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| Position Title |   |
| Name of Interviewee  |   |
| Names of Panel Members |   |   |   |
| Date Interviewed |   |

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| **#** | **Tasks/Activities** | **Who** |
| **1** | **Welcome, Introductions, Acknowledgement of Country** | Chair |
| **Brief Description of Agency** | Chair |
| **2** | **Description of Position and Responsibilities****Home Stretch WA Model – brief description*** Supports Young People from 18-21 to transition into adulthood.
* Young person is the centre
* 1:1 coaching across all life areas, safety net of housing and financial support, main purpose is to connect young people to culture and community.

**Position – brief description*****Staying On in Home Stretch*** * Young people supported to ‘Stay On’ with carers and family until the age of 21.
* Staying On Subsidy- paid to carers to support the living arrangement, YP encouraged to chip in
* Staying On Agreement- is made between the carer & young person

***Role of Staying On Facilitator*** * Work alongside Transition Coaches to support for carers/families
* Set up and coordinate Staying On Agreements and reviews with carers, families & young people
* Manage conflict/issues in relation to the living arrangement
* Administration & and liaison with the Department of Communities who administrates the subsidies
* Support with family mapping/finding/ reunification
* Set up Housing Allowance Agreements

**Terms of the role*** FTE - part time/full time/fixed term maximum term opportunity until [insert date]
* Location of work
 | Chair |
| **3** | **Interview Questions** | Panel |
|  | **Employee Terms and Conditions:*** Employed under [insert name of Agreement]
* Probation Period - [insert Probation time period]
* Salary Range - [insert $salary range]
* Salary Packaging Benefits - [insert Salary Packaging Benefit details]
* Superannuation 10.5%
* Entitlements – Annual, Sick, Purchased, LSL - [insert Entitlements details]
* Hours of work – [insert No. of hours per week]
 | Chair |
| **4** | **Additional information from candidate** | Panel |
| **5** | **Next Stages*** Ask the candidates if they are successful in progressing through to the next stage are they happy for us to contact their referees?  Ask them to please send through an email with their referee details for a current/previous line manager/supervisor that they worked with within the last five years.
* Panel member contact interviewees to advise on outcome (within 2 weeks of interview date)
 | Chair |
| **6** | **Panel Discussion** | Panel |
| **7** | **Complete Evaluation Sheet (refer to last page for template)** | Panel |

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| **INTERVIEW QUESTIONS** |

**The guide for Applicant scoring:**

**E** = Exceeded the Criterion

**FD** = Fully Demonstrated Criterion

**D** = Demonstrated Criterion

**ND** = Did not demonstrate the Criterion

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| **1.** | **General** | **[ ] E [ ]  FD [ ]  D [ ]  ND** |
|  | Tell us a little bit about yourself, what you know about the agency and what attracted you to working for this agency and this role in particular? |
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| **2.** | **Relationships**  | **[ ] E [ ]  FD [ ]  D [ ]  ND** |
|  | The role will require managing relationships with the Department of Communities, carers, families transition coaches and young people. Can you describe your approach to building and managing relationships?  |
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| 3 | **3. Negotiating Staying On Agreements**  | **[ ] E [ ]  FD [ ]  D [ ]  ND** |
|  | The key component of this role is negotiating staying on agreements between young people and their Carers/ families to determine:* what the living arrangement looks like from 18-21 now that the young person is a young adult and no longer in care, and
* what the roles, responsibilities and expectations are of each other in the living arrangement

Could you talk us through some of the challenges that might arise for a young adult living with their carers and family? What skills or experiences do you have in supporting families to work together to overcome challenges?  |
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| **4**. | **Chipping In & Talking about Finances**  | **[ ] E [ ]  FD [ ]  D [ ]  ND** |
|  | An important principle of Home Stretch is encouraging a young person to “chip in” or “chuck in” and contribute to the costs. This could challenge the values of some carers or families, and workers.  How would you approach having this conversation with the carer or family? What are some things to consider when talking about finances with young people and families?  |
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| **5**. | **Communication and Mediation**  | **[ ] E [ ]  FD [ ]  D [ ]  ND** |
|  | This role involves working alongside families, carers and young people to manage conflict in the living arrangement.Could you give us an example of how you have used your communication and negotiation skills to resolve an issue or manage conflict?  |
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| **6**. | **Understanding Trauma**  | **[ ] E [ ]  FD [ ]  D [ ]  ND** |
|  | What is your understanding of intergenerational trauma and young people leaving care? How might experiences of trauma impact relationships between young people, carers and biological families? What might you need to take into consideration?  |
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| **7.** | **Case Studies**  | **[ ] E [ ]  FD [ ]  D [ ]  ND** |
|  | You recently negotiated a staying on agreement for a young person Sharlene with her carer, Anne. Anne calls you upset and tells you that Sharlene has been in a bad mood all the time and they had an argument where Sharlene walked off and said “she may as well leave as no one cares about her ”. Ann lets you know this used to happen all the time when Sharlene was younger and in care and Sharlene would end up in hospital as her case manager was worried and called an ambulance. Ann said she doesn’t know what she will do if this happens again and how she will cope if Sharlene goes to hospital again and asked you to come and help. This is the third time Sharlene has called you this week about Anne. 1. How would you manage this situation? What would you need to consider?
2. What supports would you provide the carer/ family / young person?
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| **8.** | **Connecting to Culture & Community**  | **[ ] E [ ]  FD [ ]  D [ ]  ND** |
|  | Part of the this role is working alongside the Coach to support young people young people to understand and develop connections to country, community and family. Can you tell us about how you might approach this with young people and their families?  |
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| **7.** | **Working in a Team**  | **[ ] E [ ]  FD [ ]  D [ ]  ND** |
|  | What do you consider to be essential in a strong team?What do you bring to a team? |
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| **8.** | **Housekeeping** | **[ ] E [ ]  FD [ ]  D [ ]  ND** |
|  | What is your notice period and when would you be available to start? (If applicable) |
|  | Are there any restrictions to your working availability? i.e. Any holidays coming up that we will need to plan around |
|  | What are your salary expectations? |
|  | All of our staff are required to provide a police certificate and a working with children check prior to commencing. Are able to supply this?  |
|  | All of our staff are required to demonstrate valid working rights. Are you able to supply this? |
|  | Do you have any questions for us? |

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| **GUIDE FOR APPLICANT SCORING** |
| **E Exceeded the Criterion** | FD Fully Demonstrated Criterion | **D Demonstrated Criterion** | **ND Did not demonstrate the Criterion** |
| * Identified and linked all relevant issues.
* Described the situation and skills applied at a high level.
* Displayed high levels of initiative and/or innovation.
* Identified significant opportunities.
* Achieved outcomes of a high standard.
 | * Identified and linked most relevant issues.
* Described the situation and skills applied.
* Displayed good level of initiative and/or innovation.
* Identified opportunities with good impact.
* Achieved good, relevant outcomes.
 | * Identified and linked some relevant issues.
* Somewhat described the situation and skills applied.
* Displayed some initiative and/or innovation.
* Identified opportunities with some impact.
* Achieved some relevant outcomes.
 | * Identified few or no relevant issues.
* Provided few or no specific examples
* Displayed little or no initiative and/or innovation.
* Identified opportunities with very little or no impact.
* Achieved few or no outcomes.
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| **Master Assessment sheet** |
|  | **Candidate 1** | **Candidate 2** | **Candidate 3** | **Candidate 4** |
| **Name** |       |       |       |       |
| **Formal Quals** |       |       |       |       |
| **Experience** |       |       |       |       |
| **Professional/ technical knowledge** |       |       |       |       |
| **Skills** |       |       |       |       |
| **Attributes** |       |       |       |       |
| **Overall evaluation** | [ ]  Recommended[ ]  Acceptable[ ]  Not recommended | [ ]  Recommended[ ]  Acceptable[ ]  Not recommended | [ ]  Recommended[ ]  Acceptable[ ]  Not recommended | [ ]  Recommended[ ]  Acceptable[ ]  Not recommended |
| **Accepted position** | **Y** [ ]  | **N** [ ]  | **Y [ ]**  | **N [ ]**  | **Y [ ]**  | **N [ ]**  | **Y [ ]**  | **N [ ]**  |

**Y** [ ]  **N** [ ]  Referees contacted for preferred candidate

**Y [ ]  N** [ ]  Selection Authorisation form completed

**Y [ ]  N** [ ]  All Interview paperwork completed - return to P&C