## Capability Framework

The purpose of the Capability Framework is to:

- Align performance and conduct expectations with ICH's mission, vision and values
- To assist all workers in identifying performance and conduct expectations
- To support Managers and supervisors in describing performance and conduct expectations
- To support workers, Managers and supervisors to identify learning and development opportunities
- To provide clarity and consistency across the organisation in expectations
- To ensure high quality and appropriate services are delivered

| illala Collillality House                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                      |  |  |  |  |  |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|
| Mission                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                      |  |  |  |  |  |  |
| To strengthen local communities through the                                                                                                                                                                                                                                      | e provision of high-quality responsive services.                                                                                                                                                                                                                     |  |  |  |  |  |  |
| Vis                                                                                                                                                                                                                                                                              | sion                                                                                                                                                                                                                                                                 |  |  |  |  |  |  |
| To see strong communities where all p                                                                                                                                                                                                                                            | To see strong communities where all people are safe, valued and empowered.                                                                                                                                                                                           |  |  |  |  |  |  |
| Values                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                      |  |  |  |  |  |  |
| Focusing on People                                                                                                                                                                                                                                                               | Providing Safe and Supportive Spaces                                                                                                                                                                                                                                 |  |  |  |  |  |  |
| We are committed to supporting people by building professional relationships which are founded upon respect. We recognise each person as an individual with differing needs and preferences and provide responsive services which equip and empower them to achieve their goals. | We are committed to providing welcoming and inviting services where all people can feel supported and where diversity is valued. We provide safe and inclusive spaces which foster respect and inclusion.                                                            |  |  |  |  |  |  |
| Working Together                                                                                                                                                                                                                                                                 | Delivering Quality Services                                                                                                                                                                                                                                          |  |  |  |  |  |  |
| We are focused on working with individuals, community and government agencies to build and strengthen local communities. We seek to foster a sense of belonging through the development of strong networks and by promoting community connections.                               | We are focused on delivering high quality and meaningful services which uphold strong ethical standards in accordance with community needs and expectations. We continually improve our services to deliver better outcomes for individuals and the wider community. |  |  |  |  |  |  |

Inala Community House

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|      |                                                                            | Junior Worker                                                                                                  | Worker                                                                                                      | Senior Worker                                                                                            | Team Leader                                                                                              | Manager                                                                                                                                                                 |
|------|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. F | Personal Commitme                                                          | nt and Integrity                                                                                               |                                                                                                             |                                                                                                          |                                                                                                          |                                                                                                                                                                         |
| 1.1  | Demonstrates a commitment to ongoing personal and professional development | Seeks feedback on<br>behaviour and work<br>performance from<br>supervisors and is<br>responsive to<br>guidance | Seeks feedback on<br>behaviour and work<br>performance from<br>supervisors and is<br>responsive to guidance | Seeks feedback on behaviour<br>and work performance from<br>supervisors and is responsive<br>to guidance | Seeks feedback on behaviour<br>and work performance from<br>supervisors and is responsive<br>to guidance | Actively practices self-reflection and<br>Service evaluation, seeks feedback from a<br>range of sources about performance and is<br>responsive to feedback and guidance |
|      |                                                                            | Discusses with supervisor any gaps in knowledge/ability                                                        | Proactively identify gaps in knowledge/ability  Able to seek information                                    | Proactively identify gaps in knowledge and ability for themselves and the team                           | Able to identify gaps in knowledge and ability for themselves and the team                               | Actively identify gaps in knowledge and ability for themselves and the team  Actively seek information or identify                                                      |
|      |                                                                            |                                                                                                                | or identify training options to address gaps  Discusses with supervisor any gaps in                         | Able to seek information or identify training options to address gaps  Discusses with supervisor any     | Able to seek information or identify training options to address gaps  Discusses with supervisor any     | training options to address gaps  Discusses with supervisor any gaps in knowledge/ability for self or team                                                              |
|      |                                                                            |                                                                                                                | knowledge/ability                                                                                           | gaps in knowledge/ability for self or team                                                               | gaps in knowledge/ability for self or team                                                               |                                                                                                                                                                         |
|      |                                                                            | Willing to participate in directed training                                                                    | Actively participate in directed training                                                                   | Actively participate in training  Incorporate training into                                              | Actively participate in training Incorporate training into                                               | Recognises and promotes the important of training, and actively participate in training                                                                                 |
|      |                                                                            |                                                                                                                | Incorporate training into personal practice                                                                 | personal practice                                                                                        | personal practice                                                                                        | Incorporate training into personal practice                                                                                                                             |
|      |                                                                            |                                                                                                                |                                                                                                             | Shares learnings with other team members                                                                 | Shares learnings with other team members                                                                 | Shares learnings team members as appropriate.                                                                                                                           |
|      |                                                                            |                                                                                                                |                                                                                                             |                                                                                                          | Incorporates learnings into service delivery practices and/or makes                                      | Incorporates learnings into service delivery practices, policies and procedures                                                                                         |
|      |                                                                            |                                                                                                                |                                                                                                             |                                                                                                          | recommendation to supervisor                                                                             | Leads and coordinates team and individual trainings as relevant while ensuring effective use of professional development budgets                                        |

|                 | Junior Worker                 | Worker                        | Senior Worker                                              | Team Leader                                                | Manager                                                          |
|-----------------|-------------------------------|-------------------------------|------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------------|
| 1.2 Actively    | Attends supervision           | Attends and participates in   | Recognises the value of                                    | Recognises the value of                                    | Recognises and promotes the value of                             |
| participates in | when directed and             | supervision and seeks         | supervision and performance                                | supervision and performance                                | supervision and performance processes                            |
| supervision and | seeks supervisor              | supervisor feedback           | processes                                                  | processes                                                  |                                                                  |
| performance     | feedback                      |                               | A stirred restands and a research                          | A stirred to state and a second second                     | Actively attends and engages in supervision and seeks supervisor |
| processes       |                               |                               | Actively attends and engages in supervision and seeks      | Actively attends and engages in supervision and seeks      | feedback (as appropriate)                                        |
|                 |                               |                               | supervisor feedback (as                                    | supervisor feedback (as                                    | reeuback (as appropriate)                                        |
|                 |                               |                               | appropriate)                                               | appropriate)                                               |                                                                  |
|                 | Follows any directed          | Actively prepares for the     | Actively prepares for the                                  | Actively prepares for the                                  | Actively prepares for the supervision                            |
|                 | supervision                   | supervision process           | supervision process                                        | supervision process                                        | process                                                          |
|                 | processes to prepare          |                               |                                                            |                                                            |                                                                  |
|                 | for supervision               | Demonstrates an               | Demonstrates an appropriate                                | Demonstrates an appropriate                                | Actively reflects upon about their                               |
|                 |                               | appropriate level of self-    | level of self-reflection about                             | level of self-reflection about                             | performance                                                      |
|                 | Demonstrates an               | reflection about their        | their performance                                          | their performance                                          |                                                                  |
|                 | appropriate level of          | performance                   | Alala ta indonendonthi effor                               | Abla ta indonondonthi offer                                | Independently offer and implement                                |
|                 | self-reflection when prompted | Able to assist in identifying | Able to independently offer goals or strategies to improve | Able to independently offer goals or strategies to improve | goals or strategies to improve performance                       |
|                 | prompted                      | goals or strategies needed    | performance                                                | performance                                                | performance                                                      |
|                 |                               | to improve performance        | performance                                                | performance                                                |                                                                  |
|                 | Embraces                      | Embraces constructive         | Embraces constructive                                      | Embraces constructive                                      | Embraces constructive feedback and is                            |
|                 | constructive                  | feedback and with             | feedback and with assistance                               | feedback and with assistance                               | able to actively incorporate this into                           |
|                 | feedback and                  | assistance is able to         | is able to actively incorporate                            | is able to actively incorporate                            | individual practice                                              |
|                 | complies with                 | incorporate this into         | this into individual practice                              | this into individual practice                              |                                                                  |
|                 | directions                    | individual practice           |                                                            |                                                            |                                                                  |
|                 |                               |                               |                                                            | Same as Manager as                                         | Creates a safe and supportive                                    |
|                 |                               |                               |                                                            | appropriate within the                                     | environment for supervision and other                            |
|                 |                               |                               |                                                            | Service or program                                         | performance processes                                            |
|                 |                               |                               |                                                            |                                                            | Emphasises the role of supervision and                           |
|                 |                               |                               |                                                            |                                                            | other performance processes in                                   |
|                 |                               |                               |                                                            |                                                            | supporting individual growth                                     |
|                 |                               |                               |                                                            |                                                            |                                                                  |
|                 |                               |                               |                                                            |                                                            | Ensures that workers receive regular                             |
|                 |                               |                               |                                                            |                                                            | supervision (in accordance with service                          |
|                 |                               |                               |                                                            |                                                            | requirements)                                                    |
|                 |                               |                               |                                                            |                                                            | Identifies and addresses issues                                  |
|                 |                               |                               |                                                            |                                                            | promptly and appropriately. Reporting                            |
|                 |                               |                               |                                                            |                                                            | as needed                                                        |
|                 |                               |                               |                                                            |                                                            | Maintains appropriate records                                    |
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|                      | Junior Worker         | Worker                       | Senior Worker            | Team Leader                          | Manager                                       |
|----------------------|-----------------------|------------------------------|--------------------------|--------------------------------------|-----------------------------------------------|
| 1.3 Recognises       | Treats people with    | Treats people with           | Treats people with       | Treats people with respect and       | Treats people with respect and courtesy, also |
| diversity and        | respect and courtesy  | respect and courtesy         | respect and courtesy,    | courtesy, also modelling this to     | modelling this to others whilst also ensuring |
| promotes inclusivity |                       |                              | also modelling this to   | others                               | that this is embedded within Service          |
| ,                    | Acknowledge and       | Acknowledge and              | others                   |                                      | expectations                                  |
|                      | recognise that people | recognise that people        |                          | Acknowledge and recognise that       |                                               |
|                      | have individual       | have individual              | Acknowledge and          | people have individual differences,  | Acknowledge and recognise that people have    |
|                      | differences,          | differences,                 | recognise that people    | experiences and opinions and takes   | individual differences, experiences and       |
|                      | experiences and       | experiences and              | have individual          | the time to consider these           | opinions and takes the time to consider these |
|                      | opinions and takes    | opinions and takes the       | differences, experiences |                                      |                                               |
|                      | the time to consider  | time to consider these       | and opinions and takes   | Promotes a sense of belonging by     | Promotes a sense of belonging by equipping    |
|                      | these                 |                              | the time to consider     | equipping and empowering people      | and empowering people through safe,           |
|                      |                       | Promotes a sense of          | these                    | through safe, respectful and         | respectful and professional relationships     |
|                      | Seeks to see things   | belonging by                 |                          | professional relationships           |                                               |
|                      | from others'          | equipping and                | Promotes a sense of      |                                      | Maintains awareness of others' personalities, |
|                      | perspectives, seeking | empowering people            | belonging by equipping   | Maintains awareness of others'       | motivations and other diverse qualities of    |
|                      | guidance as           | through safe,                | and empowering people    | personalities, motivations and       | people                                        |
|                      | appropriate           | respectful and               | through safe, respectful | other diverse qualities of people    |                                               |
|                      |                       | professional                 | and professional         |                                      | Actively seeks to see things from others'     |
|                      |                       | relationships                | relationships            | Actively seeks to see things from    | perspectives through research and open        |
|                      |                       | 6 1 1                        |                          | others' perspectives through         | communication                                 |
|                      |                       | Seeks to see things          | Maintains awareness of   | research and open communication      |                                               |
|                      |                       | from others'                 | others' personalities,   |                                      | Promotes inclusivity and recognition of       |
|                      |                       | perspectives, seeking        | motivations and other    | Promotes inclusivity and             | differences, and supports other team          |
|                      |                       | guidance as                  | diverse qualities of     | recognition of differences, and      | members where appropriate to recognise        |
|                      |                       | appropriate                  | people                   | supports other team members          | and adapt to these                            |
|                      |                       | Lafa was allow account and a | <b>.</b>                 | where appropriate to recognise       |                                               |
|                      |                       | Informally supports          | Actively seeks to see    | and adapt to these                   | Uses understanding of differences to          |
|                      |                       | other team members           | things from others'      |                                      | anticipate reactions and enhance the          |
|                      |                       | to work effectively          | perspectives through     | Uses understanding of differences    | operation of the organisation                 |
|                      |                       | with diverse peoples         | research and open        | to anticipate reactions and          |                                               |
|                      |                       |                              | communication            | enhance the operation of the         | Capitalises on the positive benefits that can |
|                      |                       |                              | Carathaliana an Alan     | organisation                         | be gained from diversity and harnesses        |
|                      |                       |                              | Capitalises on the       | Controlling and the Control          | different viewpoints.                         |
|                      |                       |                              | positive benefits that   | Capitalises on the positive benefits | Francisco de contra de C.C.                   |
|                      |                       |                              | can be gained from       | that can be gained from diversity    | Encourages the exploration of diverse views   |
|                      |                       |                              | diversity and harnesses  | and harnesses different              | and harnesses the benefits of such views.     |
|                      |                       |                              | different viewpoints.    | viewpoints.                          |                                               |
|                      |                       |                              |                          |                                      |                                               |

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|                                                             | Junior Worker                                                                                                                                                       | Worker                                                                                                                                                              | Senior Worker                                                                                                                                                                                                                                                                                                                                 | Team Leader                                                                                                                                                                                                                                                                                                                                                                                            | Manager                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.4 Demonstrates a professional attitude  Continued on next | Understands and applies ICH's values, complies with the Code of Conduct and consistently behaves in an honest, ethical and professional manner Treats people fairly | Understands and applies ICH's values, complies with the Code of Conduct and consistently behaves in an honest, ethical and professional manner Treats people fairly | Understands, applies and models ICH's values, upholds the Code of Conduct and consistently behaves in an honest, ethical and professional manner  Treats people fairly and equitably                                                                                                                                                          | Understands, applies and models ICH's values, upholds the Code of Conduct and consistently behaves in an honest, ethical and professional manner  Treats people fairly and equitably                                                                                                                                                                                                                   | Understands, applies, models and champions ICH's values, upholds the Code of Conduct and consistently behaves in an honest, ethical and professional manner and communicates these to team members  Promotes fairness, equality and transparency                                                                       |
| page                                                        | and equitably and is<br>transparent in<br>dealings with them                                                                                                        | and equitably and is<br>transparent in<br>dealings with them                                                                                                        | and is transparent in dealings with<br>them<br>Promotes fair and equal treatment<br>of all people                                                                                                                                                                                                                                             | and is transparent in dealings with<br>them<br>Promotes fair and equal treatment<br>of all people                                                                                                                                                                                                                                                                                                      | when interacting with others by modelling and communicating expectations within the team and ensuring policies, procedures and practices are consistent with and exemplify these qualities                                                                                                                             |
|                                                             | Makes decisions in accordance with established guidelines without favouritism or bias and seeking clarification as required                                         | Exercises an appropriate level of judgement to make decisions in accordance with relevant guidelines and in the best interest of ICH                                | Exercises a high degree of judgement ensuring that decisions are made in accordance with relevant guidelines and in the best interest of ICH without favouritism or bias. Seeks clarification as required in complex situations where guidelines may not be well                                                                              | Exercises a high degree of judgement ensuring that decisions are made in accordance with relevant guidelines and in the best interest of ICH without favouritism or bias. Establishes or seeks clarification as required in complex situations where guidelines may not                                                                                                                                | Exercises a high degree of judgement ensuring that decisions are made in accordance with relevant guidelines, legislative or regulatory frameworks and in the best interest of ICH without favouritism or bias  Ensures clear, well established and accessible                                                         |
|                                                             | required                                                                                                                                                            | without favouritism<br>or bias. Seeks<br>clarification as<br>required                                                                                               | Promotes sound decision making by providing direction to team about relevant guidelines, encouraging people to think in terms of the best interest of ICH and the Service, referring complex questions to the relevant supervisor and working with the supervisor to identify and rectify areas where guidelines are not established or clear | be well established or clear as relevant to the Service  Promotes sound decision making by providing direction to team about relevant guidelines, encouraging people to think in terms of the best interest of ICH and the Service, referring complex questions to the relevant supervisor and working with the supervisor to identify and rectify areas where guidelines are not established or clear | guidelines are available to support sound decision making and are clear about responsibilities  Promotes sound decision making within the team through communication of guidelines and helping team members to understand the reasons for this. Encourages people to think in the best interest of ICH and the Service |
|                                                             | Demonstrates an awareness of the impact that personal actions can have on                                                                                           | Understands the impact that personal actions can have on the organisation                                                                                           | Understands the impact that personal actions can have on the organisation  Proactively seeks to act in the                                                                                                                                                                                                                                    | Understands the impact that personal actions can have on the organisation  Proactively seeks to act in the                                                                                                                                                                                                                                                                                             | Has a strong understanding of the impact of personal actions upon the organisation  Proactively seeks to act in the best interests of the organisation with due regard to                                                                                                                                              |
|                                                             | the organisation  Avoids acting in a way which has the potential to                                                                                                 | Seeks to act in the best interest of the organisation and avoid situations which have the                                                                           | best interests of the organisation<br>and avoid situations which have<br>the potential to negatively<br>impact the organisation                                                                                                                                                                                                               | best interests of the organisation<br>and avoid situations which have<br>the potential to negatively<br>impact the organisation                                                                                                                                                                                                                                                                        | organisational and external requirements, and avoids situations which have the potential to negatively impact the organisation including it's reputation, assets, compliance and relationships                                                                                                                         |

| negatively impact                                                         | potential to                                                                                      | Models and promotes the                                                                                                                          | Models and promotes the                                                                                                                          |                                                                                                                                                                                                                                                          |
|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| the organisation                                                          | negatively impact                                                                                 | importance of acting within the                                                                                                                  | importance of acting within the                                                                                                                  | Models and actively promotes ICH's mission,                                                                                                                                                                                                              |
|                                                                           | the organisation                                                                                  | best interests of ICH within the                                                                                                                 | best interests of ICH within the                                                                                                                 | vision and values, and the importance of                                                                                                                                                                                                                 |
|                                                                           |                                                                                                   | team                                                                                                                                             | team                                                                                                                                             | acting in the best interest of the organisation                                                                                                                                                                                                          |
| Maintains strict                                                          | Understands the                                                                                   | Understands the reason for                                                                                                                       | Understands the reason for                                                                                                                       | Maintains strict confidentiality within the                                                                                                                                                                                                              |
| confidentiality,                                                          | reason for                                                                                        | confidentiality requirements,                                                                                                                    | confidentiality requirements,                                                                                                                    | Service by actively communicating and                                                                                                                                                                                                                    |
| following established                                                     | confidentiality                                                                                   | recognises confidential                                                                                                                          | recognises confidential                                                                                                                          | ensuring the team's understanding of                                                                                                                                                                                                                     |
| processes or                                                              | requirements,                                                                                     | information and follows                                                                                                                          | information and follows                                                                                                                          | confidentiality obligations in collecting,                                                                                                                                                                                                               |
| directions when                                                           | recognises                                                                                        | established processes or                                                                                                                         | established processes or                                                                                                                         | handling and disclosing information and                                                                                                                                                                                                                  |
| collecting, handling                                                      | confidential                                                                                      | directions relating to the                                                                                                                       | directions relating to the                                                                                                                       | reporting any breaches of these                                                                                                                                                                                                                          |
| or disclosing                                                             | information and                                                                                   | collection, handling or disclosure                                                                                                               | collection, handling or disclosure                                                                                                               | requirements in accordance with ICH                                                                                                                                                                                                                      |
| confidential                                                              | follows established                                                                               | of information in order to                                                                                                                       | of information in order to                                                                                                                       | requirements                                                                                                                                                                                                                                             |
| information                                                               | processes or                                                                                      | maintain strict confidentiality                                                                                                                  | maintain strict confidentiality                                                                                                                  |                                                                                                                                                                                                                                                          |
|                                                                           | directions relating to<br>the collection,<br>handling or<br>disclosure of<br>information in order | Supports other team members to understand confidentiality requirements, identify confidential information and to implement processes relating to | Supports other team members to understand confidentiality requirements, identify confidential information and to implement processes relating to | Understands the reason for confidentiality requirements, the legislative, regulatory or funding requirements regarding confidentiality, recognises/determines what is classified as confidential information and establishes processes for the team when |
|                                                                           | to maintain strict confidentiality                                                                | confidential information                                                                                                                         | confidential information                                                                                                                         | collecting, handling or disclosing this                                                                                                                                                                                                                  |
| Follows established policies, procedures and practices, seeking advice or | Follows established policies, procedures and practices, taking the time to learn and              | Follows established policies, procedures and practices, taking the time to learn and understand them and why they exist                          | Follows established policies, procedures and practices, taking the time to learn and understand them and why they exist                          | Models, communicates and ensures team understanding of policies, procedures and practices within the team and why they exist                                                                                                                             |
| guidance as required                                                      | understand them                                                                                   | them and why they exist                                                                                                                          | them and why they exist                                                                                                                          | Maintains an awareness of legislative,                                                                                                                                                                                                                   |
| gardance as required                                                      | and why they exist                                                                                | Assists supervisor in reviewing,                                                                                                                 | Identifies any opportunities for                                                                                                                 | regulatory, safety, administrative or best                                                                                                                                                                                                               |
|                                                                           | and my they exist                                                                                 | updating or creating policies,                                                                                                                   | improvement within policy,                                                                                                                       | practice requirements in their field and                                                                                                                                                                                                                 |
|                                                                           |                                                                                                   | procedures and practices, identifying gaps and                                                                                                   | procedure and practices, and reports these to their supervisor                                                                                   | ensures policies, procedures and practices are compliant with these.                                                                                                                                                                                     |
|                                                                           |                                                                                                   | opportunities within these                                                                                                                       | Provides assistance to supervisor to create, review and/or update policies and procedures                                                        | Has a system to regularly review and identify improvements needed within policies, procedures and practices, and reviews, updates or creates these as needed                                                                                             |
| Presents a                                                                | Presents a                                                                                        | Presents a professional image                                                                                                                    | Presents a professional image                                                                                                                    | Presents a professional image (e.g. dress, manner,                                                                                                                                                                                                       |
| professional image                                                        | professional image                                                                                | (e.g. dress, manner,                                                                                                                             | (e.g. dress, manner,                                                                                                                             | communication)                                                                                                                                                                                                                                           |
| (e.g. dress, manner, communication)                                       | (e.g. dress, manner, communication)                                                               | communication)                                                                                                                                   | communication)                                                                                                                                   | Establishes an expectation around maintaining a professional image and communicates the importance of this to their team                                                                                                                                 |
|                                                                           |                                                                                                   |                                                                                                                                                  |                                                                                                                                                  |                                                                                                                                                                                                                                                          |

| Junior Worker                                                                    | Worker                                                                                                                       | Senior Worker                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Team Leader                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Manager                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| tegic Direction                                                                  |                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Understands and supports ICH's mission, vision                                   | Understands and supports ICH's mission, vision and values.                                                                   | Understands and promotes ICH's mission, vision, values and strategic objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Understands and promotes ICH's mission, vision, values and strategic objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Champions ICH's mission, vision, values and strategic objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                                                                  | Understands the strategic objectives relevant to the service/program.                                                        | Understands and actively contributes to the development of strategic objectives relevant to the service/program  Clearly communicates goals and objectives to others                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Understands and actively contributes to the development of strategic objectives relevant to the service/program  Create a shared sense of purpose within the team by clearly communicating goals and objectives to others                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Develops the strategic objectives for the Service in accordance with ICH priorities and which incorporates future needs  Create a shared and sustained sense of purpose within the Service by clearly communicating goals and objectives to others, illustrating the relationship between Service tasks and ICH goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Participate in team planning activities or processes.                            | Actively participate and contribute to Service and team planning activities or processes (as appropriate)                    | Actively participate and contribute to Service and team planning activities or processes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Actively contributes to, or coordinates, team planning activities, as appropriate and contributes to Service strategic planning activities or processes  Communicates required actions and expected outcomes and encourages others' input                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Leads and coordinates Service and team planning activities or processes  Communicates required actions and expected outcomes and actively seeks input from others                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Follows<br>supervisor's<br>directions and<br>seeks clarification<br>as required. | Follows supervisor's directions and seeks clarification as required.  Works in a way which supports the strategic objectives | Actively contributes to the strategic implementation within the team, as appropriate, and follows supervisor's directions and seeks clarification as required  Actively works in a way which supports the strategic objectives and identifies possible opportunities and presents plans to achieve these                                                                                                                                                                                                                                                                                                                       | Actively contributes to or coordinates the strategic implementation within the team, as appropriate, and follows their supervisor's directions and seeks clarification, direction and approval as required.  Actively works in a way which supports the strategic objectives and identifies possible opportunities and presents plans to achieve these objectives to the supervisor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Leads the strategic implementation of the Service while seeking necessary clarification, direction or approvals as required  Considers emerging trends and identifies long-term opportunities and risks.  Communicates these trends, opportunities and risks to relevant people as appropriate  Ensures that Service policies, procedures and practices are consistent with and exemplify the ICH values, Code of Conduct and professional behaviour expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                                                                  | Participate in team planning activities or processes.  Follows supervisor's directions and seeks clarification               | Understands and supports ICH's mission, vision and values.  Understands the strategic objectives relevant to the service/program.  Participate in team planning activities or processes.  Follows supervisor's directions and seeks clarification as required.  Pollows supervisor's directions and seeks clarification as required.  Understands the supports ICH's mission, vision and values.  Actively participate and contribute to Service and team planning activities or processes (as appropriate)  Follows supervisor's directions and seeks clarification as required.  Works in a way which supports the strategic | Understands and supports ICH's mission, vision and values.  Understands and supports ICH's mission, vision and values.  Understands the strategic objectives relevant to the service/program.  Participate in team planning activities or processes.  Participate in contribute to Service and team planning activities or processes.  Follows supervisor's directions and seeks clarification as required.  Follows supports ICH's mission, vision, values and strategic objectives and strategic objectives on the development of strategic objectives relevant to the service/program  Clearly communicates goals and objectives to others  Actively participate and contribute to Service and team planning activities or processes (as appropriate)  Follows supervisor's directions and seeks clarification as required.  Works in a way which supports the strategic objectives and identifies possible opportunities and presents | Understands and supports ICH's mission, vision and values  Understands the strategic objectives relevant to the service/program.  Participate in team planning activities or processes (as appropriate)  Follows supervisor's directions and seeks clarification as required.  Follows supervisor's directions and seeks clarification as required.  Follows supervisor's directions and seeks clarification as required.  Follows characteristics objectives  Follows clarification as required.  Actively contributes to the strategic objectives and identifies possible opportunities and presents plans to achieve these objectives to the strategic objectives and identifies possible opportunities and presents plans to achieve these objectives to the strategic objectives and identifies possible opportunities and presents plans to achieve these objectives to the |

|                                                                  | Junior Worker                                                        | Worker                                                                   | Senior Worker                                                                           | Team Leader                                                                                                                                       | Manager                                                                                                                                                                                 |
|------------------------------------------------------------------|----------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.2 Understands<br>their role within the<br>organisation and the | Can see how<br>their work fits<br>into the priorities<br>of the team | Understands how<br>their work fits<br>into the priorities<br>of the team | Understands how their work fits into the priorities of the team                         | Understands how their work fits into the priorities of the Service/team  Communicates to the team about                                           | Understands how their work fits into the priorities of the Service/team as well as the organisational objectives                                                                        |
| scope of their position                                          | Knows what other team members do and                                 | Knows what other team members do and                                     | Knows what other<br>team members do and<br>why                                          | how their roles contribute to the team, service and ICH goals (as relevant)                                                                       | Communicates to the team about how their roles contribute to the team, service and ICH goals (as relevant)                                                                              |
|                                                                  | why Understands                                                      | why Understands                                                          | Understands their tasks and how to get them done and                                    | Allocates responsibilities to team members                                                                                                        | Allocates responsibilities to team members  Understands their tasks and how to get them done                                                                                            |
|                                                                  | their tasks and how to get them done with                            | their tasks and how to get them done                                     | supports team<br>members in<br>understanding their                                      | Understands their tasks and how to get them done and supports team members in understanding their tasks                                           | and supports team members in understanding their tasks  Demonstrates a high level understanding of political,                                                                           |
|                                                                  | appropriate level of direction from their supervisor                 |                                                                          | tasks (as appropriate)                                                                  | (as appropriate)                                                                                                                                  | social and economic factors affecting their Service and more broadly ICH.                                                                                                               |
|                                                                  |                                                                      |                                                                          |                                                                                         |                                                                                                                                                   | Anticipates implications and applies effective judgement to develop solutions and drive innovative alternatives to resolve complex problems and                                         |
|                                                                  |                                                                      |                                                                          |                                                                                         |                                                                                                                                                   | capitalise on them                                                                                                                                                                      |
|                                                                  | Thinks through tasks and plans                                       | Thinks through tasks and plans                                           | Thinks through tasks and plans ahead to get                                             | Thinks through tasks and plans ahead to get work done on time.                                                                                    | Draws on information and alternative points of view.                                                                                                                                    |
|                                                                  | ahead to get<br>work done on                                         | ahead to get<br>work done on                                             | work done on time.                                                                      | Actively identifies and seeks to                                                                                                                  | Utilises information channels to disseminate information and engage audiences                                                                                                           |
|                                                                  | time. Shows an                                                       | time.  Actively identifies                                               | Actively identifies and seeks to overcome issues that may help                          | overcome issues that may help of hinder their work (e.g. absences, lack of supplies, etc.).                                                       | Anticipates and addresses changes in the environment and any critical information gaps                                                                                                  |
|                                                                  | awareness of issues that may hinder their work                       | and seeks to<br>overcome issues<br>that may help of                      | of hinder their work<br>(e.g. absences, lack of<br>supplies, etc.)                      | Supports team members to learn and act within the scope of their role, to                                                                         | Manages urgent demands with measured and reasoned responses                                                                                                                             |
|                                                                  | (e.g. absences,<br>lack of supplies,<br>etc.)                        | hinder their work<br>(e.g. absences,<br>lack of supplies,<br>etc.)       | Supports team<br>members to learn and<br>act within the scope of<br>their role, to help | help them identify and overcome any issues that hinder their work through effective and supportive strategies  Monitor team performance to ensure | Supports team members to learn and act within the scope of their role, to help them identify and overcome any issues that hinder their work through effective and supportive strategies |
|                                                                  |                                                                      |                                                                          | them identify and overcome any issues that hinder their work                            | that tasks are completed on time and any performance issues are addressed                                                                         | Monitor team performance to ensure that tasks are completed on time and any performance issues are addressed                                                                            |

|                                                 | Junior Worker                                                   | Worker                                                                                                           | Senior Worker                                                                                                                                                                                                                                                                                                                                                                                               | Team Leader                                                                                                                                                                                                                                                                                                                                                                                                 | Manager                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.3 Promotes a holistic and integrated approach | Works effectively with team members to achieve optimal outcomes | Works effectively with<br>team members and a<br>range of other<br>stakeholders to<br>achieve optimal<br>outcomes | Works effectively with team members and a range of other stakeholders to achieve optimal outcomes and supports other members of the team members to also achieve this                                                                                                                                                                                                                                       | Works effectively with team members and a range of other stakeholders to achieve optimal outcomes and supports other members of the team members to also achieve this                                                                                                                                                                                                                                       | Works effectively with team members and a range of other stakeholders to achieve optimal outcomes and supports other members of the team members to also achieve this                                                                                                                                                                                                                           |
|                                                 |                                                                 | Identifies opportunities to refer clients to other ICH services (as appropriate)                                 | Promotes the importance of strong working relationships within the team  Identifies opportunities to refer clients to other ICH services (as appropriate) and promotes this as an option within the team  Is committed to developing inter-Service relationships to holistically support service users, build inter-team relationships and share knowledge and resources under the direction of the Manager | Promotes the importance of strong working relationships within the team  Identifies opportunities to refer clients to other ICH services (as appropriate) and promotes this as an option within the team  Is committed to developing inter-Service relationships to holistically support service users, build inter-team relationships and share knowledge and resources under the direction of the Manager | Identifies opportunities to refer clients to other ICH services (as appropriate) and is committed to raising awareness within the team of other ICH services available and promote access (where appropriate) to these services  Is committed to developing inter-Service relationships to holistically support service users, build inter-team relationships and share knowledge and resources |

|                | Junior Worker         | Worker                | Senior Worker                | Team Leader                     | Manager                         |
|----------------|-----------------------|-----------------------|------------------------------|---------------------------------|---------------------------------|
| 2.4 Continuous | Actively participates | Actively participates | Actively participates in     | Actively participates in        | Builds team commitment to       |
| improvement    | in continuous         | in continuous         | continuous improvement       | continuous improvement          | continually evaluating and      |
|                | improvement           | improvement           | processes                    | processes                       | improving services              |
|                | processes             | processes             |                              |                                 |                                 |
|                |                       |                       | Identifies opportunities for | Identifies opportunities for    | Encourages and monitors team    |
|                |                       | Identifies            | improvement within           | improvement within service      | participation in continuous     |
|                |                       | opportunities for     | service delivery processes   | delivery processes and          | improvement processes           |
|                |                       | improvement within    | and reports these to their   | reports these to their          |                                 |
|                |                       | service delivery      | supervisor                   | supervisor                      | Identifies opportunities for    |
|                |                       | processes and reports |                              |                                 | improvement within service      |
|                |                       | these to their        | Supports Managers to         | Implements or supports          | delivery processes              |
|                |                       | supervisor            | implement improvement        | Managers to implement           |                                 |
|                |                       |                       | opportunities                | improvement opportunities in    | Works with teams to assign      |
|                |                       |                       |                              | accordance with Service         | responsibilities and due dates, |
|                |                       |                       | Encourages team              | requirements                    | ensuring that improvement       |
|                |                       |                       | members to share their       |                                 | opportunities are actioned      |
|                |                       |                       | insights into areas for      | Encourages team members to      | efficiently                     |
|                |                       |                       | improvement and assists      | share their insights into areas |                                 |
|                |                       |                       | them to suggest different    | for improvement and assists     | Records details of continuous   |
|                |                       |                       | options to improve           | them to suggest different       | improvement on the              |
|                |                       |                       |                              | options to improve              | Continuous Improvement          |
|                |                       |                       |                              |                                 | register                        |

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|                             | Junior Worker            | Worker                                    | Senior Worker                                           | Team Leader                                         | Manager                                                               |
|-----------------------------|--------------------------|-------------------------------------------|---------------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------------------------|
| 3. Supports Strong Worki    | ing Relationships        |                                           |                                                         |                                                     |                                                                       |
| 3.1 Demonstrates ability to | Communicates             | Communicates                              | Communicates effectively,                               | Communicates effectively,                           | Communicates clearly, confidently and                                 |
| communicate effectively     | effectively,             | effectively, presenting                   | presenting the messages                                 | presenting the messages                             | effectively, presenting the messages                                  |
| ·                           | presenting the           | the messages clearly                      | clearly and concisely, limiting                         | clearly and concisely,                              | clearly and concisely, limiting the use                               |
|                             | messages clearly         | and concisely, limiting                   | the use of jargon and slang,                            | limiting the use of jargon                          | of jargon and slang, and speaking at an                               |
|                             | and concisely            | the use of jargon and                     | and speaking at an appropriate                          | and slang, and speaking at                          | appropriate volume and pace                                           |
| Continued on next page      |                          | slang, and speaking at                    | volume and pace                                         | an appropriate volume and                           |                                                                       |
|                             | Writes clearly with      | an appropriate volume                     |                                                         | pace                                                | Presents messages clearly and                                         |
|                             | correct spelling and     | and pace                                  | Explains information using                              |                                                     | succinctly in a structured manner                                     |
|                             | grammar                  |                                           | language and communication                              | Explains information using                          | focusing on key points                                                |
|                             |                          | Explains information                      | preferences appropriate to the                          | language and                                        |                                                                       |
|                             |                          | using language and                        | audience                                                | communication preferences                           | Explains complex information in a                                     |
|                             |                          | communication                             |                                                         | appropriate to the audience                         | manner appropriate to the audience                                    |
|                             |                          | preferences                               | Writes with a high degree of                            |                                                     |                                                                       |
|                             |                          | appropriate to the                        | attention to detail, ensuring                           | Writes with a high degree                           | Writes with a high degree of attention                                |
|                             |                          | service user                              | that it is professional, clear and                      | of attention to detail,                             | to detail, ensuring that it is                                        |
|                             |                          |                                           | concise.                                                | ensuring that it is                                 | professional, clear and concise.                                      |
|                             |                          | Writes in a                               |                                                         | professional, clear and                             |                                                                       |
|                             |                          | professional, clear and                   | Models professional and                                 | concise.                                            | Models, promotes and sets                                             |
|                             |                          | concise manner with                       | effective communication                                 |                                                     | expectations regarding professional                                   |
|                             |                          | correct spelling and                      | within the team                                         | Models professional and                             | and effective communication within                                    |
|                             |                          | grammar                                   |                                                         | effective communication                             | the team                                                              |
|                             |                          |                                           | 65                                                      | within the team                                     | 6                                                                     |
|                             | Communicates             | Communicates                              | Communicates effectively                                | Communicates effectively                            | Communicates effectively through                                      |
|                             | effectively through      | effectively through                       | through actively listening to                           | through actively listening to                       | actively listening to others when                                     |
|                             | actively listening to    | actively listening to                     | others when speaking and                                | others when speaking and                            | speaking and confirming                                               |
|                             | others when              | others when speaking                      | confirming understanding                                | confirming understanding                            | understanding through asking                                          |
|                             | speaking and             | and confirming                            | through asking questions or repeating back concepts and | through asking questions or repeating back concepts | questions or repeating back concepts and checking that own views have |
|                             | confirming understanding | understanding through asking questions or | checking that own views have                            | and checking that own                               | been understood                                                       |
|                             | through asking           | repeating back                            | been understood                                         | views have been                                     | been understood                                                       |
|                             | questions                | concepts and checking                     | been understood                                         | understood                                          | Is aware of personal communication                                    |
|                             | questions                | that own views have                       | Is aware of personal                                    |                                                     | style and preferences and how this                                    |
|                             |                          | been understood                           | communication style and                                 | Is aware of personal                                | affects others                                                        |
|                             |                          | Secii dilaci stoca                        | preferences, and how this                               | communication style and                             | ances officia                                                         |
|                             |                          | Is aware of personal                      | affects others                                          | preferences and how this                            | Adapts communication style to best                                    |
|                             |                          | communication style                       |                                                         | affects others                                      | support effective communication,                                      |
|                             |                          | and preferences, and                      | Adapts communication style to                           |                                                     | taking into consideration each                                        |
|                             |                          | how this affects others                   | best support effective                                  | Adapts communication                                | person's level of knowledge, skill and                                |
|                             |                          | and an edge official                      | communication, taking into                              | style to best support                               | experience                                                            |
|                             | 1                        | l .                                       | communication, taking into                              | Jegie to best support                               | caperience                                                            |

| Inala Community House                          |                                                                                |                                                                                                                                  |                                                                                                                                  | Capability Framework                                                                                                                         |
|------------------------------------------------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
|                                                | Adapts communication style to best support effective communication             | consideration each person's level of knowledge, skill and experience  Supports other team members to communicate effectively and | effective communication,<br>taking into consideration<br>each person's level of<br>knowledge, skill and<br>experience            | Supports other team members to communicate effectively and adapt communication to best meet the needs across different audiences             |
|                                                |                                                                                | adapt communication to best<br>meet the needs across<br>different audiences                                                      | Supports other team members to communicate effectively and adapt communication to best meet the needs across different audiences | Promotes strong communication skills within the team through supervision, training and setting team expectations                             |
| Recognises that people have different          | Listens to, considers and acknowledges different ideas                         | Listens to, considers and acknowledges different ideas to develop a clear                                                        | Listens to, considers and acknowledges different ideas                                                                           | Listens to, considers and acknowledges different ideas                                                                                       |
| viewpoints and ideas                           | Discusses issues without getting                                               | understanding of the situation  Discusses issues without                                                                         | Discusses issues without getting personal or                                                                                     | Discusses issues without getting personal or aggressive                                                                                      |
| Does not react personally or aggressively when | personal or aggressive Anticipates and                                         | getting personal or aggressive  Anticipates and identifies                                                                       | aggressive  Anticipates and identifies                                                                                           | Anticipates and identifies other's expectations and concerns and creates an effective response to address these                              |
| faced with different views                     | identifies other's expectations and concerns and creates an effective response | other's expectations and concerns and creates an effective response to address these                                             | other's expectations and concerns and creates an effective response to address these                                             | Presents persuasive reasoning to differing points of view                                                                                    |
|                                                | to address these                                                               |                                                                                                                                  | 333333 \$11333                                                                                                                   | Engages relevant stakeholders in effective negotiations through knowing desired outcomes and encouraging others to support the same position |

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|                         | Junior Worker        | Worker                 | Senior Worker                | Team Leader                           | Manager                             |
|-------------------------|----------------------|------------------------|------------------------------|---------------------------------------|-------------------------------------|
| 3.2 Establishes clear   | Understands the      | Understands the        | Has a clear understanding    | Has a clear understanding of the      | Understands the scope of their role |
| expectations and        | scope of their role  | scope of their role,   | of the scope of their role,  | scope of their role, other roles      | and of the Service and seeks        |
| professional boundaries | and of the Service,  | other roles within     | other roles within the       | within the Service and of the Service | support or provides referrals for   |
| professional soundaries | and seeks support    | the Service and of     | Service and of the Service   | itself.                               | areas outside of scope as           |
|                         | for areas outside of | the Service itself.    | itself.                      |                                       | appropriate                         |
|                         | scope                |                        |                              | Seeks support or provides referrals   |                                     |
|                         |                      | Seeks support or       | Seeks support or provides    | for areas outside of scope as         | Ensures that all roles within the   |
|                         | Builds professional  | provides referrals for | referrals for areas outside  | appropriate                           | service are clearly defined         |
|                         | relationships with   | areas outside of       | of scope as appropriate      |                                       |                                     |
|                         | other team           | scope as appropriate   |                              | Ensures that roles within their team  | Builds strong professional          |
|                         | members, service     |                        | Builds and models            | are well defined under direction of   | relationships, a positive team      |
|                         | users, service       | Builds professional    | professional relationships   | the manager                           | culture and maintains diverse links |
|                         | providers and other  | relationships with     | with other team members,     |                                       | with other organisations within the |
|                         | stakeholders         | other team             | other ICH teams, service     | Builds professional relationships     | sector, partners and funding        |
|                         |                      | members, other ICH     | users, service providers and | with other team members, other        | bodies.                             |
|                         | Understands and      | teams, service users,  | other stakeholders           | ICH teams, service users, service     |                                     |
|                         | establishes clear    | service providers and  |                              | providers and other stakeholders      | Understands, establishes and        |
|                         | expectations and     | other stakeholders     | Understands, establishes     |                                       | models clear expectations and       |
|                         | professional         |                        | and models clear             | Understands, establishes and          | strong professional boundaries      |
|                         | boundaries with      | Understands and        | expectations and strong      | models clear expectations and         | with service users                  |
|                         | service users        | establishes clear      | professional boundaries      | strong professional boundaries with   |                                     |
|                         |                      | expectations and       | with service users           | service users                         | Responds to changes in service      |
|                         | Responds             | strong professional    |                              |                                       | user's situation                    |
|                         | appropriately to     | boundaries with        | Responds appropriately to    | Responds appropriately to changes     |                                     |
|                         | changes in service   | service users          | changes in service user's    | in service user's situation           | Manages stakeholder expectations    |
|                         | user's situation     |                        | situation                    |                                       | by providing expected timeframes    |
|                         |                      | Responds               |                              | Manages stakeholder expectations      | and keeps them informed of          |
|                         | Manages              | appropriately to       | Manages stakeholder          | by providing expected timeframes      | progress                            |
|                         | stakeholder          | changes in service     | expectations by providing    | and keeping them informed of          |                                     |
|                         | expectations by      | user's situation       | expected timeframes and      | progress                              | Promotes team understanding of      |
|                         | providing expected   |                        | keeps them informed of       |                                       | clear expectations and professional |
|                         | timeframes and       | Manages                | progress                     | Supports team members to establish    | boundaries and supports team        |
|                         | keeping them         | stakeholder            |                              | clear expectations and professional   | members to implement these in       |
|                         | informed of progress | expectations by        | Supports team members to     | boundaries                            | their practice                      |
|                         |                      | providing expected     | establish clear expectations |                                       |                                     |
|                         |                      | timeframes and         | and professional             | Monitors and holds team members       | Monitors and holds team members     |
|                         |                      | keeping them           | boundaries                   | accountable through supervision       | accountable through supervision     |
|                         |                      | informed of progress   |                              | and performance processes and         | and performance processes and       |
|                         |                      |                        | Reports any performance      | reports issues in other teams to      | reports issues in other teams to    |
|                         |                      |                        | concerns to supervisor       | relevant supervisors                  | relevant supervisors                |

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|                                                     | Junior Worker                                                                              | Worker                                                                          | Senior Worker                                                                                           | Team Leader                                                                                             | Manager                                                                                                              |
|-----------------------------------------------------|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| 3.3 Acts in a respectful and non-judgemental manner | Acts respectfully and communicates professionally                                          | Acts respectfully and communicates professionally                               | Acts respectfully and communicates professionally                                                       | Acts respectfully and communicates professionally                                                       | Acts respectfully and communicates professionally                                                                    |
|                                                     | Is open-minded to different points of view                                                 | Is open-minded to different points of view                                      | Is open-minded to different points of view                                                              | Is open-minded to different points of view                                                              | Is open-minded to different points of view                                                                           |
|                                                     | Respects and values others opinions                                                        | Respects and values others opinions                                             | Respects and values others opinions                                                                     | Respects and values others opinions                                                                     | Respects and value others opinions.                                                                                  |
|                                                     | Acts in a manner consistent with creating a safe space where others can express themselves | Recognises strengths in others  Acts in a manner                                | Recognises and promotes strengths in others                                                             | Recognises and harness strengths in others to achieve outcomes                                          | Recognises and harness strengths in others to achieve outcomes                                                       |
|                                                     |                                                                                            | consistent with creating a<br>safe space where others<br>can express themselves | Promotes and acts in a manner consistent with creating a safe space where others can express themselves | Promotes and acts in a manner consistent with creating a safe space where others can express themselves | Promotes and acts in a manner consistent with creating a safe space where others can express themselves              |
|                                                     |                                                                                            |                                                                                 | Models and promotes acting in a respectful and non-judgemental manner                                   | Models and promotes acting in a respectful and non-judgemental manner                                   | Embeds a respectful and non-judgemental manner in service delivery expectations and promotes this within the service |

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|                            | Junior Worker           | Worker                                            | Senior Worker                                     | Team Leader                         | Manager                       |
|----------------------------|-------------------------|---------------------------------------------------|---------------------------------------------------|-------------------------------------|-------------------------------|
| 3.4 Promotes a supportive  | Provides prompt and     | Provides prompt and                               | Provides prompt and                               | Provides prompt and                 | Provides prompt and           |
| and collaborative approach | professional service to | professional service to all                       | professional service to all                       | professional service to all         | professional service to all   |
|                            | all stakeholders        | stakeholders                                      | stakeholders and promotes                         | stakeholders and promotes           | stakeholders and              |
|                            |                         |                                                   | this within the team                              | this within the team                | establishes this as an        |
|                            | Works well in a team    | Works well in a team                              |                                                   |                                     | expectation in the team       |
|                            | environment and is      | environment and is                                | Works well in a team                              | Works well in a team                |                               |
|                            | supportive of other     | supportive of other team                          | environment and is                                | environment and is                  | Seeks to develop and          |
|                            | team members            | members, recognises their                         | supportive of other team                          | supportive of other team            | embed a strong team           |
|                            |                         | contributions, shares ideas                       | members, recognises their                         | members, recognises their           | culture which promotes a      |
|                            | Develops and maintains  | and seeks input from                              | contributions, shares ideas                       | contributions, shares ideas         | supportive and                |
|                            | positive relationships  | others, and contributes to                        | and seeks input from others,                      | and seeks input from others,        | collaborative approach        |
|                            | with all stakeholders   | team discussions and                              | and contributes to team                           | and contributes to team             |                               |
|                            |                         | planning                                          | discussions and planning                          | discussions and planning            | Builds and sustains positive  |
|                            |                         | Change Is a main as and                           | Character and account                             | Destinate and exceptions of estates | relationships with all        |
|                            |                         | Shares learnings and                              | Shares learning and resources                     | Builds and sustains positive        | stakeholders                  |
|                            |                         | resources with others                             | with others                                       | relationships with all stakeholders | Liaises with team members,    |
|                            |                         | Cumparts and callaborates                         | Cupperts and callaborates                         | stakenoiders                        | other teams and all relevant  |
|                            |                         | Supports and collaborates with other team members | Supports and collaborates with other team members | Liaises with team members,          | stakeholders                  |
|                            |                         | with other team members                           | with other team members                           | other teams and all relevant        | stakenoluers                  |
|                            |                         | Develops and maintains                            | Builds and sustains positive                      | stakeholders                        | Mentors, supports and         |
|                            |                         | positive relationships with                       | relationships with all                            | Stakeriolders                       | collaborates with other       |
|                            |                         | all stakeholders                                  | stakeholders                                      | Mentors, supports and               | team members to share         |
|                            |                         |                                                   |                                                   | collaborates with other team        | knowledge and resources       |
|                            |                         | Liaises with team members,                        | Liaises with team members,                        | members to share knowledge          |                               |
|                            |                         | other teams and all relevant                      | other teams and all relevant                      | and resources                       | Provides guidance and         |
|                            |                         | stakeholders                                      | stakeholders                                      |                                     | support to other workers on   |
|                            |                         |                                                   |                                                   | Provides guidance on complex        | complex issues                |
|                            |                         |                                                   | Mentors, supports and                             | issues to other workers             |                               |
|                            |                         |                                                   | collaborates with other team                      |                                     | Encourages and utilises       |
|                            |                         |                                                   | members to share knowledge                        | Encourages and utilises team        | team sharing opportunities    |
|                            |                         |                                                   | and resources                                     | sharing opportunities               |                               |
|                            |                         |                                                   |                                                   |                                     | Recognises the different      |
|                            |                         |                                                   | Provides guidance on                              | Recognises the different            | working styles of individuals |
|                            |                         |                                                   | complex issues to other                           | working styles of individuals       | and factors this into the     |
|                            |                         |                                                   | workers                                           | and anticipates reactions           | management of people and      |
|                            |                         |                                                   | Recognises the different                          |                                     | tasks.                        |
|                            |                         |                                                   | working styles of individuals                     |                                     |                               |
|                            |                         |                                                   | and anticipates reactions                         |                                     |                               |
|                            |                         |                                                   |                                                   |                                     |                               |

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|                                                                                                    | Junior Worker                                                                                 | Worker                                                                                                                            | Senior Worker                                                                                                         | Team Leader                                                                                                           | Manager                                                                                                               |
|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| 4. Responsive to Service                                                                           | e User Needs                                                                                  |                                                                                                                                   |                                                                                                                       |                                                                                                                       | -                                                                                                                     |
| 4.1 Recognises all people as individuals and takes into consideration their personal circumstances | Listens to other's perspectives/input  Recognises others' as                                  | Actively seeks, listens to and values other's perspectives/input                                                                  | Actively seeks, listens to and values other's perspectives/input                                                      | Actively seeks, listens to and values other's perspectives/input                                                      | Actively seeks, listens to and values other's perspectives/input                                                      |
|                                                                                                    | the experts in their own lives  Responds to individual preferences or needs when made evident | Takes into consideration<br>each person's life<br>experience, culture, age,<br>beliefs, ability and any<br>other relevant factors | Takes into consideration each person's life experience, culture, age, beliefs, ability and any other relevant factors | Takes into consideration each person's life experience, culture, age, beliefs, ability and any other relevant factors | Takes into consideration each person's life experience, culture, age, beliefs, ability and any other relevant factors |
|                                                                                                    | Equip and empower individuals by ensuring they feel safe and valued                           | Is flexible in how services are provided to support individual preferences and circumstances                                      | Is flexible in how services are provided to support individual preferences and circumstances                          | Is flexible in how services are provided to support individual preferences and circumstances                          | Is flexible in how services are provided to support individual preferences and circumstances                          |
|                                                                                                    |                                                                                               | Responds effectively to individual circumstances  Includes support persons, representatives, advocates or any other               | Includes support persons, representatives, advocates or any other relevant person/body to provide holistic support    | Includes support persons, representatives, advocates or any other relevant person/body to provide holistic support    | Includes support persons, representatives, advocates or any other relevant person/body to provide holistic support    |
|                                                                                                    |                                                                                               | relevant person/body to provide holistic support                                                                                  | Provides guidance and mentoring to team members about personcentred services                                          | Provides guidance and mentoring to team members about personcentred services                                          | Provides guidance and training to team members about personcentred services                                           |
|                                                                                                    |                                                                                               |                                                                                                                                   |                                                                                                                       |                                                                                                                       | Embeds person-centred practices at every stage of service delivery                                                    |

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|                            | Junior Worker            | Worker                    | Senior Worker           | Team Leader                 | Manager                   |
|----------------------------|--------------------------|---------------------------|-------------------------|-----------------------------|---------------------------|
| 4.2 Demonstrates a planned | Meets required           | Meets required            | Meets required          | Meets required timeframes   | Meets required            |
| and purposeful approach to | timeframes as directed   | timeframes                | timeframes              |                             | timeframes                |
| delivering services        |                          |                           |                         | Actively prioritises        |                           |
|                            | Prioritises tasks with   | Actively prioritises      | Actively prioritises    | workload and reviews        | Actively prioritises      |
|                            | assistance of supervisor | workload and reviews      | workload and reviews    | consistently                | workload and reviews      |
|                            |                          | consistently              | consistently            |                             | consistently              |
|                            | Communicates any issues  |                           |                         | Seeks to resolve issues and |                           |
|                            | to supervisor            | Seeks to resolve issues   | Seeks to resolve issues | where this is not possible  | Actively resolves issues  |
|                            |                          | and where this is not     | and where this is not   | communicates with their     | through multiple avenues  |
|                            |                          | possible communicates     | possible communicates   | supervisor                  | and reports to the CEO as |
|                            |                          | with their supervisor     | with their supervisor   |                             | required                  |
|                            |                          |                           |                         | Creates actionable,         |                           |
|                            |                          | Creates actionable,       | Creates actionable,     | achievable and measurable   | Creates actionable,       |
|                            |                          | achievable and            | achievable and          | plans to achieve goals      | achievable and            |
|                            |                          | measurable plans to       | measurable plans to     |                             | measurable plans to       |
|                            |                          | achieve goals             | achieve goals           | Collaborates with           | achieve goals             |
|                            |                          |                           |                         | individuals about service   |                           |
|                            |                          | Collaborates with         | Collaborates with       | delivery by promoting their | Promotes service user     |
|                            |                          | individuals about service | individuals about       | choice and control          | self-determination,       |
|                            |                          | delivery by promoting     | service delivery by     |                             | choice and control within |
|                            |                          | their choice and control  | promoting their choice  | Embeds a planned and        | the service               |
|                            |                          |                           | and control             | purposeful approach to      |                           |
|                            |                          |                           |                         | service delivery within     | Embeds a planned and      |
|                            |                          |                           | Supports team           | team processes              | purposeful approach to    |
|                            |                          |                           | members to deliver      |                             | service delivery within   |
|                            |                          |                           | planned and purposeful  |                             | team processes            |
|                            |                          |                           | services                |                             |                           |
|                            |                          |                           |                         |                             |                           |

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|                           | Junior Worker           | Worker                      | Senior Worker           | Team Leader                  | Manager                    |
|---------------------------|-------------------------|-----------------------------|-------------------------|------------------------------|----------------------------|
| 4.3 Seeks to identify and | Asks relevant questions | Asks relevant questions     | Utilises other's views  | Utilises other's views and   | Utilises other's views and |
| overcome barriers to      | about other's views and | about other's views and     | and understanding of    | understanding of their       | understanding of their     |
| accessing and engaging    | understanding of their  | understanding of their      | their situation to      | situation to improve         | situation to improve       |
| with services             | situation               | situation                   | improve service         | service delivery             | service delivery           |
|                           |                         |                             | delivery                |                              |                            |
|                           | Identifies strengths,   | Identifies strengths,       |                         | Identifies strengths, needs, | Identifies strengths,      |
|                           | needs, preferences and  | needs, preferences and      | Identifies strengths,   | preferences and              | needs, preferences and     |
|                           | aspirations             | aspirations                 | needs, preferences and  | aspirations                  | aspirations of diverse     |
|                           |                         |                             | aspirations             |                              | groups including service   |
|                           | Learns about issues     | Learns about issues         |                         | Learns about issues which    | users, stakeholders and    |
|                           | which may be a barrier  | which may be a barrier      | Learns about issues     | may be a barrier             | team members               |
|                           |                         |                             | which may be a barrier  |                              |                            |
|                           |                         | Seeks to address barriers   |                         | Seeks to address barriers    | Learns about issues        |
|                           |                         | through learning,           | Seeks to address        | through learning, tailoring  | which may be a barrier     |
|                           |                         | tailoring services, seeking | barriers through        | services, seeking team       |                            |
|                           |                         | team support, working       | learning, tailoring     | support and notifying their  | Seeks to address barriers  |
|                           |                         | with and/or referring to    | services, seeking team  | supervisor of any issues     | through diverse            |
|                           |                         | relevant stakeholders       | support and notifying   |                              | strategies                 |
|                           |                         | and notifying their         | their supervisor of any | Provides guidance and        |                            |
|                           |                         | supervisor of any issues    | issues                  | mentoring to team            | Provides guidance to       |
|                           |                         |                             |                         | members                      | team members through       |
|                           |                         |                             | Provides guidance and   |                              | training and supervision   |
|                           |                         |                             | mentoring to team       |                              |                            |
|                           |                         |                             | members                 |                              |                            |

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|                          | Junior Worker          | Worker                                                                                                                   | Senior Worker                                                                                                                                                                      | Team Leader                                                                                                                                                                                                           | Manager                                                                                                                                                                                                                                                                                                                                                                              |
|--------------------------|------------------------|--------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4.4 Maintains a focus on | Focuses on achieving   | Focuses on supporting                                                                                                    | Focuses on supporting                                                                                                                                                              | Focuses on supporting and                                                                                                                                                                                             | Focuses on supporting                                                                                                                                                                                                                                                                                                                                                                |
| achieving goals and      | goals or outcomes as   | and enabling others to                                                                                                   | and enabling others to                                                                                                                                                             | enabling others to achieve                                                                                                                                                                                            | and enabling others to                                                                                                                                                                                                                                                                                                                                                               |
| outcomes                 | directed by supervisor | achieve goals or                                                                                                         | achieve goals or                                                                                                                                                                   | goals or achieving                                                                                                                                                                                                    | achieve goals or                                                                                                                                                                                                                                                                                                                                                                     |
|                          |                        | achieving outcomes                                                                                                       | achieving outcomes                                                                                                                                                                 | outcomes                                                                                                                                                                                                              | achieving outcomes                                                                                                                                                                                                                                                                                                                                                                   |
|                          |                        | achieving outcomes  Regularly reviews plans/how services are delivered  Responds effectively to changes in circumstances | achieving outcomes  Regularly reviews plans/how services are delivered  Responds effectively to changes in circumstances  Supports team members to meet goals and achieve outcomes | Regularly reviews plans/how services are delivered Responds effectively to changes in circumstances Supports team members to meet goals and achieve outcomes Monitors team performance in achieving goals or outcomes | Ensures that service delivery processes support a goal focused approach and implements a monitoring system to ensure that the service operates effectively  Regularly reviews plans/how services are delivered  Responds effectively to changes in circumstances  Supports team members to meet goals and achieve outcomes  Monitors team performance in achieving goals or outcomes |

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