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| Position | **Mental Health Coach - Early Intervention at Work** | | | | | | |
| Reports to | **General Manager, Early Intervention at Work** | | | | | | |
| Work level | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| Team | **Early Intervention at Work** | | | | | | |
| Group | **Services and Supports** | | | | | | |
| Location | **Onsite at the Hub in Melbourne CBD/ Hybrid** | | | | | | |
| Direct reports | **Nil** | | | | | | |
| 1. Purpose of the position and link to strategy | | | | | | | |
| As a leader and innovator in workplace mental health, Beyond Blue aim to offer workplaces a proven, scalable early intervention service so it is easier for employees to access personalised support earlier, understand how to look after their mental health, to get well and stay well.  Specifically trained and supervised in Low intensity Cognitive Behaviour Therapy (LiCBT), the NewAccess Coach will provide guided self-help support using Beyond Blues evidence based model of care. The Coach is responsible for delivering effective client assessment, triaging and treatment sessions for people who access the service through their workplace between the hours of 8am and 8pm AEST. Based on demand the coach may be deployed to other Beyond Blue services and supports to maximise impact from available hours. | | | | | | | |
| 1. Key accountabilities of position | | | | | | | |
| Area of accountability   * Effectively engage and respond to enquiries, conduct initial assessment and signpost to services. Triage and refer clients as required and in alignment with the stepped model of care. * Provide LiCBT coaching services to support improved outcomes for service users, maintaining adherence to the NewAccess Service Guide. * Participate in supervision and liaise with line manager or delegate on caseload and case management requirements. * Ensure accurate recording, maintenance and security of all client records. * Maintain strong ethical practice. Comply with practice guidelines, relevant legislation and standards. * Identify and report client related risk - escalate and onward refer as required * Meet Key Performance Indicators including for direct and indirect service provision. * Deliver, as requested, support to other service lines for example moderation of online forums or support to other NewAccess services.   Community connection   * Provide appropriately individualised support, based on presenting needs of the client and their background. * Support stakeholder engagement and effectively represent Beyond Blue in workplaces and other community settings. | | | | | | | |
| 1. Key outcomes, or desired impact of role, linked to strategy | | | | | | | |
| Area of impact   * Supporting Goal – More people access support earlier, before mental health problems snowball. * Clients experience reduced symptoms of depression and anxiety and improved functioning. * People who engage with Beyond Blue have their needs met and their service experience is safe, personalised and efficient.   KPI’s/Goals are set in the performance review cycles – January to June / July to December as part of our [Thrive Framework](http://bbconnect.beyondblue.org.au/Pages/Performance-Review.aspx). | | | | | | | |
| 1. Core Capabilities | | | | | | | |
| Of the eight capabilities listed in our capability framework, the following behaviours are critical for role success:  **Communication**   * Uses vocabulary that is appropriate to the audience, is culturally inclusive and aligns language to Beyond Blue values * Communicates clearly and concisely * Engages in active listening and has an awareness of own and others communication styles and adapts accordingly * Is accessible, responsive and builds rapport, actively reaching out to engage or work with others and is conscious of nonverbal communication style   **Community centricity**   * Demonstrates active listening without judgment and observation of non-verbal cues to establish rapport * Has foundation knowledge of mental health and suicide prevention topics including the risks and protective factors, and the importance of self-care * Uses inclusive language and practices when working with or talking about different communities * Demonstrates empathy and understanding of mental health and & suicide prevention, respects lived and living experience of mental health and uses it to inform work   **Digital discovery**   * Is committed to competently learning and confidently using technology and digital platforms in daily work to increase efficiency and effectiveness * Uses online collaboration tools to connect, communicate and collaborate with others, and visually manage work with teams and squads   **Agility**   * Remains open and enthusiastic positive to change, sees the learning opportunities | | | | | | | |
| 1. Specific Job Competencies | | | | | | | |
| Education/qualifications   * Diploma of Low intensity Cognitive Behaviour Therapy or equivalent.   Experience   * Understanding of professional ethics and boundaries. * Desirable - Experience in working within education, Australian Public Services, corporate leadership or community services. * Desirable – experience delivering Low intensity Cognitive Behaviour Therapy and/ or community services.   **Key essential skills**   * Able to work in partnership with individuals to provide guided self-help. * Strong interpersonal skills and demonstrated ability to build rapport, treating clients with empathy, dignity and respect. Ability to extend interpersonal skills to networking and community engagement. * Demonstrated commitment to reflective practice. * Competent with Microsoft Office Suite. * Highly organised and ability to self-manage workload. | | | | | | | |
| 1. Values leadership and our culture at Beyond Blue | | | | | | | |
| Beyond Blue Values  We all play a part and take responsibility for our impact on the culture at Beyond Blue, in line with our [Values](http://bbconnect.beyondblue.org.au/Pages/beyondblue-Values.aspx).  Cultural competency  Beyond Blue strives to maintain a culturally competent and inclusive workplace. All employees are expected to undergo regular cultural competency training as part of their professional development plans. | | | | | | | |