



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 Psychologist Grade 2

This document explains the work of the Psychologist Grade 2 and the outputs they will need to deliver.

Position:	Psychologist Grade 2
Directorate / Service / Program:	NDIS Therapy Services – Childhood Intervention Service
Industrial Instrument Name:	VICTORIAN COMMUNITY HEALTH SECTOR (AUDIOLOGISTS, DIETITIANS, PHARMACISTS & PSYCHOLOGISTS) 2018-2021
Instrument Classification:	Psychologist Grade 2
Reports to:	Team Leader, Childhood Intervention Service
Effective Date:	July 2024

About the NDIS Childhood Intervention Services

We offer NDIS Childhood Intervention Services for children with disability or developmental delay up to the age of nine.

Position Summary

The role of Psychologist Grade 2 will provide assessment and intervention for children with developmental delay or disability (0-9 years of age) and assist in building the capacity of families to support their child's development. Services are typically delivered in the family home, childcare, kindergarten and/or school setting.

Key Deliverables

- Deliver therapy services to children with developmental delay and disability (0-9 years of age) and their families using evidence-based practice.
- Provide services under the National Disability Insurance Scheme and / or fee for service model including relevant productivity targets.
- Identify goals and provide therapeutic support and strategies to address goals.
- Deliver services at home, childcare, kindergarten, school and EACH centres.
- Make appropriate referrals both internally and externally and to undertake secondary consultations in the team.
- Work as a lead practitioner within a key worker, transdisciplinary model and liaise with and support other team members.
- Facilitate group programs.
- Liaise with external service providers and organisations as required.



- Prepare resources for use in children's natural settings.
- Use a coaching approach to build the capacity of parents and educators.
- Complete all organisational training and compliance.
- To maintain accurate file systems according to the business rules.
- To participate in regular supervision as required by the organisation and continual ongoing commitment to professional development.
- To attend all relevant service and network meetings.
- Initiation of and participation in quality improvement activities.
- Provide secondary supervision to provisional psychologists as appropriate.

Skills

- Demonstrated ability to interact appropriately with clients and their families.
- High level of communication, both written and oral, to communicate effectively and to relate to a wide range of people.
- Ability to utilise negotiation, conflict resolution and creative problem-solving techniques in service delivery.
- Demonstrated efficient time management skills with the ability to organise, prioritise and work in a self-directed manner to provide a timely service delivery and meet deadlines.
- Ability to utilise Microsoft packages such as Microsoft Word, Excel or database packages.

Experience and Knowledge

- Demonstrated up to date knowledge of current psychological evidence-based assessment and treatment/intervention techniques.
- Demonstrated knowledge of child development.
- Experience working with vulnerable families and culturally diverse families.
- Demonstrated knowledge of the issues confronting families with children with a developmental delay or disability and the impact on families, and an understanding of the relationship between these contextual issues and the practice of psychology.
- An understanding of the key worker model and family centred practice

Mandatory Qualification/s, Competencies and/or Licences

- Tertiary qualification in Clinical Psychology (Master's degree minimum)
- Registration with Australian Practitioners Health Regulation Agency (AHPRA)
- Current Australian driver's license and own car
- Current Police and Working with Children Check
- A cleared NDIS National Worker Screening Check prior to commencement of employment

Physical Requirements:

- Able to sit at a computer for up to 3-4 hours per day
- Ability to walk up stairs
- Ability to drive between houses, community sites and EACH office locations
- Ability to lift 2 kgs