in the community etc as appropriate</p> <p>Supports and resources people to take responsibility for their own safety, implementing harm reduction strategies as needed</p> <p>Demonstrates ability to meet professional expectations of ethical, effective and accountable interventions</p> <p>Maintains knowledge of the range of resources and services available</p> <p>Demonstrates knowledge of exit planning options and when to implement to ensure clients have appropriate ongoing support</p> <p>Uses case notes to document and record client progress, interactions and interventions</p>
<p><b>Complex (multiple) needs</b></p>	<p>Works effectively with people who exhibit multiple/compounded service needs and/or experience chronic disadvantage</p> <p>Recognises and identifies interrelated issues and needs and how they impact on the presenting need</p> <p>Coordinates care with multiple service providers as appropriate</p>
<p><b>Lived Experience and Participation</b></p>	<p>Demonstrated knowledge of the lived experience and its implications on practice, program design and direction</p> <p>Demonstrated knowledge and understanding of lived experience engagement</p> <p>Promotes shared-decision making in all aspects of practice</p> <p>Identifies, assesses, and manages the risks to participants within participation activities</p> <p>Applies and promotes the underpinning values and philosophies of lived experience engagement and participation in all aspects of work</p> <p>Identifies and delivers meaningful opportunities and platforms for lived experience participation and co-design</p>

## Other Technical Knowledge and Skills

Competency Areas	Competency Descriptors
Community development	<p>Demonstrates knowledge of the stages, principles and approaches of effective community development</p> <p>Demonstrates knowledge of local community structures, resources, challenges and culture</p> <p>Demonstrates capacity to engage community in all stages of community development</p> <p>Identifies key community leaders and utilises their strengths in the community development process</p> <p>Empowers community members and groups to advocate for themselves</p> <p>Identifies and builds appropriate partnerships</p>
Mental health	<p>Demonstrates knowledge of mental health and recovery sector including context, principles, philosophies, policies, regulations and legislation</p> <p>Demonstrates knowledge of the possible causes, risk factors and long-term impacts of mental health conditions</p> <p>Demonstrates knowledge of the medical, psychological and alternative treatments available for people experiencing mental health conditions</p> <p>Understands and recognises, the signs, symptoms and behaviours of people experiencing poor mental health</p> <p>Applies mental health sector models, approaches, theories and practices when working with clients and the service system</p> <p>Demonstrates care coordination to ensure comprehensive mental health assessment, care planning and recovery oriented therapeutic service responses</p> <p>Develops and implements an appropriate recovery plan in conjunction with client</p>
Health	<p>Demonstrates knowledge of the chain of infection, mode of transmission and precautionary measures to minimise or eliminate spread of infection</p> <p>Demonstrates knowledge of and commitment to the policies, principles and practices of public health, primary health care and health promotion, within a social health framework</p> <p><b>Advanced:</b></p> <p>Demonstrates a comprehensive and current knowledge of the development and delivery of primary health care services to marginalised populations, from a practice, service and policy perspective</p> <p>Demonstrates a comprehensive and current knowledge of the human services sector with specific emphasis on the areas of policy in relation to public health, harm minimisation, alcohol and other drug service sector, and allied health service sectors</p> <p>Demonstrates knowledge of contemporary health services management practices</p>
Disability	<p>Demonstrates knowledge of disability sector policies, regulations and legislation</p> <p>Demonstrates knowledge of the impact of disability on comorbidities</p> <p>Demonstrates knowledge of the impact of disability upon individuals, families and communities</p> <p>Considers type and impact of disability when providing services and implementing support coordination and care plans</p>
Intersectionality	<p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> <li>the theory of intersectionality and how different aspects of a person's identity can expose them to multiple levels and layers of discrimination and marginalisation</li> </ul>

	<ul style="list-style-type: none"> <li>the different aspects of a person’s identity are (such as gender, cultural background, age, sexual orientation) and how they may create barriers to services, increase the risk of social isolation and exacerbate social and economic disadvantage</li> </ul> <p>Understands and applies intersectionality frameworks when working with clients</p>
<b>Cultural Competency</b>	<p>Understands concepts and principles of diversity and inclusion and how they impact on current day approaches and practices</p> <p>Demonstrates commitment to culturally appropriate and inclusive practice</p> <p>Demonstrates practical application of concepts and principles of inclusion</p> <p>Understands specific issues faced by culturally diverse clients particularly in the areas of Aboriginal and Torres Strait Islander, LBGTQI, CALD, neuro-diversity and multi-faith</p> <p>Applies culturally appropriate approaches and skills when engaging with culturally diverse clients particularly in the areas of Aboriginal and Torres Strait Islander, LBGTQI, CALD, neuro-diversity and multi-faith</p> <p>Works effectively with an interpreter as required, in line with organisational guidelines</p> <p><i>Local areas or streams may add additional areas of competency as needed</i></p>
<b>Human Rights</b>	<p>Demonstrated knowledge of human rights principles and recognising human rights violations</p> <p>Demonstrated knowledge of the PANEL principles: participation, accountability, non-discrimination and equality, empowerment and legality</p> <p>Demonstrated skills in recognising human rights in different situations and taking action to address human rights concerns</p>

## Specific Sector Skills and Knowledge

### Note:

This section lists detailed competencies that may be applicable to specialists working in areas relating to specific sectors. In many circumstances, people in roles such as case workers, case managers and the like are working with clients that cross many of these sectors and may require very detailed knowledge and skills within one sector, and basic knowledge across multiple other sectors.

In these cases, it is suggested that for competencies where a basic knowledge is required, the following wording is used:

*‘Demonstrates a basic awareness/knowledge of the following issues and how they interrelate with and impact on an individual’s presenting need’:*

- *[select relevant sectors from the list below e.g. AOD, housing, FV etc]*

Competency Areas	Competency Descriptors
<b>Aged care</b>	<p>Understands aged care standards, legislation and organisational policy and procedures</p> <p>Supports consumers to exercise choice and independence; and respects consumer’s privacy</p> <p>Delivers personal and clinical care in line with consumer’s needs and the TSA’s practices and policies for safe and effective care.</p> <p>Delivers tailored personal and clinical care that is best practice and according to care plan that meets the needs of each consumer.</p> <p>Supports daily living that optimise the consumer’s independence, health, well-being and quality of life.</p> <p>Provides a safe and comfortable service environment that promotes the consumer’s independence, function and enjoyment.</p> <p>Regularly seeks input and feedback from consumers, carers, and other members of the health team to inform practice and continuous improvements for individual consumers</p> <p>Demonstrates knowledge and skill in safe use of aged care equipment*</p> <p>Demonstrates appropriate level of knowledge of the behavioural and psychological dimensions and symptoms of dementia</p> <p>Knowledge and practice of infection control requirements and procedures</p> <p>Observes work health and safety including safe manual handling</p> <p>Provides or arranges services to consumer that enable them to maximise their independence and participate in ‘activities of living’</p> <p>Supports aged clients with spiritual, psycho-social, and emotional issues including grief and end of life care</p> <p>Recognises the need for referral and takes appropriate action</p> <p><b>Management, Supervisor and Team Leader</b></p> <p>Demonstrates appropriate level of knowledge of aged care sector and aged care quality standards including context, principles, philosophies, policies, regulations and legislation</p> <p>Understands and applies aged care models, approaches, theories and best practice in the provision and management of care</p> <p>Knowledge of current trends and developments in the aged care industry and regulations for compliance</p>



Competency Areas	Competency Descriptors
	<p>Assessment and care planning are undertaken in partnership with the consumer to optimise health and well-being in accordance with their specific needs, goals and preferences.</p> <p>Collaborates with other specialty areas and support services to enable a holistic and comprehensive care appropriate to consumer's needs</p> <p>Demonstrated understanding of Aged Care Industry funding arrangements with emphasis on ACFI  <i>* Including disabled access transport</i></p> <p><i>For aged care facility management refer to generic framework, organisation perspective</i></p>
<p><b>Alcohol and Other Drugs (AOD)</b></p>	<p>Demonstrates understanding of and commitment to harm minimisation principles</p> <p>Demonstrates knowledge of AOD sector including role, context, principles, philosophies, policies, regulations and legislation</p> <p>Demonstrates knowledge of the impacts of addiction upon individuals, couples, families and wider communities</p> <p>Demonstrates knowledge of AOD types and effects</p> <p>Demonstrates knowledge of infection control protocols</p> <p>Demonstrates knowledge of the health, social and other issues experienced by injecting drug users</p> <p>Demonstrates knowledge of issues associated with blood borne virus transmission and injecting drug use within a framework of harm minimisation</p> <p>Understands and responds to the needs of individuals experiencing AOD issues</p> <p>Understands and applies AOD models, approaches, theories and interventions when working with clients</p> <p>Undertakes appropriate care and support for clients under the influence of AOD to address immediate need</p> <p>Undertakes safe dispensing of medication as appropriate</p> <p>Undertakes safe disposing of equipment as appropriate</p> <p>Supports clients through withdrawal of AOD and records and evaluates progress</p> <p>Understands and addresses the needs of dual diagnosis clients</p> <p>Facilitates quality group sessions (therapeutic, psychoeducational etc)</p> <p>Enhances decision making and enabling factors for injecting drug users</p> <p>Applies infection control protocols</p>
<p><b>Children &amp; families</b></p>	<p>Demonstrates knowledge of children and families sector including current context, principles, philosophies, policies, regulations and legislation</p> <p>Demonstrates knowledge of the current principles and practices related to child and adolescent development, including attachment theory</p> <p>Understands and applies children and family current sector models, approaches, theories and practices when dealing with clients</p> <p>Understands and identifies indicators of main forms of child abuse, including physical, emotional, psychological or sexual abuse, neglect and carer concerns as they relate to infants, children and adolescents, and the wider family, and acts in line with organisational and legislative reporting requirements</p> <p>Recognises indicators of, and relationships between, attachment issues and trauma associated with developmental status of children and adolescents, and utilises specialist referrals to support affected individuals</p> <p>Able to work within complex family systems and situations</p>

Competency Areas	Competency Descriptors
	<p><b>Child Protection</b></p> <p><i>NOTE: This section is currently in draft and will be reviewed as part of a separate project looking at generic safeguarding principles</i></p> <p>Knowledge and application of current child protection principles, policies, legislation, governing bodies and reporting protocols</p> <p>Understands and identifies signs and symptoms of children at risk of harm, and acts appropriately</p> <p>Understands and complies with court proceedings and orders in relation to child protection</p> <p>Acts in the best interest of the child</p> <p>Acts in line with organisational policies and current legislative contexts, inclusive of risk assessments and reporting</p>
<p><b>Disaster response &amp; recovery</b></p>	<p>Demonstrates knowledge of disaster response and recovery sector context, principles, philosophies, policies, plans, regulations and legislation</p> <p>Demonstrates knowledge of the concepts and practices the principles of early intervention, crisis response and effective post intervention support</p> <p>Demonstrates knowledge of disaster response and recovery models, theories and practices</p> <p>Works effectively with communities affected by significant traumatic events and/or grief and loss</p> <p>Identifies and delivers appropriate support* with a focus on the most marginalised and disadvantaged</p> <p>Relates well to people affected by significant trauma and loss</p> <p>Knowledge of, and ability to apply, a range of biological, psychological and social assessments as appropriate</p> <p><i>* Support may include material aid, financial aid, advocacy, community recovery, practical, emotional and psychological support and outreach, etc.</i></p>
<p><b>Doorways/Emergency relief</b></p>	<p>Demonstrates knowledge of the issues experienced by persons experiencing financial hardship or crisis</p> <p>Demonstrates knowledge of the difference between generational and situational poverty</p> <p>Implements holistic strategies with individuals and families experiencing financial hardship to build long term capacity</p> <p>Assesses people in financial crisis for emergency relief</p>
<p><b>Family Violence (FV)</b></p>	<p>Demonstrates knowledge of FV key legislative, policy, practice and theoretical frameworks</p> <p>Demonstrates knowledge of key terms and concepts on the nature, dynamics and impacts of family violence</p> <p>Understands the critical importance of assessing, managing and implementing individual risk and safety plans specifically for women and their dependent children</p> <p>Applies FV models, approaches, theories and practices when dealing with clients</p> <p>Gathers, provides, promotes, reviews and evaluates information to educate the wider community about FV and encourage their involvement and support</p> <p>Provides evidence-based specialist family violence services which acknowledge the gendered nature of family violence</p> <p>Identifies, assesses and manages family violence risk whilst prioritising safety of victim survivors including children and holding those that use violence to account</p> <p>Identifies areas for service improvement and advocates within own service and sector to ensure effective practice in responding to family violence</p> <p>Implements actions to prioritise and ensure the safety of victim-survivors through sector and cross sector partnerships including Police, Courts, Schools, Child Protection</p>

Competency Areas	Competency Descriptors
	<p>Provides person-centred and flexible service responses to victim-survivors to enable them to experience meaningful empowerment</p> <p>Prioritises victim survivor voice and co-design</p> <p>Delivers therapeutic responses when working with people who use violence</p>
<p><b>Financial Services (Moneycare)</b></p>	<p>Understands how individual personal circumstances can affect a persons’ financial history and behaviours</p> <p>Understands lifestyle pressures and family dynamics faced by disadvantaged community members</p> <p>Understands debt reduction options including advantages and disadvantages</p> <p>Demonstrated knowledge of the regulatory principles to work within the financial counselling industry</p> <p>Demonstrated knowledge of credit products within the lending sector including advantages and disadvantages.</p> <p>Supports community members to make informed financial decisions and build long term capability to manage money effectively</p> <p>Devises individual financial and action plans that are achievable and sustainable</p> <p>Delivers financial literacy education in an engaging style, empowering people to learn new skills and build financial confidence</p> <p>Identifies financial market problems which require a broader systemic approach</p>
<p><b>Gambling</b></p>	<p>Demonstrates knowledge of gambling sector including context, philosophies, theories, regulations and legislation</p> <p>Demonstrates knowledge of gambling types, indicators, stages, effects, risks and consequences</p> <p>Demonstrates knowledge of the impacts of gambling upon individuals, couples, families and wider communities</p> <p>Understands and applies gambling models, approaches and theories when working with clients</p> <p>Understands and applies gambling services, practices and interventions</p>
<p><b>Homelessness</b></p>	<p>Demonstrates knowledge of homelessness policy context</p> <p>Demonstrates knowledge of the lived experience and its implications on practice, program design and direction</p> <p>Demonstrates knowledge of homelessness including causes, factors, impact on individuals and the wider community</p> <p>Demonstrates knowledge of how homelessness is impacted by interrelated systems, including housing markets and employment markets</p> <p>Demonstrates knowledge of and application of relevant legislation, practice standards, procedure, models of care, case management</p> <p>Applies relevant legislation, practice standards, procedure, models of care, case management when working with clients</p> <p>Understands, empathises and responds to the needs of individuals and families experiencing homelessness or at risk of homelessness</p>
<p><b>Housing</b></p>	<p>Demonstrates knowledge of the housing policy context</p> <p>Demonstrates knowledge of relevant legislation, practice standards, procedure, models of care related to the housing sector</p> <p>Demonstrates knowledge of how housing is impacted by interrelated systems, including housing and employment markets</p> <p>Applies relevant legislation, practice standards, procedure, models of care related to the housing sector</p>

Competency Areas	Competency Descriptors
	<p>Understands and applies housing sector models, approaches, theories and practices when dealing with clients</p> <p>Empathises and responds to the needs of individuals experiencing housing, homelessness and/or difficulties with tenancy</p>
<b>Modern slavery</b>	<p>Demonstrated knowledge of various forms of modern slavery #</p> <p>Demonstrates knowledge of how people can be impacted by modern slavery</p> <p><i># Including but not limited to trafficking, domestic servitude, forced marriage, sex trafficking etc</i></p>
<b>Refugees and people seeking asylum</b>	<p>Demonstrates knowledge of refugee &amp; people seeking asylum sector including current context, principles, philosophies, policies, regulations and legislation</p> <p>Understands and applies appropriate models, approaches, theories and practices when dealing with refugees &amp; people seeking asylum</p> <p>Demonstrates knowledge of and ability to navigate formal and informal support system networks in Australia for refugees and people seeking asylum</p> <p>Demonstrates knowledge of the impact of war, conflict, torture, forms of slavery and trauma on children, young people, adults and families</p> <p>Understands and applies refugee trauma informed care and service</p> <p>Understands relevant systems such as visa requirements and interim payments, and specialist referrals including settlement, language and employment services</p>
<b>Youth</b>	<p>Demonstrates knowledge of youth sector including context, culture/sub-culture, principles, philosophies, policies, regulations and legislation</p> <p>Demonstrates knowledge of youth homelessness including causes, factors, impact on individuals and the wider community</p> <p>Demonstrates knowledge of principles, practices and interconnectedness of child and youth development</p> <p>Demonstrates knowledge of attachment difficulties and the long-term implications for young people's development</p> <p>Promotes the value of young people as individuals within their own right</p> <p>Keeps up to date with dynamic changes in the youth sector and how they impact on service delivery</p> <p>Understands and applies youth sector models, approaches, theories and practices when working with young people</p> <p>Understands and identifies indicators of trauma and presenting risk and protective factors (including physical, emotional, psychological or sexual) in youth</p> <p>Supports the restoration of choice, empowerment and safety for young people</p> <p>Ability to implement, coordinate and support living skills programs for young people</p> <p><b>Youth employment, education and training</b></p> <p>Understands and applies theories and models in relation to youth education, employment and training</p> <p>Demonstrates understanding of factors contributing to disengagement from mainstream schooling</p> <p>Ability to motivate and empower young people towards employment, education and training pathways</p> <p><b>Youth Justice</b></p> <p>Demonstrates knowledge of youth justice systems, models, principles and practices</p> <p>Demonstrates understanding of the factors which influence young people's offending behaviour</p> <p>Implements work practices that support the rights of young people in the justice system</p> <p>Understands and responds to the potential impacts of the youth justice system on young people</p>



## Professional Specialisations

Competency Areas	Competency Descriptors
Clinical roles (generic)	<p>Conducts clinical assessments of clients within the scope of professional registration to identify needs and priorities of care or service</p> <p>Knowledge of, and ability to apply, relevant professional interventions</p> <p>Knowledge of, and ability to use, relevant clinical tools</p> <p><b>Advanced</b></p> <p>Understands and applies models, approaches, theories and practices relating to clinical supervision of groups and individuals</p> <p>Knowledge of ethical and legal requirements of clinical/professional staff</p> <p>Provides clinical leadership with a focus on client outcomes</p> <p>Provides technical advice and mentoring and/or coaching relating to area of specialty</p>
Clinical nurse	<p>Performs, records and interprets basic client observations and acts accordingly</p> <p>Knowledge of, and ability to, administer medication</p> <p>Collects relevant information and conducts clinical assessment to identify client needs and priorities of care</p> <p>Develops goals and plan of care based on identified needs of the client</p> <p>Participates in the implementation of the care plan for the client</p> <p>Monitor and evaluate the outcomes of care</p> <p>Able to communicate and work effectively with other team members and referral agencies to deliver best outcomes for the client</p> <p>Observes work health and safety practice including infection control</p>
Clinical psychologist	<p>Knowledge in the theory and practice of psychology and therapeutic counselling</p> <p>Knowledge of a variety of clinical assessment tools/devices</p> <p>Knowledge of a variety of contemporary psychological interventions</p> <p>Undertakes psychological counselling/psychotherapy with individuals, couples, families and groups</p> <p>Knowledge of ethical frameworks and professional conduct for psychologists</p>
Counselling	<p>Knowledge of the theory and practice of therapeutic and/or psychoeducative counselling</p> <p>Ability to facilitate therapeutic and/or psychoeducative counselling utilising intervention methods and strategies that are appropriate and responsive to client needs</p> <p>Provides appropriate counselling to Individuals, couples, families and/or groups</p>
Financial counselling	<p>Knowledge of the theory and practice of financial counselling</p> <p>Knowledge of financial concepts and practices</p> <p>Knowledge of legislation governing finance sector</p> <p>Provides financial counselling to individuals, couples, families, and groups</p>
Leadership	<p>Demonstrated ability to provide leadership and supervision in the provision of case management</p> <p>Substantial experience in integrating reflective practice and evidence-based models</p> <p>Understands and uses industry-specific tools to measure outcomes for contractual requirements and inform service delivery</p>

*\* For general leadership capabilities please refer to the TSA\_ 'National Capabilities\_Leading, Influencing, Ministry, Culture'*