



Ideas for Self Directing Supports

Employing Staff

This resource was created by Ellis MacRae & Associates Pty Ltd and Lifestyle Solutions Ltd and has been adapted by *Resourcing Families* with their permission.

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Useful resources and links

Glossary of Terms

Self Directed/Self Managed

These terms can be used interchangeably throughout this resource. Self managed and self directed both mean that you can take responsibility for how supports are directed and managed. If you have an individualised funding package then the funding is in the name of your family member and cannot be spent without your direction and approval.

Service Provider

A service provider may be required to hold funds and take responsibility for the legal and insurance requirements and payroll of any staff you may employ. A service provider may assist you but this does not mean they direct the supports that you receive, as you are in a position to take the lead around these things. The service provider you choose may have to be accredited by your funder but they may not have to be a disability specific organisation.

Section One

What is self direction?

What does it mean?

The key principle behind the idea of self directing or self managing support is that you and your family member are able to be in control of the funding and be the decision makers over the individualised support arrangements. The right individual supports should enable your family member to participate in the typical, everyday life of the community. This means that they don't have to fit into something already set up by disability service providers and that the arrangements will be unique and not for a group of people.

If you are opting for a self directed approach you will need to create a plan for what your family member wants to be doing during the week and how funds will be spent to support that. It is important that you have clear ideas about what your family member's life could be in order to help you create a meaningful plan to work towards the vision you have for their life. Think big and about things that really matter such as; dreams, interests or passions they want to pursue, connections they want to make in the community, goals they want to achieve and new things they want to learn or experience. The plan should set out some of the short-term goals that will help your family member achieve the direction they want their life to take.

None of these decisions have to be made completely by yourself, however, as you can get help from your support networks or a service provider that could assist you with the planning process. If you do ask for assistance from a service provider it may be something you are required to pay for as part of the funding package, so make sure you ask about these things upfront. It is your decision as to how much help you want from other people and who you want that help from. Some people want to take as much control over supports as possible; including recruiting, hiring and managing staff. Others want a service provider to take more responsibility over these things. The important thing is that you retain as much choice and control as you want and are able to review this should you want to take more control over any supports in the future.

What does the Government have to do with self direction?

The NSW Government, through Ageing Disability and Homecare (ADHC) is interested in supporting families develop their capacity to take up self directed support opportunities by offering individualised funding packages for eligible people. ADHC has been progressively individualising some of its current programmes and they are referred to as self managed models. ADHC intends that these opportunities will help prepare people for the National Disability Insurance Scheme (NDIS) that is gradually rolling out across NSW and the rest of Australia. The NDIS will provide individualised funding packages for people who are eligible to participate.

Under the NDIS supports will be:

- **Individualised** - funds will be provided to an individual and not an organisation, service or group of people
- **Self Directed** – eligible participants will have choice and control over how they spend their funds to support their daily lives.
- **Portable** – funds move with the person if they move interstate or can be directed to be spent differently if the need arises.
- **Flexible** – funds for support should fit the person not the other way around.

If your family member is currently receiving ADHC funding and you wish to self direct supports you can register your interest with ADHC by contacting 1800 605 489 or emailing livinglifemyway@fac.s.nsw.gov.au

For more information please see the following websites:

ADHC Living Life My Way Link:

[http://www.adhc.nsw.gov.au/about us/strategies/life my way](http://www.adhc.nsw.gov.au/about_us/strategies/life_my_way)

NDIS Link:

<http://www.ndis.gov.au/>

Roles and Responsibilities

It is really important to think through what you want to be responsible for, so that if you are working with a service provider you can negotiate clearly who does what. You may need to have a number of discussions about this so that everyone is clear on their roles and responsibilities. These understandings should also be formalised and written in a service or partnership agreement with the service provider. This is so you have something to refer to in order to keep things on track and as agreed.

You and your family member make the decisions about what they do, when they do it, with whom and who will be employed to support them, subject to the guidelines of the Government programme you are funded within. The service provider you choose holds the individualised funding package on behalf of your family member. The service provider takes on the administrative responsibilities and acts as the legal employer of staff. As such, they will ensure that police and other compulsory employment checks are carried out, that staff are paid and covered by insurance, pay your invoices and send you regular financial statements.

Choosing a service provider

At present a number of ADHC funded self managed programmes require participants to work with a service provider who holds and acquits the funding. Before choosing a service provider to work with it is important to be prepared for entering into a service agreement.

First steps

- Find out which service providers are accredited to provide self managed programmes in your local area. Some providers offer statewide services and are also an option to consider.
- Interview a number of service providers (3 to 4 if possible) to understand what their attitude and experience is around individualised funding.

- Think through a positive vision for your family member's life and be able to share what your hopes and dreams are for them.
- Consider what a meaningful week would look like for them based on their interests, goals and aspirations.
- Determine what you and your family want to take responsibility for and what you want the service provider to do or help you with. Make sure this is clearly documented in a service agreement between your family and the service provider.

For information on choosing a service provider, contact the Ageing Disability and Home Care Information, Referral and Intake number in your area. To view the contact list, visit the ADHC website: http://www.adhc.nsw.gov.au/contact_us

Possible questions to ask the service provider

- What experience does your organisation have for supporting people into individualised funding arrangements?
- Could you share some examples of how these people are supported to spend their time?
- Are you able to provide assistance with planning for our family member's daily life and if so, how would you do that?
- Would it be possible to speak with another family you are assisting to self manage their supports?
- My family member is interested in **[whatever the interest may be]**. Could you describe how he/she could be supported to pursue his/her love of painting/swimming/newspapers/ etc.?
- My family member would like to explore a range of possible interests in ordinary places to find out his/her passions. Are people in your organisation in planning roles familiar with what is available in the local community so that we can share ideas? **(Remember you can do the planning and you may not need to request help from a service provider)**
- If we were to use a support worker from your service, how would they facilitate my family member to be a part of these ordinary community groups?
- **(Or alternatively)** We would like to recruit, hire and train our own support staff. Can you support us to do that?
- How will we work on a service agreement together?

- Our family would like to take responsibility for **[list the things you want to be doing e.g. developing your personal plan, employing staff etc.]**. Is this something you would agree to?
- What things would your service take responsibility for (e.g. insurance, WH&S, payroll)?
- What percentage of our family member's individual budget do you charge for administering the funds and what does this include?
- Is this administration fee negotiable based on who does what? **(Currently service providers can charge a maximum administration fee of 12% and some families have negotiated this down when they have demonstrated that they are performing the majority of tasks.)**
- What charges or fees for service are not included in this administration fee? **(Some service providers may not include support for planning or hiring and training staff in the administration fee and charge them as additional costs.)**
- Who would be our contact person in your organisation and how often would we communicate?
- How will we be able to provide feedback about how the partnership with your organisation is working?
- What are your policies and procedures if either party in the agreement is no longer happy with a situation or incident?

Entering into a Service/Partnership Agreement

A service/partnership agreement is a written agreement that can set out:

- the supports provided under the service agreement
- the cost of those supports
- how, when and where you would like your supports to be provided
- how long the supports need to be provided
- when and how the service agreement will be reviewed
- how any problems or issues that may arise will be dealt with
- your responsibilities under the service agreement – such as letting your provider know if you can't make an appointment
- your provider's responsibilities under the service agreement – such as working with you to deliver your supports in the right way
- how you or your provider may change or end the service agreement.

You can look at a model service agreement from the NDIS website.

<http://www.ndis.gov.au/document/448>

Self directing means that you and/or your family will:

- develop a vision for your family member's life
- create a plan with short-term goals which will achieve the vision you have for your family member's life
- decide how you want the money spent to achieve these goals and stay within the funding budget
- review and change the plan when interests, needs and desires change
- decide who to have as paid staff, including recruiting you own staff if desired
- train and direct paid staff who provide support
- provide constructive feedback about how well paid staff are providing support
- monitor the budget and how it is being spent
- keep in regular communication with the service provider managing the funds
- be informed about Workplace Health & Safety requirements and conform to these requirements.

Section Three

Making a Plan

Planning is something that everyone automatically does in their lives – it's just that it is not often thought about as planning. When we have things in our life that we want to achieve, such as getting a job, then we need a plan to make this a reality. This could include studying to gain a qualification, searching out relevant work experience and writing a résumé.



Maybe in the past some of the planning experiences you have been involved in were narrow in their focus. These plans may never have addressed important things in life such as; personal fulfilment and development and a sense of belonging with significant people and within your community. In a self directed approach these considerations are vital, as the vision for your family member's life should be broad, positive and explore possibilities. It should have a progressive direction that looks at the development of their skills, opportunities and experiences into the future. From this big picture thinking you can then work out the smaller steps or goals in the plan to achieve these things.

It is important that you direct the planning process so that you have maximum control over your family member's personal plan, how they will be spending their time and how they will be supported. It is the starting point for having authority over making decisions and puts you in a position to say clearly what it is your family member wants, when, where and how. It does take time to plan but most people value having control and choice over the things that really matter to them.

Please turn to the next page to view an example of a plan for a man called Paul.

Paul's Dream and Vision for the future

*Things that are important **TO** Paul and things that are important **FOR** Paul*

Paul is 23 years old and lives with his parents in their home. He is a young man who is interested in sport (tennis and soccer), loves action movies, fast cars and fishing. He has a significant intellectual disability and a physical disability. His vision is to have an ordinary, good life as a member of the community.

Long and short-term things that are important **TO** Paul are that:

- he can pursue some work-related opportunities in line with his interests
- he has opportunities to follow his interests in the community
- he learns better communication skills
- he maintains a close and good relationship with his parents, sister, brother and extended family
- there are people in his community who get to know him
- he can get from place to place easily
- he can be part of his spiritual community
- he saves money to go to the Grand Prix
- he moves out of his family home in about 5 years' time to live in a place of his own which is close to his parents' home.

The things that are important **FOR** Paul are that:

- he has paid staff who share his interests
- his staff know how he likes his personal care needs attended to
- he takes his medication regularly
- his paid staff work in the morning and the afternoons, and occasionally at the weekend
- he has confidence in his staff to help him live a good and interesting life.

Paul's plan has been drawn up by a small group of people including his parents, brother and sister who know him well and what his interests are. It was developed by:

- spending time listening to Paul (even though Paul does not speak)
- knowing Paul and thinking about him and the kinds of things that he will look forward to
- knowing what he likes and what he doesn't like
- working on how he is going to achieve his goals.

Many of the things in Paul's plan do not have to be provided by a specialist disability service provider and can be found in a typical community. This is a good approach because it automatically centres Paul's life in his community where he can begin to meet new people.

Some people may call this a person-centred approach to planning. Person-centredness is about thinking about the person first and not the disability. It is about arranging supports that are unique to the individual and the life they want to lead.

How to plan

You can always ask people you know to help you with planning. Other people can provide more ideas, resources and networks to draw from. It is important that these people know your family member well and can positively support their personal goals and can freely give of their time to do so.

Keep a look out for more resources, ideas and people's stories about self directing supports from different websites. The ones listed at the end of this resource are a good start.

Consider your funding and budget

You need to know the amount of funding for each year before you can draft a plan. You will need to do an estimate of the costs to carry out your plan. This is especially important for working out how many hours you can employ someone to assist you as paid staff. Seek the help of others, including the service provider if you need to.

Section Four

Employing staff

It is helpful to start out by reviewing what you already know about recruiting staff, how confident you feel and where you might need advice. The answers to these questions will impact on how much advice you seek and the extent of the responsibility you take on. It would be a good idea to discuss your expectations with the service provider around who will do what in the recruitment process before you get started.

What do you know about recruiting staff?

Use this checklist

DO YOU:	Y	N
know how many hours in each week your funding will cover paid staff and what hourly rate they will be paid?		
know what kind of person(s) you want to employ?		
know how to create a job description?		
know how to draft an advertisement for staff?		
feel confident about interviewing staff?		
have a list of questions to ask at interview?		
know who else could sit on an interview panel with you?		
think you can train staff in the way you want them to, and get to know the person?		
know how to provide paid staff with feedback about how they are going with the job?		

What kind of person do you want to employ?

You can use this checklist as a tool to consider what is important to you when it comes to hiring paid staff. If there are other characteristics which are important to you, you can add them to your list.

The most important or essential characteristics you want in a staff person:
Use this checklist

I want to employ someone who:	Important	V.Important	Essential
▪ is punctual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ is dependable and reliable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ has a driver’s license	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ shares my interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ has a sense of humour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ is positive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ is confident with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ is quiet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ has good communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ is patient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ is flexible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ can think on their feet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ makes good judgment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ will seek advice if unsure of something	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ has good listening skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ will do what I want them to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ lives close by	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ shares my cultural background	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ is well connected in the neighbourhood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ has community connecting skills and ideas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ can work shifts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ can work part-time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ can help lift and transfer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ has a knowledge of wheelchairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ is a young person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ is a mature person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ is a people person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ is physically fit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ will carry out personal care support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other characteristics which are important or essential for me in a support worker:

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Matthew's Story:

Self managed funding has meant that Matthew can live a life that suits him – that enables him to do the things that will keep him healthy and expand his interests, his skills and his relationships.

We found people to provide support by starting with people we know and then by advertising. We have discovered that it is important to have more than one staff member to ensure ongoing support. If you are relying on one person and they leave or are sick, that is an issue.

Before hiring anyone, we talk about the talents they bring. We want people who are reliable, who are outgoing and who will help Matthew make connections. Matthew cannot speak for himself so we also want people confident enough to speak up for Matthew if necessary.

We also share with staff our expectations and the reasons for them. We train Matthew's staff to work specifically with Matthew, since his needs are the priority and he has different needs to other people. The training is tailored for him.

It is also important for Matthew to use his walker and walk. With this support and with the assistance of his staff he walks and does not have to rely on his wheelchair. It helps maintain his strength and flexibility. We are able to make sure that the people we hire to support Matthew are comfortable with this focus and understand it.

It is very important that anyone providing support has good rapport with Matthew. They need to connect with him. In thinking about what Matthew's week will look like,

we are guided by his goals, his needs and what he enjoys. He needs to be fit and he loves to swim so that is a great thing for him to do. It also provides him with the possibility of social interaction.

It is important to keep track of what Matthew is doing and how he is spending his funding. We keep a diary that is filled in every day. It notes who he has met, where he has been, what he has done and what he has spent. We keep a copy of our vision for Matthew's future at the front of the diary to remind us of what it is all about.

Wendy, Matthew's mum

Tasks to be carried out by a paid worker

Another important aspect of deciding on the kind of person you want to employ is to work out what you want the person to do.

Here is Paul's completed checklist. It might help you to decide what you want the paid staff to do. It is important that the tasks reflect the goals that are in the plan.

Paul needs paid staff to:

- support him to participate in his interests in the community
- get together with friends and meet new people
- help him get connected with others in the community
- help him participate in his faith community
- help him communicate
- help him record his money and keep it safe
- act as a positive role model
- help him to learn new skills and keep the skills he already has
- help lift and transfer him
- drive him to places
- teach him to use public transport
- help him with personal care.

Identify what you need paid staff to do

Use this checklist:

I need paid staff who can support my family member:

- to participate in their interests in the community
- to get together with friends and meet new people
- to connect with others in the community
- to participate in his/her faith community
- to develop their communication
- to record how they spend their money and keep it safe
- by acting as a positive role model
- to learn new skills and keep the skills I already have
- with mobility support including lifting and transferring
- with transportation
- to use public transport
- with personal care (list the help you need).
- _____
- _____
- _____
- _____
- _____
- _____

Tailoring a paid staff role to support your goals

You could employ different people for different roles, reflecting the different aspects of your family member's life and the goals they want to achieve. This will help keep support centered on interests and personal development.

Have a look at the table below to get some ideas of how a paid role can be created from individual goals. There is some blank space for you to think about goals specific to your family member and what sort of paid role you are looking to create.

Goal	Assistance needed to achieve it	Job Title
Study a course in	Someone needed to assist with getting to classes and taking notes	Study Assistant
Find more community groups to join	Someone to assist in finding, joining and meeting people in community groups	Community Connector/ Facilitator
Improve computer skills	Someone to teach computer skills	Technology/Computer Tutor
To move into my own home	Someone to help teach things around the house and independent living skills	Homemaker's Assistant
Improve fitness and health	Someone to help me get fit and healthy	Healthy Lifestyle Facilitator/ Personal Trainer

Writing a job description and criteria

Once you have a clear idea about **(a)** the kind of person you want to employ and **(b)** what you want the person to do, you are ready to write a job description and the criteria you want in the people you employ.

A job description is the list of tasks that you expect the person employed to do. The criteria are what you are looking for in a person. An example of a job description and criteria follow.

A Vision for Paul

Our family wants Paul to lead a meaningful life in his community with the freedom to pursue his personal passions and interests, find a work role that enables him to contribute and become an active member of his community. We have high expectations for the things that he can achieve and the possibilities that will present themselves within his life. We support him to be a lifelong learner, develop his independence and have varied and rich life experiences.

Summary of Paul's Plan:

- pursues work opportunities
- follows his interests (tennis, soccer, action movies, fast cars and fishing)
- learns to communicate better
- keeps good relationships with his family
- moves out of home in about 5 years into a place of his own with the support he needs
- meets lots of different people in the community who will get to know him
- uses public transport
- attends his church
- saves money to go to the Grand Prix.

Paul wants people who:

- share his interests
- carry out his personal care needs in a way that suits him
- assist him with his medication
- are flexible in when they work
- are interested in helping him lead a meaningful and interesting life.

Job Description for Paul's Assistant

- Assist Paul to pursue individual interests in the community and join community associations connected to these interests.
- Support Paul to volunteer at a local business or community organisation to pursue work-related opportunities in the future.
- Assist Paul to develop and maintain communication skills and get to know others in the community who share his interests.
- Assist Paul with personal care requirements as directed.
- Ensure that the Paul's health is maintained and appropriate preventative health care is taken, including administration of medication.

Job Description

Use this space to draft your own job description.

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Drafting your own criteria for staff

Have a look at the essential criteria for Paul’s assistant to see how it matches his interests and job description.

Paul’s Assistant

Essential Criteria:

- Commitment to the full participation of people with disability within the community
- Excellent communication skills – speaking and listening
- Able to help another person learn
- Is good with people
- Has an outgoing personality
- Is reliable and punctual
- Able to problem solve
- Confident
- Shares interest in motor sport, fishing and sport more generally.

Use this space to draft the qualities you are looking for in a paid assistant.

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Writing an advertisement

It's a good idea to keep advertisements short, to the point, and written so as to attract people looking for a job. You can use the following examples to help you write your own advertisement.

**Personal Assistants
(Community workers)**

I am seeking 2 confident, outgoing people to assist me to live my life to the fullest.

If you are a good communicator, are interested in sport, and are a "people person" then this is the job for you.

The positions are part-time during weekdays and occasional weekends. Driver's license essential.
Training is provided.

For more information and to receive an application form call XXXX XXX XXX

<p>Energetic, patient, kind female (18 - 30 yrs) wanted to support young woman (23) in pursuing sporting activities. Must be prepared to swim year-round. Car essential. 5 - 12 hrs p/wk. Casual basis. Phone Suzanne XXXXXXXXXXXX</p>	<p>Patient, confident female 18-35 yrs required to support young woman (23) in personal care, cooking, shopping and house-keeping duties. Minimal hands-on required, mainly verbal prompting/support. Casual 10 hrs p/wk. Phone Suzanne XXXXXXXXXXXX</p>
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Home Maker's Assistant

I am a young woman with an intellectual disability and I'm looking for someone to help me gain further independence in preparation for leaving home. I need someone to assist me with personal laundry, meal preparation and getting organised for work and my life in general. This is a casual role and days and times will be worked out when I find someone that looks right.

The pay is approx. \$24.00 per hour

I would like a happy, community minded local who lives in the Bay and Basin area. I have always lived an ordinary life like my brother and sister so I'm not really looking for someone who has disability experience. I just need someone who gets to know me and help me make a home of my own. If you are organised, encouraging and know how to run a home please email Meg, my mum, for further information
meg@XXXXXXXXXX.com

Before you write and place an advertisement, it might be a good idea to show the criteria and job description to a few people and ask for comments. You want to particularly make sure the plan and goals of your family member are reflected clearly in each.

Tips for finding the right staff

- Try to match the interests of your family member with the staff you are looking for and someone that is of a similar age group.
- You can employ people on a casual basis. This flexibility may suit you and your employee.
- It is ok to be nervous but also trust that when you put your advertisement out you will find good people.
- If you are interviewing and you are not happy don't be afraid to re-advertise.
- Don't just take anyone.
- Take it slowly – when the staff member starts, be there and get to know them
- Having a few different staff members is a great way to for your family member to learn different skills from different people.

Advertising for Staff

Advertise Online

Gumtree is an Australia wide online local classified website. It is free to advertise and has easy step by step instructions.



www.gumtree.com.au

Advertise on community notice boards

TAFE

University

Libraries

Neighbourhood Centres

Shopping Centres

Community Centres

Churches

Mosques

Synagogues etc.

Local Newspapers



You may have to pay to have the advertisement placed. Take time to think about how it would stand out in the paper. Look at the kinds of adverts that are usually in your local paper and which you think look good. Call them and ask for the cost.

Word of Mouth

Your family and friends may know of people who are interested in working with you. Ask them if they know of anyone they can tell about the job.



Taking calls

It is always good to get people to call you about the job because you can tell a lot about a person by the way they talk on the phone. Once you have advertised, you need to be ready to take calls. Have a notebook by the phone which is ready to record:



- the person's name
- their address, telephone number, and email address
- space for any notes you might want to make when you are speaking to the person.

Another idea is to have one or two questions which will immediately rule people out so that you don't have to have long calls from people who are not going to be suitable or don't meet the criteria. For instance, if it is essential that the person has a driver's license, then ask this question early in the call.

While you are speaking to people on the phone, inform them that they will receive an information package and that the application form must be completed and sent back by the closing date you have nominated. Asking people to fill in an application form will test if they are really interested to get the job. If appropriate, you can get them to forward their résumé.

Follow-up with people who have called

You can post or email a package of information to the people who have called and with whom you have agreed to send out further information.

The package of information can include:

- the job description
- the criteria
- an application form.

It may be that the service provider that is holding your funds will have an application form that you can use or adapt. Remember that before you post or email an information package, you have to decide on the closing date for applications. Ensure that you don't put anything in the information package that can identify you, such as your home address.

Some people also send a short bio of their family member:

I am a young man aged in my early 20s. I am interested in having a full and exciting life. In particular, I would like to eventually find work doing something that really interests me. I learn well when people have high expectations of me.

I love motor sport, and also like to relax through fishing and movies.

My dream is to eventually live in my own home, close to my family, with the support that I need.
I have an intellectual and physical disability.

Use this space to draft a personal bio.

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Choosing which people to interview

When you receive applications, use the criteria and the job description you have developed to decide who you will interview. Other people can be invited to assist with interviewing, including family members or friends, so you can discuss potential candidates with someone else.

Interviewing

As a general rule an interview should take no more than 45 minutes.

The purpose of the interview is to gain information about the person in a variety of matters, including their:

- personality and values
- life experience and common sense
- attitude to people of all abilities and backgrounds fully participating in all aspects of community life
- communication skills, including listening
- availability and flexibility
- willingness to take instructions from you and/or your family
- ability to quickly problem solve and make adjustments.

It is important to:

- have the questions prepared and written
- share out the questions between the people interviewing before the interviews start
- tell the person how long the interview will take
- give the person time to ask any questions they may have
- tell the person when they are likely to hear back from you.

Other ideas

Some families have taken a less formal approach to interviewing and may not request an application form but rather choose to meet with a potential candidate in a coffee shop to begin to get to know them. Others invite the person over for dinner so they meet the whole family and they can determine if they fit into the family culture.

Here are some possible questions and the reason for asking them. This is an example only – you will need to develop your own questions based on what you are looking for.

Possible questions	What are you wanting to get out of the question
Why are you interested in this job?	That this is not just a 'fill-in' job – it is a real job and that the person is genuinely interested in people and to see whether they think it is a real and important job
Do you have other jobs at the moment?	Whether this is going to be a barrier to the hours you need people to work with you.
What times and days would you be available to work?	To find out the person's availability.
What was a job you have had in the past which you really liked and why?	To get them talking about themselves so you can make good judgments about them.
What do you like doing when you are not working?	To ensure that they have a balanced life and that there is a match of interests.
Can you tell me something that you are proud of achieving in your own life?	To hear them talk about their own achievements.
Tell us briefly about a time in your life when you were tested or challenged (in work or personal life). How did you deal with the challenge? What qualities did you call upon from yourself?	To see what qualities they have in order to get through difficult times and how they cope.
What else would you like to know about the job?	To see how much they have thought about the role.

Drafting your own interview questions

Possible questions	What are you wanting to get out of the question
Q1	
Q2	
Q3	
Q4	
Q5	
Q6	
Q7	
Q8	
Q9	
Q10	

After the interviews

After you have decided on whom you would like to employ, successful applicants will need to be contacted and relevant checks made. Unsuccessful applicants will also need to be notified.

Staff Training and Orientation

On the date that new staff starts, it is helpful to have a training and orientation schedule ready which ensures that they:

- get to know your family member as quickly as possible
- receive practical information on how you and your family member want the support to be provided
- receive information about communication with you and your family member
- understand the roles and activities which reflect your family member's goals and where they require support
- are given background information about the government programme your family member is funded through and the principles of self management
- receive any other information relevant to the position.
- are given specific written information in a folder for them to keep. For example specific instructions about how supports regarding medications should be provided.

On the following page you will find an example of Paul's orientation and training schedule for the first three weeks.

When	What	With whom
First week	<ul style="list-style-type: none"> • Spend time hanging out with me at home, getting to know me. • Agree on the hours to be worked and which days and times. • Discuss any risks and occupational health and safety issues as they relate to me. • Learn about my health and medication and personal care needs • Look at my plan with me and learn about the things that I want to do now and in the future. 	Me, my mother or father My mother My mother Me, my father Me, my mother and father, brother and sister
Second week	<ul style="list-style-type: none"> • Learn about what I like to do and how I like to do it. Go out with me and my mother or father. • Get more familiar with my communication • Have a meeting so that the new worker can ask any questions 	Me, my mother/father Me, my father Me, my mother
Third week	<ul style="list-style-type: none"> • Start to support me on my own – at home and when I go out. 	Me

Drafting the first 3 weeks of staff orientation and training

You can use the blank schedule on the next page to start working out a plan for staff orientation and training suited to your family member. Use extra paper if required to draft the orientation schedule. You may also need the orientation schedule to last longer than 3 weeks.

When	What	With whom
First week	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
Second week	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
Third week	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	

You may also need to write a weekly roster so that everyone knows which days and hours staff will be working. Shifts can be arranged so that people are working when your family member wants to do things in the community or at home.

Employer and employee expectations

From Perth Home Care Services *Managing Your Own Support, 2011*

Families can expect employees to:

- be punctual, ready to work and keep totally focused while on the job
- be honest, cheerful and attentive
- refrain from bringing other people and pets to work without permission
- be clean and tidy and dressed appropriately (families can decide on the standard)
- not make private mobile phone calls and send text messages during work times
- be free from the effects of any substances, including alcohol or drugs
- undergo and present the results of a police check for working with vulnerable people
- keep any information about your family private and confidential
- refrain from talking about any other family they may work for
- follow your instructions and request permission from the family before varying those instructions
- have their car clean, registered, adequate fuel, appropriate safety fittings and adequate seating
- drive lawfully, carefully and defensively
- give adequate notice if they are unable to work or wish to resign.

Employees can expect:

- they will be paid the agreed rate and on time
- to be treated respectfully
- to receive clear direction and enough information about the job to be done, which may include ongoing training opportunities
- to answer questions if some things need more clarification
- to have a safe working environment and to have current public liability household insurance cover
- to be provided with contact numbers if changes to work times are necessary or in case of an emergency
- to be provided with copies of agreements and all documentation for taxation purposes
- for their concerns to be heard and considered

- to receive respectful and helpful feedback about how they are going, whether they are going well, or whether they need to develop some extra skills
- to be notified with adequate time if their work hours change or if they will not be needed for a shift (for example, if your family member is unwell).

What happens if staff don't work out?

Make sure that you have ongoing, respectful and clear communication with an employee about things that they are doing wrong or that they need to develop some extra skills around. It will be helpful if you have made notes about why an employee is not working out. For example, an employee may be constantly arriving late.

You need to be sure you have made every effort to communicate clearly what the person needs to do to fulfill their role. If, however, they are unable to take on board your instructions or advice, or are unable to fulfill the tasks that the position requires then it may be necessary to terminate their employment.

If possible, give adequate notice as to the end of their employment. If the situation becomes completely unsatisfactory, you may need to ask someone to leave immediately. You can get advice from the service provider you are partnering with about the process if an employee is not working out for you.

Please visit the following websites for more information on letting staff go:

Pearl Staffing Options

<http://pearl.staffingoptions.com.au/Article/Index/1068>

Fair Work Australia

<http://www.fairwork.gov.au/ending-employment>.

Useful resources and links

Resourcing Families, NSW, Australia	www.resourcingfamilies.org.au
Family Advocacy, NSW, Australia	www.family-advocacy.com
In Control, UK	www.in-control.org.uk
Family Managed Supports Resource Centre	http://fmsresourcecentre.aacl.org/
Alberta Association for Community Living Canada	www.aacl.org
Families Leading Planning, UK	www.familiesleadingplanning.co.uk
Circles Network – Building Inclusive Communities, UK	www.circlesnetwork.org
Pearl, Australia	http://pearl.staffingoptions.com.au/Article/Index/1074
Belonging Matters	http://www.belongingmatters.org/
In Charge	http://incharge.net.au/
Pave the Way	https://www.pavetheway.org.au/links
ADHC self managed model	http://www.adhc.nsw.gov.au/_data/assets/file/0006/241683/ADHC SM M booklet Nov2011.pdf
ADHC Living Life My Way	http://www.adhc.nsw.gov.au/about-us/strategies/life my way
National Disability Insurance Scheme	http://www.ndis.gov.au/