



POSITION DESCRIPTION	
Part 1 – Expectations	Employee
Attachments	Addendum A *Outlines the specifics of the allocated Directorate/Portfolio

About EACH

EACH provides an integrated range of health, disability, housing, counselling, and community mental health services across Australia. We offer a wide range of supports to assist members of our community to lead happier, healthier lives. Our staff are a collective workforce of over 1,700 paid employees and over 250 volunteers.

More information is available at: <http://www.each.com.au>

Our vision	Everyone has the power to live well.
Our purpose	Health and support services that improve lives and strengthen communities.
Our values and behaviours	<p>We care.</p> <p>We welcome you with empathy and hope.</p> <p>We believe making change is possible for everyone.</p> <p>We listen.</p> <p>We take time to understand you, your experiences, and your culture.</p> <p>We work with you and the people important to you, to build the right supports.</p> <p>We learn.</p> <p>We evaluate our actions and always seek to improve.</p> <p>We deliver.</p> <p>We have a 'can do' attitude and find ways to say 'yes'.</p> <p>We do what we say we're going to do.</p>



Expectation of Employees

A key focus of this position is to work collaboratively with their team members, their Directorate and across other Directorates.

They are responsible for leading delivery and/or community through their own contribution.

It is expected that all employees consistently model EACH's values and behaviors and ensure EACH's culture is inclusive, safe, and engaging.

Employee Responsibilities

Employees are responsible for:

- Assessing for quality, safety and risk and taking actions that keep myself, customers, community and staff safe
- Partnering with my team, others at EACH, our customers and community to achieve great outcomes
- Creating a safe, respectful and culturally appropriate space to foster growth, learning, belonging, health and wellbeing
- Contribute to tracking progress and outcomes to ensure alignment with EACH's goals and to reliably deliver on performance targets
- Working within the program/role guidelines and professional boundaries of my role
- Demonstrating behaviours at all times that align to EACH's leadership standards and recognises that you are an ambassador of EACH.

Quality:

EACH staff are required to participate in continuous monitoring and improvement and comply with legislation, professional standards and accreditation standards and any other governing laws that apply from time to time.

EACH staff must have and maintain the appropriate skills and knowledge required to fulfil their role and responsibilities. In addition, they must practice within the specifications of this position description, and where applicable within the agreed scope of practice.

Safety & Wellbeing:

EACH is committed to providing and maintaining a working environment for all staff that is safe and minimises risk to health. All staff are to take care of their own health and safety and the health and safety of any other person who may be affected by their acts or omissions at the workplace.

As an Employee you understand your responsibilities and accountabilities to yourself



and others in accordance with OH&S legislation across the various jurisdictions and EACH's policies.

EACH Child Safe Commitment Statement:

EACH is committed to promoting and protecting the best interests of children and supporting a child safe culture. EACH has zero tolerance for child abuse. Everyone working at EACH is responsible for the care and protection of children and reporting information about suspected child abuse.

All children who come to EACH have a right to feel and be safe. EACH is committed to the safety and well-being of all children whether they are direct service recipients or indirectly linked to our services such as children of customers. The welfare of children and young people is our first priority. We create a child safe and child friendly environment where all children are valued and heard, are safe and protected."

Key Selection Criteria

Skills and Behaviours

- Acts in accordance with EACH's Behavioural and Performance Standards.
- Highly developed communication and interpersonal skills to competently establish and maintain effective working relationships with clients, staff and visitors.
- Demonstrated ability to work collaboratively and enthusiastically within a team to help foster a positive and progressive work environment.

Desirable Experience, Knowledge, and Qualifications

- Tertiary qualifications in a relevant discipline.
- Demonstrated ability in working collaboratively as part of a Team
- Appreciation and understanding of the Not-For-Profit sector and Health services is well-regarded.

Mandatory Competencies and/or Licences

- Completion of an acceptable Criminal History Check and Employee Working with Children Check (or State equivalent) prior to commencement of employment and as required by legislation and policy during employment, as well as a duty to disclose relevant information that may arise after employment has commenced.
- A cleared National Worker Screening Check prior to commencement of employment (if required for the role – not applicable to all roles)

Expected behaviours for all EACH Staff

- Acts in accordance with EACH's Code of Conduct, policies and procedures and is demonstrably committed to EACH's vision, mission, values, and service principles.



- Responds to family violence risk in line with their role and responsibilities and in accordance with the Multi-Agency Risk Assessment and Management (MARAM) Framework and related Frameworks.
- Promotes a 'safety first' culture and acts in accordance with EACH Health, Safety and Wellbeing Policy and management system.
- Ensures EACH Great Care is put through its PACES (Person-Centred, Accessible, Connected, Effective and Safe).
- Promotes and supports a zero-tolerance culture that recognises all people have the right to live their lives free from abuse, neglect, violence, discrimination and exploitation and acts upon EACH's commitment to recognise, raise and respond to any deviation from a person's human rights.
- Fosters and promotes an inclusive and collaborative work environment where all employees, volunteers and customers feel welcomed, respected, valued and enabled and proud to fully participate, irrespective of their individual differences in background, experience and perspectives. Demonstrates a customer focus by prioritising the needs and outcomes of internal and external customers.
- Demonstrates teamwork and collaboration and positively contributes to group activities.
- Contributes to innovation and continuous improvement and openly shares information and knowledge to enable optimal outcomes for customers.
- Be curious, reflective, and open to continuous learning and new ways of working.
- Successfully completes all mandatory training in a timely manner, to support the delivery of high quality, safe and effective service delivery.



Part 2 - Addendum Occupational Therapist – Cranbourne West Secondary College

This document explains the work of the Occupational Therapist and the outputs they will need to deliver

Position:	Occupational Therapist – Cranbourne West Secondary College
Directorate / Service / Program:	School Services (Casey/Cardinia)
Industrial Instrument Name:	HSUA 3 - Victorian Stand-Alone Community Health Centres Allied Health Professionals Enterprise Agreement 2017-2021
Instrument Classification:	Grade 2 Level
Reports to:	Senior Clinician/Coordinator School Services
Effective Date:	September 2024

Key Deliverables

- Support students with successful engagement and participation in the classroom and other school-based activities.
- Analyse the physical, cognitive, psychosocial and sensory areas of performance and identify how these may be impacting on a student's ability to successfully participate in a school-based setting.
- Use a variety of therapies and behavioural based interventions to effectively support students with engaging and participating activities.
- Support students by minimising barriers to participation in either the school or classroom environment.
- Hold a caseload of students requiring counselling support
- Respond to risk disclosures made by student's who walk into the wellbeing centre.
- Liaise with multiple stakeholders linked with students care i.e. Child protection, tertiary services, Youth Justice, other mental health community services etc.
- Assist in the collaborative assessment and referrals to external headspace service or other EACH program as required
- Attend and participate in regular clinical review meetings held at headspace
- Attend and participate in weekly inclusion/wellbeing referral meetings and assist in appropriate decision making on incoming referrals
- Attend regular care team meetings, student support group meetings, return to school plan meetings as required

- Identify sensory processing and/or sensory modulation difficulties and create class implementation plan for teachers to respond to these difficulties
- Teach emotional regulation skills to students
- Facilitate social skills training and communication skills training (individual and groups)
- Help students improve attention and concentration in the classroom through various training and modalities of Occupational Therapy
- Analyse the causes for challenging or disruptive behaviours and educate teachers and other staff on the best ways to respond
- Provide brief support to families/carers of clients as required
- Modify classroom-based activities for students as required
- Modify school or classroom environments as required
- Develop and facilitate training to school staff on common school related issues i.e. neurodiverse challenges in the classroom (ASD, ADHD), hygiene, sensory difficulties.

Qualifications and skills

- Minimum of tertiary qualification in Occupational Therapy and AHPRA registration
- Sound knowledge of current theory and practice in occupational therapy
- Highly developed listening and communication skills
- Excellent written and oral communication skills
- Ability to manage own workload and set priorities without supervision
- Knowledge of typical and atypical childhood development
- Capacity to engage and form positive relationships with children, particularly children with developmental differences.

Physical Requirements:

- Able to sit at a computer for 6 – 8 hours per day
- Ability to travel between EACH locations