



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 Grade Two

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

Position:	Occupational Therapist
Directorate / Service / Program:	Primary Care
Industrial Instrument Name:	HSUA 3
Instrument Classification:	Grade 2
Reports to:	Clinical Lead- OT
Effective Date:	December 2023

Key Deliverables

- Delivery of evidenced based assessment, individual and group therapeutic care and parent-training talks that are integrated with other clinical interventions with a focus on children aged 3.5 years to 12 years. Involve clients in establishing goals and plans for intervention and review on a regular basis
- Assessment evidences cultural competence that supports engagement by the families with indications of vulnerabilities who are prioritized for service by the Community Health program funding guidelines
- Documentation of child focused continuous risk assessment, therapeutic goals, implementation of goal focused action addressing the care plan, recording of all activities provided, documentation of secondary consultations and reviews and outcome at closure. Prepare reports as required
- Compliance with relevant legislation, regulations and service standards is achieved and maintained, Client records are maintained and regularly reviewed in supervision and performance targets are achieved
- Contribute to a workplace environment which supports peers, develops teamwork and ensures the provision of quality services.
- Attend and participate in all team, program, supervision and relevant network meetings. Share knowledge and work collaboratively with colleagues, external agencies.
- Manage the caseload requirements at the required level within 48 hours in consultation with the Team Leader.
- Risk is assessed during each client contact and recorded on TrakCare and on the appropriate Risk management systems if risk is identified. When risk is identified, consult with the Team Leader

- Demonstrated skills in provision of individual and group occupational therapy services to children and educators;
- Demonstrated skills in all areas of occupational therapy including fine motor, gross motor and sensory processing, play and social skills, and self-care skills;
- Provide high-quality direct support that builds the capability of educators, parents and families to support kindergarten children in the priority outcome areas of communication, wellbeing and access and inclusion.
- Provide support through coaching, modelling, mentoring, group training, case consultation support and other discipline specific services (this does not include individual therapy)
- Deliver a comprehensive occupational therapy service to kindergartens in the network that includes providing professional advice and support to educators, staff and families. This may include conducting occupational therapy assessments, providing assessment reports, advice about relevant teaching and learning strategies and supporting educators, staff and families to develop effective programs and strategies for children around their occupational therapy needs.
- Provide in depth planning and capability-building support for educators specific to children at risk of developmental delay
- Support the referral and assessment of children experiencing developmental delay and connect them with other supports, i.e. Kindergarten Inclusion Support; Pre-school Field Officers and the National Disability Insurance Scheme (NDIS).
- Provide professional learning activities for a range of audiences with a focus on achieving the best possible educational outcomes for children (including children with sensory processing difficulties/disorders) as part of a multi-disciplinary team.
- Documentation of child focused continuous risk assessment, recording of all activities provided, documentation of consultations and reviews and outcome at closure.
- Gather participant feedback and contribute to report preparation as required.
- Compliance with relevant legislation, regulations and service standards is achieved and maintained and ensure that client records are maintained and regularly reviewed in supervision and performance targets are achieved.
- Contribute to a workplace environment which supports peers, develops teamwork and ensures the provision of quality services.
- Attend and participate in all team, program, supervision and relevant network meetings. Share knowledge and work collaboratively with colleagues and external agencies.
- Supervise students and support Grade 1 staff
- Experience in working within and across multidisciplinary teams;
- Demonstrated understanding and experience working with vulnerable children and their families;
- Demonstrated experience in capacity building within a Kindergarten/Early Learning environment.
- An understanding of the priority areas for School Readiness including Communication (language development), Wellbeing (social and emotional), self-regulation, focus and attention, positive relationships, play, social interactions, helping skills and Access and Inclusion.
- An understanding of and able to work in alignment with the Victorian Early Years Learning and Development Framework (VEYLDF)
- An understanding of the National Quality Standard (NQS) for early childhood education and care.
- Group training, coaching and case consultation experience. Experience providing professional learning activities for a range of audiences with a focus on achieving the best possible educational outcomes for children.
- Demonstrated experience in a range of areas of occupational therapy; sensory processing, affect regulation, behaviour, play and social skills.



- Demonstrated experience in liaising with a wide range of community services/ agencies.
- Experience in working within and across multidisciplinary teams
- Demonstrated understanding and experience working with children experiencing vulnerability and their families, and able to prioritise and manage complexity and/or experience working with families from Aboriginal and Torres Strait Islander families, Culturally and Linguistically Diverse (CALD) backgrounds, LGBTIQ and other diverse communities.
- Demonstrated evidence of time management and planning skills.
- Demonstrated high levels of written and oral communication.
- MARAM training (intermediate) or willingness to become trained
- Bachelor or Master's degree in Occupational Therapy;
- Registration with AHPRA as an Occupational Therapist;
- Able to move from floor-based activities to tabletop activities within therapeutic sessions
- Membership of Occupational Therapy Australia;
- Demonstrated ability with Microsoft Office, Outlook, and data input skills on TrakCare or similar.
- Experience working with and building capacity for Early Childhood Educators, parents and families to enhance a child's development, education and learning.
- Group training skills and/or experience providing support through coaching, modelling and case consultation support.
- SPARK Communication; Coaching Parents to Use Hanen Strategies
- Disability Workers Exclusion Scheme Check

Physical Requirements:

- Able to sit at a computer for 6 – 8 hours per day
- Walk up stairs
- Ability to travel between EACH locations
- Lift 3 kgs etc.